

Comprehensive Progress Report

Mission:

The mission of Merancas Middle College High School is to provide an enriched and personalized learning opportunity through a diversified community of stakeholders by facilitating a challenging foundation of academic, personal, and social empowerment that ensures career, college, and life readiness.

Merancas Middle College High School will build individualized relationships with students that will focus on rigorous academic exploration, community outreach, and service, as well as personal growth seminars in order to achieve a comprehensive high school diploma while simultaneously working toward a post-secondary certification and/or degree.

Vision:**Goals:**

60% of students attending Merancas Middle College High School taking an AP exam will score a 3 or higher.(A2.04, A4.01,A4.06,B3.03)

100% of the teaching staff will have duty-free lunch (30 minutes per day). The NC SBE's statutory provision 115C-105.27(b)(6) G.S. 115C-301.1(a) (A4.06).

100 % of the teaching staff at Merancas Middle College High School will have duty-free instructional planning time for an average of at least five hours per week Statue 115.C-105.27(b)(7) (A2.04).

Students attending Merancas Middle College High School will be provided a positive and safe school climate, free of bullying and harassing behaviors (A4.06). Statue JICK-R

The percent of graduates earning a state high school endorsement will increase from 84.3% in SY2021-22 to 89.3% in SY2022-23 and 94.3% in SY2023-24. (Aligns to A4.16 and CMS Goal 3)

Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at 0% in SY2022-23 and SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)

The percent of students reporting a positive self-perception of their self- engagement will increase from 41.0% on the Fall 2021 Panorama Screener (in Grades 6-12) to 46.0% in SY2022-23 and 51.0%in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

The percent of high school students who score at the College and Career (CCR) level -- a 4 or 5 -- on theMath III EOC (grades 9-12) will increase from 29.6% in SY2021-22 to 34.6 % in SY2022-23 and 39.6% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 4)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
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>In the 2022-2023 school year, we will be providing providing standards-aligned instruction using our District's Core Actions and Instructional Look-Fors as well as school-created resources in all subject areas. We will be utilizing the Canvas platform as a resource for students to reference for content assistance. Additionally, Canvas will support teachers in their implementation of the curriculum through multiple delivery models.</p> <p>In terms of PLCs and planning, we are currently utilizing student surveys and Canvas speed grader as an assessment and tracking tool while implementing and planning similar differentiated lessons.</p> <p>We plan to use general school funds to purchase supports for standards-aligned instruction, such as:</p> <ul style="list-style-type: none"> subs for extended planning any additional platforms/digital tools purchased PD or resources including positions related to instruction and curriculum implementation Extended Employment funds used for instruction or curriculum development 	Limited Development 08/19/2022		

<p>How it will look when fully met:</p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school in an in-person or remote setting:</p> <p>Consistent communication of expectations amongst staff and stakeholders</p> <p>Evidence of the Core Actions</p> <p>Strong PLC processes and procedures in place rooted in backwards design/instructional planning approach</p> <p>Collaborative PLCs with lessons and strategies being modeled regularly</p> <p>Differentiation and scaffolds planned intentionally</p> <p>Common vocabulary and academic language being used</p> <p>Discussion around standard-alignment and what mastery looks like</p> <p>Student growth and achievement data should be increasing for all subgroups without gaps</p>		<p>Kendall Pauling (August 2021)</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 1 (0%)</p>		
<p>8/19/22</p>	<p>Teachers will analyze formal and informal assessment data biweekly utilizing data trackers through mastery connect and the student reflection processes. The Leadership Team will discuss trends within monthly meetings and provide feedback to teachers.</p>		<p>Kendall Pauling (August 2021)</p>	<p>02/01/2023</p>
<p>Notes:</p>				
<p>Core Function:</p>		<p>Dimension A - Instructional Excellence and Alignment</p>		
<p>Effective Practice:</p>		<p>Student support services</p>		

	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
--	-----	-------	--	-----------------------	-------------	-------------

