



2016-17 & 2017-18 Monroe High School Improvement Plan

Monroe High School Contact Information

School	Monroe High School	Date Prepared by Committee	8/29/16
Address	#1 High School Dr. Monroe, NC 28112	Date Approved by School	9/28/2016
		Phone Number	704-296-3130
School Website	http://www.ucps.k12.nc.us/Page/41	Fax Number	704-296-3138
Principal	Dr. Michael Harvey	Superintendent	Dr. Andrew Houlihan

(School Name) School Improvement Team

Committee Position	Name	Email	Date Elected
Principal	Michael Harvey	Michael.harvey@ucps.k12.nc.us	8/29/16
Assistant Principal Representative	Danielle Kelly	Danielle.kelly@ucps.k12.nc.us	8/29/16
Teacher Representative	Jennifer Pillar	Jennifer.pillar@ucps.k12.nc.us	8/29/16
Teacher Representative	Douglas Galuppo	Douglas.galuppo@ucps.k12.nc.us	8/29/16
Teacher Representative	Catherine Langston	Catherine.Langston@ucps.k12.nc.us	8/29/16
Teacher Representative	Shelby Beltran	Shelby.Beltran@ucps.k12.nc.us	8/29/16
Teacher Representative	Susan Furr	Susan.Furr@ucps.k12.nc.us	8/29/16
Teacher Representative	Lori Hall	Lori.Hall@ucps.k12.nc.us	8/29/16
Teacher Assistant Representative			
Instructional Support Representative	Karen Mitchell	Karen.mitchell@ucps.k12.nc.us	8/29/16
Teacher Representative	Nicole Shroyer	Nicole.shroyer@ucps.k12.nc.us	8/29/16
Teacher Representative	Tim Niedermeier	Tim.niedermeier@ucps.k12.nc.us	8/29/16
Teacher Representative	Forrest Jackson	Forrest.Jackson@ucsp.k12.nc.us	8/29/16
Parent Representative			
Parent Representative			
Parent Representative			



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Monroe High School Assessment Data Snapshot

Analysis of the data indicates that Monroe High School has made great strides over the past three years. Diversity continues to be a strength of our school. In a global society, our school environment allows our students the opportunity to interact daily with various religious, ethnic, and cultural groups. Nearly half of our students speak Spanish as their primary language. Our ESL program provides the necessary support for our Spanish-speaking students to be successful in an educational setting where the primary language is English. In addition, one of our administrators provides assistance for our ninth graders as they move to high school, as well as to students who are new to Monroe High. Two content language facilitators are utilized as bilingual support personnel in math and English.

A high performing faculty and staff provides a wide range of experience and skills to Monroe High School, and they have made a commitment to work with diverse populations and in a school with a high percentage of students living below the poverty threshold. The data shows that the teacher retention rate is improving; the teacher satisfaction rate is 92.2% according to TWC survey, which is the highest of all 9 UCPS traditional high schools.

Monroe High School continues to lead the way in the area of technology. MHS now has four 21st century classrooms designed to facilitate learning. All of our classrooms have SMART Boards and wireless access. An Instructional Technology Facilitator provides assistance to teachers, ensuring the integration of technology in the classroom. MHS provides individualized training to faculty based on their needs and skill levels.

To better meet the needs of our students MHS has incorporated academies, programs, and alternative school settings that give our students the best chance for success. These include: 1) Allied Heath, 2) the Bridge Academy (Carpentry, Masonry, Electrical, Engineering, Advanced Manufacturing and Welding), 3) North Carolina Virtual Public High Schools, 4) Union County Virtual. In addition, students are provided with other online classes and programs through OdysseyWare and student support services.

Although we have shown growth in our composite percentage on grade level, Monroe High School needs to continue to improve its academic performance. The average ACT score for our students in 2015-2016 was 15.73, with 35% of students' scores a 17 or higher. EOCs scores have shown significant growth, but they remain below the state level: Biology from 18.6% in 2012 -13 to 19.4% in 2013 -14 to 2014-2015 28.4%, to 2015-2016 30.3%. Math 1 from 12.6% in 2012-2013 to 35.8% in 2015-2016. In English II from 23.4% in 2012-2013 to 41% in 2015-2016 at or above grade level. Finally, our four year graduation rate has increased from 73.4% during the 2011-2012 to 84.4% in 2012-13 and to 86.78% in 2013-2014, 83% in 2014-2015 and in 87% in 2016.. Although we are moving in the right direction, MHS needs to continue to focus on improving academic performance.



