

Comprehensive Progress Report

Mission:

Monroe High School’s mission is to educate and prepare our students to be productive citizens in a diverse and technologically driven society through the enhancement of core instruction and the development of a community dedicated to improving student literacy and mastery of the content for all students within an EmpowerED culture.

Vision:

To cultivate a Culture of Achievement for Students and Teachers

Goals:

Monroe High School will increase their performance by 1 letter grade in NC State Performance grading system for schools

We will increase the percentage of students in EOC/CTE state test that are considered proficient by 10%.

Our first-time pass rate for classes will reach 80% at grade level.

The teaching working conditions survey will reflect: 85%+ of our staff will agree that MHS is a safe environment. 80%+ of our staff will agree that MHS is a good place to work and learn.



Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date	
		<ul style="list-style-type: none"> 2023-2024: We continue to implement common language within our building and across to our middle school. We currently have a team being trained in Foundations with Safe and Civil Schools. Classroom management is continuing to be supported through the implementation of Champs/Disc. 2022-2023: As this school year is more "normal" than any we have seen in three years, with a newer administrative team (couple new members and a couple members who have been at MHS a few years), with a rising 9th grade class that has struggled academically and behaviorally and we know to be missing 	Limited Development 11/09/2017			

multiple baseline skills in both areas we "rebooted" what our building looked like. We have implemented common language in certain areas with regards to behavior and are communicating with students and staff alike about expectations and checking in that those expectations are met or exceeded.

- 2021-2022: With school being back in session, in person, five days a week and no virtual option, classroom management is appearing to be tricky. Students have not been in "normal" setting for a year and a half. Many students have forgotten what is school appropriate and what is not. We see this struggle more with our younger students than our upper classmen.

2020-2021: Classroom management will continue to be a topic of conversation. With school starting in the manner it did, with COVID19, this conversation has been easier just due to volume. However, the team is well aware that this building will one day be "full" again.

Classroom management continues to be at the forefront of the conversation. Our continuous volume of discipline referrals is a key indicator of a classroom issue. Teacher emotions are key to a successful classroom. At the present time, apathy and failure to enforce basic rules: Cell phones and headphones.

Plan for success:

Five Minute Video challenge; Assessments; Planned Observation; random observations; peer evals; small group instruction; PLC weekly meetings; Beginning teacher training; monthly BT and Mentoring program. Strong classroom management instructional practices modeled for those who need support.

Priority Score: 3

Opportunity Score: 1

Index Score: 3

How it will look when fully met:	Teachers will implement the principles of the Discipline in the Secondary Ed Classroom training within their classrooms. Evidence to support the indicator is fully met include a decrease in classroom discipline referrals and Educator Handbook reports.		Elkin Lenis	06/30/2024
Actions		7 of 10 (70%)		
10/28/20	Back to school video that highlights students and the changes to expectations, norms, and procedures for the start of the 2020-2021 school year.	Complete 08/17/2020	Elizabeth Smith	08/17/2020
<i>Notes:</i>				
11/9/17	Foundation team revitalized and and active part of being proactive with behavior in the building.	Complete 12/01/2020	Shannon Batchelor	12/01/2020
<i>Notes:</i> Purpose of this plan is to increase safe and orderly environment for students and staff.				
10/28/20	Behavior norms and procedures agreed upon and explicitly taught/used	Complete 01/15/2021	Shannon Batchelor	01/15/2021
<i>Notes:</i>				
9/24/19	Monitor the discipline referrals for frequency and by type.	Complete 06/01/2021	Elkin Lenis	06/01/2021
<i>Notes:</i>				
10/28/20	Foundation team will work to implement the "REDHAWK" word association as a way of life and a norm at MHS	Complete 06/01/2021	Elizabeth Smith	06/01/2021
<i>Notes:</i>				
10/26/21	Staff members will be encouraged to reach out for assistance from one of 3 coaches on staff and find the classroom management techniques that work for them.	Complete 06/03/2022	Ashley Ponscheck, Jonathan Harbin, Teresa Lally-Da	06/03/2022
<i>Notes:</i> This will be on an as needed basis. Routinely, we want staff members to get used to asking for help with issues. There is no guise of "being perfect". We all are a team and need to work together to move Monroe forward.				
10/11/22	Summer training for existing employees (retrain/polish) and new employees offered before the start of the year.	Complete 08/20/2022	Amanda Stinchcomb	08/20/2022
<i>Notes:</i> Existing teachers were invited and some were strongly encouraged based on past observations, etc.,.				
10/11/22	DISC best practices and practical uses will continue to be incorporated throughout professional development, planning period meetings, and individual conversations/suggestions.		Shannon Batchelor	06/09/2024
<i>Notes:</i>				