Initial Assessment:	We will be working to update our master schedule and service delivery models to ensure we are meeting the needs of all student IEP and 504 plans in person. Additionally, we are utilizing the district's MTSS protocol, as needed. Teachers will participate in the Middle College PLC mode which increases their use of achievement data to develop appropriate lessons. The principal and facilitator will conduct bi-weekly observations and provide teachers with feedback to support expectations.	Limited Development 08/19/2022		
How it will look when fully met:	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> Implementation of the district's Core Actions and standards-based aligned instruction Teachers implementing core curriculum with integrity Diverse use of best practices and strategies that address different learning styles and needs Established MTSS team, structures, and processes Collaboration across general education and support staff (EC, TD, EL, counselors, etc.) Focus is on the quality of instruction rather than student deficits Data driven instruction and decision-making with the utilization of Canvas, Student Surveys, and conferencing Accurate identification of student needs rooted in data PLC collaborations sessions to review data and plan implemented consistently 		Kendall Pauling (August 2021)	06/15/2024
Actions		0 of 1 (0%)		
8/19/22	1. Teachers will accurately identify student needs based on multiple data points and match instruction to the individual needs. Teachers will collaborate and provide feedback based on student reflections and teacher interpretation of data, as evidenced by teacher PLC agendas and minutes.		Kendall Pauling (August 2021)	02/01/2023
<i>Notes:</i>				

	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
<p><i>Initial Assessment:</i></p>			<p>Student concerns are a part of our staff meetings. At all-staff meetings, students are discussed and staff members are able to provide additional information. Our teachers received training through 7 Mindsets and MTSS school liaison to understand ways to meet individual student's needs. Our school counselor trained all staff in understanding the support services protocol. We also utilize the student support services department within CPCC as well as our school psychologist.</p> <p>The team at Merancas will continue to put student needs at the forefront of our daily and weekly meetings. The team will continue meeting with individual students based on observation, teacher input, and SEL data. During our meetings, the team will discuss the individual needs or concerns of students.</p> <p>During monthly Fun Friday, a peer mentor breakout group is available to provide support. The topic of the breakout group is based on student responses to SEL survey data.</p>	<p>Limited Development 09/26/2019</p>		

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>When this objective is met, all staff will be comfortable meeting all of the student's needs. Not just their academic needs, but also their emotional and social needs. During COVID, many students experience emotional challenges. With the implementation of the MTSS process, 7 Mindset implementation, and monthly Fun Friday events, teachers will play a huge part in guiding students and attending to their emotional needs. Students will seek mentors outside of the required check-ins if support is needed.</p> <p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school.</p> <ul style="list-style-type: none"> • SEL curriculum with explicit instruction that is being implemented with integrity • Serving the whole child for all children • Established MTSS teams, structures, and processes • Collaboration across general education and support staff (EC, TD, EL, counselors, etc.) • Purposeful tiered instruction is being provided • Data-driven instruction and decision-making • Accurate identification of student needs rooted in data • Teachers utilize culturally relevant and culturally proficient strategies, language, and practices • A safe and welcoming environment is provided for all students 			Jametta Tanner (August 2021)	06/15/2024
Actions			0 of 2 (0%)		
	9/26/19	The Leadership Team will integrate culturally relevant and culturally proficient strategies, language, and practices through monthly staff/student meetings to ensure a safe and welcoming environment for all students and staff.		Kendall Pauling (August 2021)	02/01/2023
<i>Notes:</i>					

9/27/21	Panorama survey will be sent to students in the Fall and Spring as outlined by the district. The data received will be shared with teachers to aid in adjustments in their daily SEL lessons. School wide activities focusing on the 7 mindsets will be implemented into each month's Fun Friday activity. This will provide an opportunity to impact more students in our dual enrolled setting.		Kendall Pauling (August 2021)	02/01/2023
<i>Notes:</i>				
Implementation:		06/12/2020		
Evidence	9/26/2019			
Experience	9/26/2019			
Sustainability	9/26/2019			