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Monroe High Profile



Monroe High School has 72 classroom teachers and nearly 30 people who serve in supporting roles including administration, attendance, clerical support, teacher assistants, counselors, psychologists, therapists, and other positions that support students. 10 teachers have National Board Certifications. 86% of our teachers are fully licensed. 30.6% of our teachers have advanced degrees. 29% of our teachers have 0-3 years' experience, 8% of teachers have 4-10 years, and 62.5% have more than ten years' experience. Our teacher turnover rate is 13.3%.



State Board of Education Goals

Goal 1 –	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship
Goal 2 –	Every student has a personalized education
Goal 3 –	Every student, every day has excellent educators
Goal 4 –	Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators
Goal 5 –	Every student is healthy, safe, and responsible

District Goals Aligned to State Board of Education Goals

District Goal 1-	High achieving and globally competitive students
Supports SBE Goals 1&2	
<ul style="list-style-type: none"> • Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship. • Every student has a personalized education. 	
District Goal 2-	Quality teachers, administrators, and staff providing innovative leadership for 21st century schools
Supports SBE Goal 3	
<ul style="list-style-type: none"> • Every student, every day has excellent educators 	
District Goal 3-	Safe, orderly, and caring schools producing healthy and responsible students.
Supports SBE Goal 5	
<ul style="list-style-type: none"> • Every student is healthy, safe, and responsible 	
District Goal 4-	21st century system operating effectively and efficiently
Supports SBE Goal 4	
<ul style="list-style-type: none"> • Every school district has up-to-date financial, business, and technology systems to serve its student, parents, and educators. 	
District Goal 5-	Leadership will guide innovation in collaboration with family, business, and community members.



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Vision Statement

District: Preparing All Students To Succeed

School: The stakeholders in the success of Monroe High School will create an atmosphere of high expectations and accountability for improvement in all areas of student achievement.

Mission Statement

District: Globalization Innovation Graduation

School: Monroe High School's mission is to educate and prepare our students to be more productive citizens in a diverse and technologically driven society. Enhance Core Instruction Develop Student Literacy, A community dedicated to improving student literacy,

Monroe High School Shared Beliefs

- Quality Teaching/Core Instruction
- Continuous Improvement
- Data Driven Instruction
- Safe and Nurturing Environment
- Commitment to Student Learning
- Professional Relationships with all stakeholders
- Exposure to academic and vocational opportunities
- Respect for Multiculturalism
- Embrace Diversity and Promote Tolerance
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Monroe High School Priority Goals

1. Formalize and implement with fidelity, system-wide procedures that ensure and support operation as Professional Learning Communities
2. Engage students through the Gradual Release of Responsibility instructional model to ensure achievement of learning expectations
3. Develop, implement, and evaluate policies ensuring that each student is well known by at least one adult advocate who supports their educational experience
4. Research, plan for, create and implement a multi-tiered system of support (MTSS)
- 5.



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Monroe High School Priority Goals

Priority Goal #1:	Formalize and implement with fidelity, system-wide procedures that ensure and support operation as a Professional Learning Community
Supports District Goal:	Quality teachers, administrators, and staff providing innovative leadership for 21 st Century schools
Supports State Goal:	Every student, every day has excellent educators
Data Used:	PLC Checklist, Benchmark/Common Assessment Results, Course and Unit Organizers, PLC Minutes, Teacher Survey, Coaching logs, staff survey results,

Strategies	Point Person (Name/Title)	Evidence of Success (Student Impact)	Funding (estimated cost/ source)	Personnel Involved	Timeline (Start-End)
Research-based strategy and supporting action steps to address data-identified area of improvement <ul style="list-style-type: none"> Action Step PD Action Step Reflection/Evaluation Action Step 					
Strategy 1: Establish and prepare a School Leadership Team and grade-level/departmental PLCs <ul style="list-style-type: none"> Select and organize team members Build shared knowledge Compile and analyze school data Review the School Improvement Plan Establish a clear structure and purpose for PLC meetings Teach collaboration strategies Build trust 	Mike Harvey Principal Karen Mitchell CLC, Admin Team Department Chairs	Student Schedule, PLC Meeting Minutes Focused on Strategic Instruction Model, Course Organizers, Unit Organizers, RedHawk Remediation,	None Required	All Staff	8/24/2016-6/12/19