10/16/23	New staff are trained in DISC/CHAMPS		Shannon Batchelor	06/30/2024
	<i>Notes:</i> Training is offered at the start of the year in August. In addition, coaching is offered throughout the year and Champs objectives/strategies are implemented within professional development throughout the year.			
10/26/21	Foundations team (SOAR) will continue helping us find ways to celebrate the positives in our building with staff and students.		Allison Andrews	06/30/2024
	<i>Notes:</i>			
Implementation:		01/29/2018		
Evidence	1/29/2018			
Experience	1/29/2018			
Sustainability	1/29/2018			

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Curriculum and instructional alignment
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	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>2023-2024: PLC work continues. Many of our PLCs are developing common assessments this year and beginning to have conversations around those results. We revisit power standards and have done a good job incorporating new staff.</p> <p>2022-2023: Our goal for 2021-2022 was ambitious. We dropped back and realized that we needed to address PLCs a little at a time because the misconception was so abundant in the building. We are expecting all PLCs to meet and attempt the work with some coaching. Our coaching efforts are focused on the core subjects or the 2022-2023 school year.</p> <p>2021-2022: We have been participating in a PLC reboot where the control of the PLC and the best way to implement strategies in the classroom returns to the teachers. At the end of 2021-2022 we should have functioning PLCs all throughout our building ready to take on the next steps.</p>	Limited Development 11/09/2017		

This is the fifth year of delivering the content through the S.I.M. (Strategic Instruction Model) to support mastery of for all students through guaranteed viable curricula of the Tier 1 instruction. In addition, the third year of structuring the work of the PLCs around the four guiding questions: What do we expect our students to learn?; How will we know when they are learning?; How will we respond when they don't learn?; How will we respond if they already know it?.

Presently, we also have Common Planning in core classes, Common Assessments to determine how well the units adhere to the standards, Course and Unit Organizers which map the critical content through SMARTER planning and are aligned to the standards, Analyses of student data to plan instruction as well as to evaluate the learning taking place, and are using Frames, Question Exploration Guide Routine, and the Concept Mastery routines to enhance the delivery of the content through a literacy model.

Teachers were taught the Frame Routine, Course and Unit Organizer Routines during the professional development sessions in August 2019. During the monthly PLC meetings, additional professional development will be offered to support the delivery of the Content Enhancement Routines. These routines assist with assessing mastery of the critical content as well as a review of the critical content in preparation of the EOCs, NCFEs, and Exams scheduled for January 2020, June 2020, August 2020, January 2021, and June 2021.

How it will look when fully met:

PLCs will be well functioning throughout the building and working to solve problems and move instruction forward.

Shannon Batchelor

06/30/2024

Actions

6 of 9 (67%)

11/9/17 First Drafts of Course and Unit Organizers will be due in January 2020.

Complete 02/01/2021

Audrey Price

02/01/2021

Notes: The fifth year of implementation of the S.I.M.

11/9/17 Final drafts of Course and Unit organizers are due June of 2020.

Complete 06/01/2021

Audrey Price

06/01/2021

Notes: Collected final drafts from English, Math, Science, and Social Studies. Approximately 1/3 of the teachers are fully implementing Routines as both teacher and student tools. Next year, work continues with additional professional development for all departments, and additional routines to support mastery of the critical content.

6/13/18	Continue creating and implementing the Content Enhancement Routines within and across all Departments.	Complete 06/01/2021	Audrey Price	06/01/2021
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Notes:

10/28/20	Unit recovery discussion and development	Complete 06/01/2021	Shannon Batchelor	06/01/2021
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Notes: Unit recovery will be offered at the end of T1, T2, T4, T5.

10/28/20	Continue work involving uniformly addressing the four questions through all planning	Complete 06/01/2021	Elkin Lenis	06/01/2021
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Notes:

10/26/21	Each EOC PLC will identify power standards by the start of the 2022-2023 school year.	Complete 09/01/2022	Ashley Ponscheck	09/01/2022
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Notes:

10/26/21	Job-embedded PD as a staff (during planning periods).		Shannon Batchelor	06/30/2024
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Notes: PD will be developed to work on issues that arise as we are moving through the year. PD will most likely happen every other month.

