

## 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:**

The Class of 2022 will have a 100% graduation rate.(A2.04, A4.01,A4.06,B3.03, E1.06) Using the GSI we will monitor and track individual student paths in order to have 100% graduation rate for every Merancas senior by May 2022. (A2.04, A4.01,A4.06,B3.03, E1.06)

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



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 2021-2022 school year, we will be providing instruction in person for all students. We will be working to ensure we are 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 Mastery Connect 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"> <li>• subs for extended planning</li> <li>• any additional platforms/digital tools purchased</li> <li>• PD or resources including positions related to instruction and curriculum implementation</li> <li>• Extended Employment funds used for instruction or curriculum development</li> </ul>	Limited Development 09/26/2019		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>	<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"> <li>• Consistent communication of expectations amongst staff and stakeholders</li> <li>• Evidence of the Core Actions</li> <li>• Strong PLC processes and procedures in place rooted in backwards design/instructional planning approach</li> <li>• Collaborative PLCs with lessons and strategies being modeled regularly</li> <li>• Differentiation and scaffolds planned intentionally</li> <li>• Common vocabulary and academic language being used</li> <li>• Discussion around standard-alignment and what mastery looks like</li> <li>• Student growth and achievement data should be increasing for all subgroups without gaps</li> </ul>			Anita Durr (August 2021)	02/01/2022
<b>Actions</b>			<b>0 of 4 (0%)</b>		
9/22/20	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.			Kendall Pauling (August 2021)	02/01/2022
<i>Notes:</i>					
9/22/20	Teachers will differentiate core content and instruction based on daily monitoring of student data, as evidenced in weekly lesson plans. Teachers will share ideas and collaborate on successful differentiation strategies.			Jametta Tanner (August 2021)	02/01/2022
<i>Notes:</i> Complete: Evidenced Core Actions in content areas through lesson plans that are shared with the leadership team. Teachers are differentiating their instruction to meet individual student needs. Teachers have shared how they are reflecting on students working to meet these needs in weekly meetings with the leadership team. Within the MCHS PLCs, the teachers will be implementing similar lessons. Moving forward we will have teachers begin to create PD sessions to showcase a system that works best in their classroom and provide resources to peers and PLC members. Our goal will be to have each teacher present their PD by the end of the year. We will monitor through weekly staff meetings.					

9/24/21	Data meetings will be held with teachers to review and discuss student achievement data and utilization of data in lesson planning.		Jametta Tanner (August 2021)	02/01/2022
<i>Notes:</i>				
9/27/21	Informal walk-through observations will be conducted by the principal and facilitator at least once a week using the district's Qualtrics walk-through form. Feedback will be provided on standards-based alignment and integration of content Core Actions and Instructional Excellence Look Fors.		Jametta Tanner (August 2021)	02/01/2022
<i>Notes:</i>				
<b>Implementation:</b>		09/23/2021		
<b>Evidence</b>	1/25/2021 The objective will be fully implemented by the end of the year, as each staff member will have slotted time in our weekly staff meetings to present their teaching practice and resources. We will be able to continue to monitor through lesson plans.			
<b>Experience</b>	1/25/2021 Teachers have successfully uploaded lesson plans that indicated differentiated instruction aligned to the standard they are targeting. Additionally, through weekly staff meetings, teachers have shared their ideas for reaching their students.			
<b>Sustainability</b>	1/25/2021 The necessary work needed to continue will be for teachers to create PD session to highlight the best teaching practice for differentiation in their classroom along with resource examples that they use. This PD will be formally presented to staff and PLC members.			

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
<b>Effective Practice:</b>	<b>Student support services</b>