Strategy 2: Carry out the tasks of a PLC	Point Person (Name/Title)	Evidence of Success (Student Impact)	Funding (estimated cost/ source)	Personnel Involved	Timeline (Start-End)
<ul style="list-style-type: none"> Address the most pressing instructional challenges by studying the standards, selecting research-based strategies and assessment techniques, plan and implement lessons, agree on and collect evidence of student learning, analyze the data, reflect and adjust teaching Be continuous learners Focus on student success 	Mike Harvey Principal Karen Mitchell CLC, Admin Team Department Chairs	Formative Assessments, Student Schedule, PLC Meeting Minutes Focused on Strategic Instruction Model, Course Organizers, Unit Organizers, RedHawk Remediation,	None	All	8/24/2016-6/12/19
Strategy 3: Support and value the work of PLCs <ul style="list-style-type: none"> Provide enough time regularly throughout the year for teams to do their work Monitor and give feedback on the work of the PLC in meetings and while implementing in the classroom Provide learning opportunities Empower teachers to be decision-makers Nurture innovation 	Mike Harvey Principal Karen Mitchell CLC, Admin Team Department Chairs	Formative Assessments, Student Schedule, PLC Meeting Minutes Focused on Strategic Instruction Model, Course Organizers, Unit Organizers, RedHawk Remediation, Ongoing Professional Development, Master Schedule	None	All	8/24/2016-6/12/19
Strategy 4: Evaluate the effectiveness of PLCs <ul style="list-style-type: none"> Review PLC agendas and minutes 	Mike Harvey Principal Karen Mitchell CLC, Admin Team Department Chairs	HOXIE Classroom Walkthrough Tool, PLC Minute Template, EOC, Benchmark,	None	All	8/24/2016-6/12/19



School Improvement Plan Priority Goals

Monroe High School Priority Goals

Priority Goal #2:	Engage students through the Gradual Release of Responsibility and the Strategic Instructional Model to ensure achievement of learning expectations.
Supports District Goal:	High achieving and globally competitive students
Supports State Goal:	Every student has a personalized education
Data Used:	EOG/EOC results

Strategies	Point Person (Name/Title)	Evidence of Success (Student Impact)	Funding (estimated cost/ source)	Personnel Involved	Timeline (Start-End)
Research-based strategy and supporting action steps to address data-identified area of improvement <ul style="list-style-type: none"> Action Step PD Action Step Reflection/Evaluation Action Step 					
Strategy 1: Prepare staff to implement the components of the Gradual Release of Responsibility model <ul style="list-style-type: none"> Participate in the district-provided Gradual Release of Responsibility modules on early release days 	Karen Mitchell, Elkin Lenis, Danielle Kelley, Lee Casey, Stephanie Hunter-Brown, Mike Harvey	Minutes from PLC Meetings, Work Product Produced, Alignment to CLC, Course and Unit organizers, CEU Credits, Walk Through Data	None	All	August 29 th 2016 – June 15 th , 2018

Strategy 2: Support staff in the implementation of the Gradual Release of Responsibility model	Point Person (Name/Title)	Evidence of Success (Student Impact)	Funding (estimated cost/ source)	Personnel Involved	Timeline (Start-End)
<ul style="list-style-type: none"> Conduct walkthroughs and provide feedback to teachers and PLCs to monitor the implementation of the components Utilize district instructional support staff to coach teachers 	Karen Mitchell, Stephanie Hunter Brown, Department Chairs,	Walk Through Data, Minutes from PLC Meetings, Work Product Produced, Alignment to CLC, Course and Unit organizers, CEU Credits, Walk Through Data	None	All	August 29 th 2016 – June 15 th , 2018
Strategy 3: Evaluate the effectiveness and fidelity of the implementation of the Gradual Release of Responsibility model <ul style="list-style-type: none"> Formatively assess the implementation 	Karen Mitchell, Stephanie Hunter Brown, Department Chairs, Mike Harvey, Elkin Lenis	Comparative narrative on the differences in walkthrough data, Portfolio development of the walkthrough.	None	All	August 29 th 2016 – June 15 th , 2018