10/11/22	Administration and PLC team members establish norms and meeting routines to analyze data.		Shannon Batchelor	06/30/2024
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Notes:

10/11/22	Continue to analyze data and reloop/reteach until Tier 1 instruction reaches 80% of students at grade level.		Shannon Batchelor	06/30/2024
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Notes:

Core Function:	Dimension A - Instructional Excellence and Alignment				
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Effective Practice:	Student support services				
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KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

2023-2024: During the summer, the MTSS team developed a matrix describing a Tier 2 and Tier 3 student at MHS and a sample of interventions that could be used.

2022-2023: MTSS is working on ways to track students' progress and what interventions have been tried and outcome.

2021-2022: The MTSS team is also in a "reboot". Currently, 30% of our student population is off cohort. We are working to bring about new successes after "pandemic learning".

The Content Enhancement Routines of the SIM are the Tier 1 interventions provided to 100 percent of the population to support mastery for 80% of the students. We deliver content with the expectation that 80% of our students achieve proficiency through initial instruction and content.

Tier 2 "supplemental interventions" service 10-15 percent of students. For these students, the Xtreme reading program supports mastery of the English I content through intensive development of literacy skills. This is the third year of Xtreme. There was an initial cost associated with Xtreme Reading program but covered in the 2017 budget. In addition, the Redhawk Connections block is used to group and re-group students based upon data to provide interventions to support mastery of the critical content in Math I, English II, and Biology.

Limited Development
11/09/2017

Tier 3 “intensive interventions” are provided to approximately 3-5 percent of students. The YES Academy (year three) is specifically designed to address the needs both academically and behaviorally of the 5%. Currently, there is student misconception/perception that the YES Academy is for attendance issues rather than academic development. Redhawk Connections homerooms support students according to reading ability. Currently working in Tier 1 with the Safe and Civil Schools.

End of Year Review:

Although all three targets have been met for this objective, this is a three to five-year process to implement the CAST. The work will continue with additional professional development on the routines and strategies of the CLC, the YES Academy placement and monitoring of at-risk students' progress, as well as the continuation of Xtreme Reading for at-risk ninth graders and a section of Xtreme Reading for English II. In addition, this year's plans include having all departments rather than just the Four Core areas of English, Math, Science, and Social Studies map the critical content through the Course and Unit Organizers.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:

MTSS implemented both academically and behaviorally across Tiers 1 - 3.

Lori Hall

06/30/2024

Actions

3 of 6 (50%)

11/9/17 Identify and Implement Xtreme Reading to Tier 2 students.

Complete 06/30/2017

Elkin Lenis

06/01/2021

Notes:

9/23/19 Teachers will continue to collaborate within their PLCs to map the critical content to support mastery for all students through the creation and implementation of the Course and Unit Organizers as well as other CERs.

Complete 06/01/2021

Shannon Batchelor

06/01/2021

Notes:

10/28/20 Develop and implement unit recovery plans.

Complete 06/01/2021

Shannon Batchelor

06/01/2021

Notes:

10/26/21 Develop and review academic protocols for MTSS.

Geydis Guadalupe

06/30/2024

Notes:

10/26/21 Develop and review behavior protocols for MTSS.

Geydis Guadalupe

06/30/2024

<i>Notes:</i>				
10/11/22	MTSS will monitor Math 1 Intervention homerooms as well as grade level intervention homerooms.		Ashley Ponscheck	06/30/2024
<i>Notes:</i>				
Implementation:		05/31/2018		
Evidence	5/31/2018			
Experience	5/31/2018			
Sustainability	5/31/2018			

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>2022-20223: This component has morphed as people have left positions and positions have remained unfilled or been altered. The SEL Committee needs to be re-established and a clear way for teacher's to refer students for assistance needs to exist.</p> <p>MHS' faculty through guidance and mental health counselors, and the school psychologists will continue to develop strategies to support the emotional needs of the students. A top priority to support this indicator is to implement more consistency among teachers, administration, and counselors to better help students with their emotional learning. Professional development based on the implementation of helping teachers to notice students emotional and psychological needs is needed. The SEL Team begun last year to support the MTSS and the initiatives within the community meets monthly to implement professional development, monitor the processes to communicate and address the social and emotional needs of our students.</p>	Limited Development 11/09/2017		
How it will look when fully met:		The indicator will be fully implemented when students who are in Tier 2 and Tier 3 interventions will have systems in place for support. Foundations training for all staff to support the Emergency Crisis Team. A SEL Team fully integrated within the procedures and processes of MHS.		Sara Hanna	06/30/2024
Actions			9 of 10 (90%)		
	11/9/17	Develop an emergency crisis team for students who are in emotional/mental health crisis.	Complete 06/13/2018	Forrest Jackson	06/15/2018
<i>Notes:</i>					
	11/17/17	Foundations PD across the year for all staff.	Complete 06/15/2018	Danielle Kelly	06/15/2018
<i>Notes:</i>					
	11/9/17	Established a team of individuals who are trained on Mental Health First Aid training.	Complete 06/01/2021	Forrest Jackson	06/01/2021