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
<i>Initial Assessment:</i>	<p>We will be providing instruction in person for all students throughout this school year. 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 updated Standard Treatment Protocol when providing supplemental and intensive interventions, 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 weekly observations and provide teachers with feedback to support expectations.</p>	Limited Development 09/26/2019			
<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, hybrid, or remote setting:</p> <ul style="list-style-type: none"> <li>• Implementation of the district's Core Actions and standards-based aligned instruction</li> <li>• Teachers implementing core curriculum with integrity</li> <li>• Diverse use of best practices and strategies that address different learning styles and needs</li> <li>• Established MTSS team, structures, and processes</li> <li>• Collaboration across general education and support staff (EC, TD, EL, counselors, etc.)</li> <li>• Focus is on the quality of instruction rather than student deficits</li> <li>• Data driven instruction and decision-making with the utilization of Mastery Connect</li> <li>• Accurate identification of student needs rooted in data</li> <li>• PLC collaborations sessions to review data and plan implemented consistently</li> </ul>		Jametta Tanner (August 2021)	02/01/2022	
<b>Actions</b>			<b>1 of 2 (50%)</b>		
9/22/20	<p>Teachers will differentiate core content and instruction based on daily monitoring of student data, as evidenced in weekly lesson plans. Teachers will share ideas and collaborate on successful differentiation strategies.</p>	Complete 12/01/2020	Kendall Pauling (8/12/20)	05/06/2021	

*Notes:* COMPLETE: Teachers have successfully differentiated core content and instructions based on monitoring, conferencing, and data. Teachers lesson plans are evidence of these goal completion. During staff meetings teachers have shared ideas of what is working in their classroom to help meet student needs.

9/22/20 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.

Jametta Tanner  
(8/12/20)

02/01/2022

*Notes:* COMPLETE: Evidenced through lesson plans students are using data points within their lesson to tailor their instruction to student needs. Through the use of reflections, teachers are able to hear student input and implement necessary changes to further meet student needs.

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:*

Student concerns are a part of our staff meetings. Each student is given a staff member as a mentor to assist them in managing their emotional and academic concerns. Students meet with their mentor on a consistent basis with documented monthly check-ins. At all-staff meetings, students are discussed and staff members are able to provide additional information. Our teachers received training through our 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.

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 assigned. During our meetings, the team will discuss the individual needs or concerns of students. New students have been assigned a student and a staff mentor. During each first Friday, mentoring groups are provided with opportunities to meet and provide support where needed.

Limited Development  
09/26/2019

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>	<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 and students being assigned a mentor, 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"> <li>• SEL curriculum with explicit instruction that is being implemented with integrity</li> <li>• Serving the whole child for all children</li> <li>• Established MTSS teams, structures, and processes</li> <li>• Collaboration across general education and support staff (EC, TD, EL, counselors, etc.)</li> <li>• Purposeful tiered instruction is being provided</li> <li>• Data-driven instruction and decision-making</li> <li>• Accurate identification of student needs rooted in data</li> <li>• Teachers utilize culturally relevant and culturally proficient strategies, language, and practices</li> <li>• A safe and welcoming environment is provided for all students</li> </ul>			<b>Jametta Tanner (August 2021)</b>	<b>02/01/2022</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
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)	02/01/2022
<i>Notes:</i>					
9/26/19	Students will participate in monthly check-ins with their assigned staff mentor using the district-provided curriculum.			Kendall Pauling (August 2021)	02/01/2022
<i>Notes:</i> Staff will meet monthly to discuss students and findings from each individual check-in.					

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.		Kendall Pauling (August 2021)	02/01/2022
<p><i>Notes:</i> Teachers received training on SEL training. Teachers will use Panorama data and Seven Mindsets Portal to add an SEL component to their daily lessons. Panorama data will be reviewed and discussed during each staff meeting and during our mentor sessions. Our counselor and facilitator will assist teachers in presenting lessons when needed.</p>				
<b>Implementation:</b>		06/12/2020		
<b>Evidence</b>	9/26/2019			
<b>Experience</b>	9/26/2019			
<b>Sustainability</b>	9/26/2019			

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"> <li>• Principal reviews lesson plans for evidence of PLC conversations, standard-alignment and differentiation</li> <li>• Principal is highly visible and regularly present in classrooms and PLCs both in-person and virtually</li> <li>• Teachers receive meaningful feedback on their practice consistently from the principal throughout the year from formal and informal observations and walkthroughs</li> <li>• Principal is an instructional leader who fosters strong collaborative practices and processes that ensure all students are engaged in standards-aligned instruction</li> <li>• Principal engages in a regular coaching cycle with staff; communication and feedback is transparent, honest, and rooted in best practice</li> </ul>		<b>Jametta Tanner (August 2021)</b>	<b>02/01/2022</b>
<b>Actions</b>			<b>2 of 4 (50%)</b>		
	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.	Complete 12/01/2020	Jametta Tanner (August 2021)	02/01/2021