School Improvement Plan Priority Goals

Monroe High School Priority Goals

Priority Goal #3:	Develop, implement, and evaluate policies in all schools ensuring that each student is well known by at least one adult advocate who supports their educational experience
Supports District Goal:	Safe, orderly, and caring schools producing healthy and responsible students.
Supports State Goal:	Every student is healthy, safe, and responsible
Data Used:	Student Survey Results

Strategies	Point Person (Name/Title)	Evidence of Success (Student Impact)	Funding (estimated cost/ source)	Personnel Involved	Timeline (Start-End)
Research-based strategy and supporting action steps to address data-identified area of improvement <ul style="list-style-type: none"> Action Step PD Action Step Reflection/Evaluation Action Step 					
Strategy 1: Design a structure that would allow school personnel to build strong relationships with students over time, gain significant insight into the students' needs, and act as an advocate for the students <ul style="list-style-type: none"> Determine the criteria for advocacy Determine which students are currently aligned with an appropriate advocate 	Mike Harvey Karen Mitchell CLC, Admin Team Department Chairs, Climate Committee, Mentors	Students are looped with homeroom teachers through graduation. Future Ready Friday, Relationship Building Activities, Expansion of Clubs, and High Interest Extra Curricular Activities, Principals Breakfast, Honor Roll Recognition.	None	All	August 29 th 2016 – June 15 th , 2018

Strategy 2: Provide the necessary supports to prepare staff to implement the advocacy structure	Point Person (Name/Title)	Evidence of Success (Student Impact)	Funding (estimated cost/ source)	Personnel Involved	Timeline (Start-End)
<ul style="list-style-type: none"> Implement Future Ready Friday Committee to develop Curriculum in Homeroom periods focused on relationship building, motivation, careers, etc. etc. 	Future Ready Friday Committee	Improved Attendance, Teacher Survey Results, Student Survey Results	None	All	August 29 th 2016 – June 15 th , 2018
Strategy 3: Implement the advocacy structure <ul style="list-style-type: none"> Training mentors, supporting CAST Program, Developing Partnerships in the community, Formalize attendance improvement plans 	Elkin Lenis, Shep Stewart, Mike Harvey, Lee Casey, Danielle Kelley, Stephanie Hunter-Brown	Mentor Survey, Mentor Data Collection sheet, graduation rate, on time course completion, increase extra-curricular participation	None	All	August 29 th 2016 – June 15 th , 2018
Strategy 4: Evaluate the effectiveness and fidelity of the implementation of advocacy structure <ul style="list-style-type: none"> Analyze the end of year reports including attendance, survey data, course completions, extra-curricular participation 	Elkin Lenis, Shep Stewart, Mike Harvey, Lee Casey, Danielle Kelley, Stephanie Hunter-Brown	Mentor Survey, Mentor Data Collection sheet, graduation rate, on time course completion, increase extra-curricular participation	None	All	August 29 th 2016 – June 15 th , 2018



School Improvement Plan Priority Goals

Monroe High School Priority Goals

Priority Goal #4:	Research, plan for, create and implement a multi-tiered system of support (MTSS)
Supports District Goal:	Every student has a personalized education & Every student is healthy, safe, and responsible
Supports State Goal:	High achieving and globally competitive students & Safe, orderly, and caring schools producing healthy and responsible students.
Data Used:	EOC, WorkKeys, ACT, Graduation, AMO's,

Strategies	Point Person (Name/Title)	Evidence of Success (Student Impact)	Funding (estimated cost/ source)	Personnel Involved	Timeline (Start-End)
Research-based strategy and supporting action steps to address data-identified area of improvement <ul style="list-style-type: none"> Action Step PD Action Step Reflection/Evaluation Action Step 					
Strategy 1: Establish an MTSS school leadership team <ul style="list-style-type: none"> Define roles and responsibilities of members 	Mike Harvey	Leadership Team Meeting minutes, Planning Minutes,	None	Leadership Team	August 29 th 2016 – June 15 th , 2018