<i>Notes:</i>						
	11/9/17	All faculty will have a working knowledge of how to refer students who need immediate attention and understand when students may need a SIT protocol.	Complete 06/01/2021	Forrest Jackson	06/01/2021	
<i>Notes:</i>						
	9/23/19	Develop the processes for teachers and staff to refer students to the Social Emotional Learning Team and to communicate with the teachers and staff regarding the resources available to support the students.	Complete 11/01/2020	Forrest Jackson	11/01/2021	
<i>Notes:</i>						
	10/26/21	Homeroom SEL focused lessons.	Complete 06/03/2022	Jonathan Harbin	06/03/2022	
<i>Notes:</i>						
	10/11/22	Union Atrium Tele Health program will be operating in a safe space for students and with ease for staff.	Complete 09/30/2022	Ellen DeVoe	09/30/2022	
<i>Notes:</i>						
	10/11/22	A wrap-around team will be re-established and will begin meeting.	Complete 10/01/2022	Ellen DeVor	11/30/2022	
<i>Notes:</i>						
	10/26/21	All faculty will have a working knowledge of how to refer students who need immediate attention and understand when students may need a SIT protocol.	Complete 10/01/2022	Ellen Devoe	06/09/2023	
<i>Notes:</i>						
	10/12/22	UCPS Threat Assessment Protocol will be implemented		Johnny Sowell	06/30/2024	
<i>Notes:</i> Conducted as needed						
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		2022-2023: Currently, our transition from 8th to 9th grade is fairly robust. Mr. Engelhard begins building relationships with 8th graders in January. We take students and teachers over to present programs and interact all during January, February and March before registration. On a grade level basis, we transition students to SPCC students or CASP students with individual meetings and make sure they understand their individual situation.	Limited Development 11/09/2017			

- Mentoring Program at middle school and high school
- Graduating seniors walk through elementary schools (should be done at middle school as well)
- Award ceremony at high school football games for elementary and middle schools
- Cross-grade planning and collaboration between core subject teachers (2x or more per month)
- Computer lab for college classes (through SPCC) and AP courses
- Guest speakers from the community during homeroom to discuss job/career/college opportunities

In addition to the above initiatives, MHS has been working with MMS to facilitate smoother transitions to 9th grade. Vertical alignment discussions with administration, counselors, parents, students occur across the school year. Curriculum changes include EES and Biology course-year long delivery for the gifted 9th graders, Xtreme Reading for 9th graders as a Tier 2 Intervention, and math tutors to support Math I mastery. Class meetings with the administration emphasize expectations and opportunities for students grade to grade and level to level.

How it will look when fully met:

Systems for students transitioning from MS - HS will be in place and formally documented. Students moving from grade to grade with MHS will feel supported when working with guidance counselors, teachers, and administrators.

Shannon Batchelor

06/30/2024

Actions

6 of 11 (55%)

11/9/17

Meet with administrators at the middle school to identify similarities and differences in structure.