	<p><i>Notes:</i> Students are on the agenda at every school-based leadership meeting. Discussions center around the academics, attendance, and emotional status of all students. In order to monitor and analyze the student's progress with CPCC, it is a little more challenging to ensure students are performing well in advance to assist with their success. Efforts will continue throughout the end of the year with refining the relationship with CPCC to receive student information.</p>			
9/22/20	The Leadership Team will conduct weekly classroom visits to ensure alignment of PLC conversations, standards-alignment and differentiation. Trends will be discussed during monthly Leadership Team meetings.	Complete 12/01/2020	Jametta Tanner (August 2021)	05/01/2021
	<p><i>Notes:</i> The administrative team will document weekly classroom visits to ensure lessons are appropriate and are aligned. Trends are discussed individually as well as within the middle college teacher and administrative PLC meetings.</p>			
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)	02/01/2022
	<p><i>Notes:</i> The administrative team will document weekly classroom visits to ensure lessons are appropriate and are aligned. Trends are discussed individually as well as within the middle college teacher and administrative PLC meetings.</p>			
10/5/21	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)	02/01/2022
	<p><i>Notes:</i></p>			
<b>Implementation:</b>		09/23/2021		
<b>Evidence</b>	1/25/2021 Documented class visits and meeting minutes are kept.			
<b>Experience</b>	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.			

<b>Sustainability</b>	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.			
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**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
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<p><b>Initial Assessment:</b></p>	<p>Due to Covid-19, a large amount of instruction will take place in the remote setting. Transitions for students at this level require a new focus of support for students and families. We are working to provide families with additional resources to help support their children with the various models for instructional delivery. We are working to streamline our communication and instruction through the use of Canvas, Naviance, Remind and ConnectEd messages. Additionally, we are working to increase the number of parent supports and resources we are providing to parents as much of the instruction will be delivered in the home environment this year.</p> <p>We host parent nights throughout the year, focused on curriculum and college preparation. We also host opportunities for families to learn about available scholarships.</p> <p>We have used general school funds to purchase supports for for parent engagement:</p> <ul style="list-style-type: none"> <li>• Remind communication app</li> </ul>	<p>Limited Development 09/26/2019</p>		
	<p>Priority Score: 3                      Opportunity Score: 2</p>	<p>Index Score: 6</p>		
<p><b>How it will look when fully met:</b></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> <ul style="list-style-type: none"> <li>• 100% participation in parent teacher conferences</li> <li>• Consistent two-way communication tool is being leveraged</li> <li>• Collaborative relationships; all voices matter</li> <li>• Resources and support are made available to parents regularly in support of student learning</li> <li>• Language is not a barrier; open access</li> <li>• Transparent communication with an open-door policy</li> <li>• Parent survey results are high in participation and engagement</li> </ul>	<p><b>Objective Met 01/25/21</b></p>	<p><b>Jametta Tanner (August 2021)</b></p>	<p><b>02/01/2022</b></p>
<p><b>Actions</b></p>				
<p>9/22/20</p>	<p>The principal will meet with parents through monthly School Improvement Team meetings to discuss upcoming events, teacher morale, fundraising, questions, concerns and to gain insight into student perspectives. The SIT agenda will reflect the conversation and next steps.</p>	<p>Complete 12/01/2020</p>	<p>Jametta Tanner (8/12/20)</p>	<p>12/01/2020</p>

*Notes:* SIT meetings are held monthly and minutes will be upload to reflect items discussed. Parents and staff are members of the team.

9/22/20 Teachers will communicate bi-weekly with families through various platforms such as newsletters, Remind, class websites and Canvas.

Complete 12/01/2020

Jametta Tanner  
(8/12/20)

12/01/2020

*Notes:* Each team member has been in constant contact with parents and students through numerous platforms. As a school, teachers send weekly updates to students and parents through Canvas, Remind101, personal calls, and text. The principal has done safe home visits when students are not responding to the school's group efforts.

**Implementation:**

01/25/2021

**Evidence**

1/25/2021  
The team has documented monthly meeting notes.

**Experience**

1/25/2021  
Because we are a small middle college school, it was difficult to get parents involved. By working with an active parent, we were able to secure parents on our team.

**Sustainability**

1/25/2021 We have begun efforts of reaching out to the parents of our newly admitted students to gauge their desire to become members of our team. We will continue to meet monthly.