	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>			<p>Current events in place that increase student preparation for transitioning from high school to college are Financial Aid Sessions, Senior Sessions, and Scholar Mom Session. Other systems in place is providing student accessibility to higher level CTE courses that open the opportunity to earn credentials, Career Readiness Certificates (CRC) through WorkKeys assessments.</p> <p>Through student inventory and data driven instruction, we are able to identify students who should be enrolled in Advance Coursework (Advanced Placement (AP) coursework. This allows us to increase our enrollment in these courses.</p> <p>These systems can be strengthen through concise communication through our website and social media platform and remind.</p>	Limited Development 08/16/2022		
<i>How it will look when fully met:</i>			<p>Merancas students need supportive and informative networks as they plan their transition out of high school. Through strategic events of senior sessions, financial aid, scholar mom critical information and supports on how to prepare and effectively participate in college/career decision-making 100% of Merancas students will have access to these events. Successful full implementation will have 100% of seniors meet with our counselor to plan future goals and supports needed. Additionally, by providing equal access to college programs at no cost to their families students to all Merancas students will achieve 100% high school graduation rates. In order to increase ACT scores all juniors will have access in ACT test preparation in a school wide competition using ACT test prep platform Engenuity and purchased ACT Test Prep books.</p>		Anita Durr (August 2021)	06/15/2024
Actions				0 of 2 (0%)		
	8/16/22		Juniors will access Engenuity for ACT Test Prep course. To increase participation, there will be a school wide competition implemented in January to review test material.		Kendall Pauling (August 2021)	02/01/2023
			<i>Notes:</i>			

8/19/22 Students complete Career Interest Profiler through Naviance. Through data students will identify CPCC Pathways that provide courses in this career pathway. Students will complete 2 courses towards CTE certificates they could pursue while attending Merancas Middle College High School. These 2 courses will increase ACT Workkeys eligibility.

Kendall Pauling
(August 2021)

02/01/2023

Notes:

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>		We will be working to update our systems for monitoring instruction and providing timely, meaningful feedback using the district's Qualtrex walk-thru process. Our principal and leadership team will be updating practices to observe and coach teachers on effective practices. We will also be updating the ways in which we provide teachers feedback to ensure we are able to maintain a continuous coaching cycle.	Limited Development 09/26/2019		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school in an in-person or remote setting:</p> <ul style="list-style-type: none"> • Principal reviews lesson plans for evidence of PLC conversations, standard-alignment and differentiation • Principal is highly visible and regularly present in classrooms and PLCs both in-person and virtually • Teachers receive meaningful feedback on their practice consistently from the principal throughout the year from formal and informal observations and walkthroughs • Principal is an instructional leader who fosters strong collaborative practices and processes that ensure all students are engaged in standards-aligned instruction • Principal engages in a regular coaching cycle with staff; communication and feedback is transparent, honest, and rooted in best practice • Leadership team utilizes quarterly progress reports to implement interventions for identified students. 		Jametta Tanner (August 2021)	06/15/2024
<i>Actions</i>			0 of 2 (0%)		
	9/22/20	The Leadership Team will analyze school-wide data to identify trends in attendance and academics (Central Piedmont and Merancas MCHS courses). Trends are shared with staff for necessary improvements.		Jametta Tanner (August 2021)	02/01/2023

<i>Notes:</i>				
10/5/21	Weekly classroom visits conducted by the Leadership Team will be implemented to ensure the implementation of weekly writing incorporation, alignment of PLC conversations, standards-alignment, and differentiation. Trends will be discussed during monthly Leadership Team meetings.		Jametta Tanner (August 2021)	02/01/2023
<i>Notes:</i>				
Implementation:		09/23/2021		
Evidence	1/25/2021 Documented class visits and meeting minutes are kept.			
Experience	1/25/2021 The expectation is that all teachers deliver differentiated and aligned lessons. The Holy challenge was while observing lessons, it was difficult to see how the students were responding to the lesson due to their cameras being off.			
Sustainability	1/25/2021 The team will continue this process throughout the end of the school year. Teachers were aligned with their PLC peers and consistently differentiated their lessons to meet students' needs, when necessary.			