Complete 04/27/2018

Mike Harvey/Johnny Sowell/Nichole Jackson/Danielle

04/27/2018

<i>Notes:</i>				
11/9/17	Explore Shadow/Mentor opportunity for 8th grade students.	Complete 05/04/2018	Mike Harvey	05/25/2018
<i>Notes:</i>				
11/9/17	Conduct orientation/registration meetings for rising 9th grade students.	Complete 05/01/2021	Dexter Days	05/01/2021
<i>Notes:</i>				
11/9/17	Host parent meetings for students and parents of MS students to discuss differences between the two schools.	Complete 05/01/2021	Dexter Days	05/01/2021
<i>Notes:</i>				
11/17/20	Survey students to ensure that at least 90% of students have someone on staff to reach out to for assistance.	Complete 03/01/2021	Michael Englehard	06/01/2021
<i>Notes:</i>				
10/26/21	Host parent meetings for students and parents of MS students to discuss differences between the two schools.	Complete 06/03/2022	Dexter Days	06/03/2022
<i>Notes:</i>				
10/11/22	Partner with MMS to host parent nights that allow for parents to learn about the high school experience.		Shannon Batchelor	06/09/2024
<i>Notes:</i> This will be a yearly occurrence.				
10/26/21	Meet with administrators at the middle school to identify strategies to help students transition.		Elkin Lenis	06/30/2024
<i>Notes:</i>				
10/26/21	Ensure that at least 90% of students have someone on staff to reach out to for assistance.		Elkin Lenis	06/30/2024
<i>Notes:</i>				
10/11/22	Develop a transition program for the most at-risk rising 8th graders to be offered during the summer.		Shannon Batchelor	06/30/2024
<i>Notes:</i>				
10/11/22	Host 8th grade students in order for the students to get information about the high school.		Elkin Lenis	06/30/2024
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>UCPS' supports MHS in the work to provide an MTSS to address and meet the needs of our students. In addition, the leadership team of UCPS supports the development of an EmpowerED culture within the LEA and within the schools.</p> <p>Under the direction of Dr. Tara Todd, the MTSS Team of MHS and faculty were awarded "Model" recognition for the work to support all three Tiers academically and social emotionally to address the diverse needs of our students.</p>	Limited Development 10/25/2019		
<i>How it will look when fully met:</i>		<p>When this objective is fully met there will be an alignment of all the Tiers across the academic, social-emotional, and behavioral domains.</p> <p>Grades earned, credits recovered, absences, discipline data, and number of social-emotional referrals will be considered when determining level of implementation.</p>		Shannon Batchelor	06/30/2024
Actions			3 of 4 (75%)		
	10/25/19	Monitor at-risk students through MTSS.	Complete 06/01/2021	Elkin Lenis	06/01/2021
	<i>Notes:</i>				
	10/25/19	The Foundations Team in collaboration with Dr. Todd and Ms. Navelly will identify behaviors and goals to support at-risk students in Tiers1, 2, and 3	Complete 06/01/2021	Shannon Batchelor	06/01/2021
	<i>Notes:</i>				
	10/25/19	Attendance, discipline referrals, and credits earned will be monitored.	Complete 06/01/2021	Administration	06/03/2022
	<i>Notes:</i>				
	10/26/21	Monitor kids through MTSS process.		Ashley Ponscheck	06/30/2024
	<i>Notes:</i>				

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
	<i>Initial Assessment:</i>		2022-2023 MHS Administration is in the position to share leadership this year. This will happen within the admin PLC and involve teachers in various ways.	Limited Development 10/11/2022		
	<i>How it will look when fully met:</i>		A highly functioning administrative PLC will exist with teacher leaders identified for various areas of instruction, classroom management, best practices, etc.		Shannon Batchelor	06/30/2024
Actions				1 of 2 (50%)		
	10/11/22		Admin PLC will meet and analyze data.	Complete 06/09/2023	Shannon Batchelor	06/09/2023
			<i>Notes:</i>			
	10/11/22		Teacher leaders will be identified and utilized for professional development and leading discussion, etc.		Administration	06/30/2024
			<i>Notes:</i>			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		2022-2023 We made an effort this year to redo the way coverage is provided when teacher are not in the building and the way duties are restructured.	Limited Development 10/11/2022		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		MHS will be working forward to make sure that areas of the building needing supervision are covered. In addition, the SIT team will monitor discipline referrals, etc and see what changes need to be made throughout the year.	Objective Met 10/16/23	Chad Hinson	06/09/2023
Actions					
	10/11/22	New Duty Roster created by administration and vetted and monitored by SIT.	Complete 06/09/2023	Clarence Bates	06/09/2023
<i>Notes:</i>					
	10/11/22	Monitor areas where major discipline referrals are happening and adjust coverage/policy.	Complete 06/09/2023	Elkin Lenis	06/09/2023
<i>Notes:</i>					
Implementation:			10/16/2023		
<i>Evidence</i>	6/30/2023	Duty Rosters Huge decrease in discipline Minimal large altercations in the 2022-2023 school year.			
<i>Experience</i>	6/30/2023	We reworked duties and duty post this year. While it took a couple of weeks for the staff to "buy in" and see why we were making the changes, it has worked.			
<i>Sustainability</i>	6/30/2023	Each year we will have to take time to present data to staff and explain how the duties fit into the building remaining safe.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> Required observations conducted by all administrators. Walkthroughs Prioritized interventions for teachers struggling with content and/or behavior management. Administrators meet with teachers that did not meet growth to develop a plan for reaching all learners. Principal facilitated a Mentor program where new teachers paired with successful veteran teacher for additional support. <p>Visits from the office of school performance.</p>	Limited Development 11/09/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		Feedback from administrators for improvement in pedagogy.	Objective Met 10/16/23	Shannon Batchelor	06/01/2021
Actions					
	11/9/17	Complete all scheduled observations through NCEES.	Complete 06/08/2018	Admin Team	06/15/2018
<i>Notes:</i>					
	11/9/17	Attend Monthly PLC meetings to discuss progress towards school wide goals.	Complete 05/23/2018	Danielle Kelly	06/15/2018
<i>Notes:</i>					
	11/9/17	Conduct ongoing data analysis meetings for entire school on progress across all disciplines towards school wide goals.	Complete 04/30/2018	Mike Harvey	06/15/2018
<i>Notes:</i>					
	10/25/19	The Leadership Team will conduct walkthroughs within classes and during Redahwl connections to support the fidelity of implementation of the Strategic Instruction Model (S.I.M.) and the Reading Across the Content (RAC) initiatives.	Complete 06/01/2021	Shannon Batchelor	06/01/2021
<i>Notes:</i>					

Implementation:		10/16/2023		
Evidence	10/16/2023 Training completed each year on the evaluation instrument. Administration meets consistently to talk about issues and celebrations.			
Experience	10/16/2023 We have worked over the years to make sure that we are callibrated as an administrative team. In addition, we are now having one administrator follow the evaluation process all the way through PDP and evaluation.			
Sustainability	10/16/2023 We will continue to callibrate between adminsitrators. We will also continue to educate teachers on the evaluation process.			

Core Function: Dimension E - Families and Community

Effective Practice: Family Engagement

KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date

Initial Assessment:

- Connect Ed messages
- Orientation at the beginning of school year
- Facebook/Twitter
- Surveys done at home by parents
- Redhawk cards
- Telephone calls home addressing concerns for the students as well as their successes
- Parent Portal

A review of this indicator has illustrated the importance of working to shift the emphasis of communications with parents/guardians from presenting information to a conversation of how the home can support the learning for all students. To support this shift, we will work to:

- Emphasize within parent meetings the importance of how parents can assist students with learning at home.
- Increase opportunities to vertically align with MMS to meet with stakeholder groups to support the transition to MHS-AP Capstone, Early Transition program.
- Add a public service announcement regarding home support to Connect Ed messages.
- Access community support.

Limited Development
11/09/2017

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	This objective will be fully met when there is ongoing and regular communication between the home and school. Evidence to support full implementation includes agendas from parent meetings, minutes from vertical alignment meetings with MMS, teacher communications with parents, ConnectEd messages, and Facebook and Twitter posts.		Objective Met 10/16/23	Shelby Hutson	06/15/2021
Actions					
11/9/17	Communicate weekly the message of school matters including, attendance, and progress towards graduation.		Complete 06/07/2018	Shannon Batchelor	06/15/2018
	<i>Notes:</i>				
11/9/17	Regularly post the importance of parental involvement through social media outlets and other communication devices.		Complete 06/12/2018	Sierra Burtis	06/15/2018
	<i>Notes:</i>				
11/9/17	Record videos to send on how to access parent portal and canvas and provide incentives for students to have parents watch the videos.		Complete 06/14/2018	Ashely Ponscheck	06/15/2018
	<i>Notes:</i>				
11/17/20	Participate in community events highlighting the school's partnership and stake in the greater Monroe community		Complete 06/01/2021	Shannon Batchelor	06/01/2021
	<i>Notes:</i>				
11/9/17	Host parent PBIS night, celebrate success, and educate parents on the expected behaviors for success at MHS.		Complete 06/01/2021	Administrative Team	06/01/2021
	<i>Notes:</i>				
Implementation:			10/16/2023		
Evidence	10/26/2021 social media pages, connected messages, newsletters, web site				
Experience	10/26/2021 The pandemic has taught us, as a staff, a variety of "out of the box" ways to communicated with parents and families. We effectively use parent newsletters, connected, social media, and our presence in the community.				
Sustainability	10/26/2021 We will continue to be a presence in our community and ensure that our families feel welcome and know we view them as our partners.				