Strategy 2: Research and plan for the implementation of MTSS	Point Person (Name/Title)	Evidence of Success (Student Impact)	Funding (estimated cost/ source)	Personnel Involved	Timeline (Start-End)
<ul style="list-style-type: none"> Conduct a core instruction needs assessment and data analysis Use a data-based problem-solving approach to make educational decisions Solicit stakeholders' input 	Mike Harvey, Karen Mitchell, Danielle Kelley, Stephanie Hunter Brown, Lee Casey, Elkin Lenis	Resources for struggling students are provided for structure improvement.	None	All	August 29 th 2016 – June 15 th , 2018
<p>Strategy 3: Build capacity and infrastructure for implementation</p> <ul style="list-style-type: none"> Participate in professional learning and coaching on all of the MTSS components Communicate and collaborate with all stakeholders 	Mike Harvey, Karen Mitchell, Danielle Kelley, Stephanie Hunter Brown, Lee Casey, Elkin Lenis	PLC Minutes regarding the four questions, ensuring SIS, Course Organizers, New Teacher Training, Walk Through data,	None	ALL	August 29 th 2016 – June 15 th , 2018
<p>Strategy 4: Evaluate the effectiveness and fidelity of the implementation of MTSS</p> <ul style="list-style-type: none"> Utilize the Self-Assessment of MTSS Implementation (SAM) Utilize the Tiered Fidelity Inventory (TIF) 	Mike Harvey, Karen Mitchell, Danielle Kelley, Stephanie Hunter Brown, Lee Casey, Elkin Lenis	PLC Smart Goals, SAM results, Course and Unit Organizers, RedHawk Survey	None	All	August 29 th 2016 – June 15 th , 2018



School Improvement Plan Peer Review Form (Year 1 Peer Review #1)

	Vision & Mission	Team membership	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State-required Checklist	Safe School Plan
Meets all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does Not Meet all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments

(Please provide specific details for each part of the SIP that **does not meet** all requirements)

Name		Signature		Date	
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School Improvement Plan Review Form (Year 1 Director Review)

	Vision & Mission	Team membership	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State-required Checklist	Safe School Plan
Meets all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does Not Meet all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments

(Please provide specific details for each part of the SIP that **does not meet** all requirements)

Name		Signature		Date	
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School Improvement Plan Review Form (Year 1 Peer Review #2)

	Vision & Mission	Team membership	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State-required Checklist	Safe School Plan
Meets all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does Not Meet all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments

(Please provide specific details for each part of the SIP that **does not meet** all requirements)

Name		Signature		Date	
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School Improvement Plan Review Form (Year 2 Peer Review #1)

	Vision & Mission	Team membership	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State-required Checklist	Safe School Plan
Meets all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does Not Meet all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments

(Please provide specific details for each part of the SIP that **does not meet** all requirements)

Name		Signature		Date	
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School Improvement Plan Review Form (Year 2 Director Review)

	Vision & Mission	Team membership	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State-required Checklist	Safe School Plan
Meets all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does Not Meet all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments

(Please provide specific details for each part of the SIP that **does not meet** all requirements)

Name		Signature		Date	
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School Improvement Plan Review Form (Year 2 Peer Review #2)

	Vision & Mission	Team membership	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State-required Checklist	Safe School Plan
Meets all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does Not Meet all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments

(Please provide specific details for each part of the SIP that **does not meet** all requirements)

Name		Signature		Date	
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2016-17 & 2017-18 Monroe High School - School Improvement Plan Annual Review (Year 1)

Goals	February 2016-17 Current Reality & Adjusted Action Steps		June 2016-17 Current Reality & Adjusted Action Steps	
Goal 1:				
Goal 2:				
Goal 3:				
Goal 4:				
Goal 5:				
Principal's Signature				



2016-17 & 2017-18 Monroe High School - School Improvement Plan Annual Review (Year 2)

Goals	February 2017-18 Current Reality & Adjusted Action Steps		June 2017-18 Current Reality & Adjusted Action Steps	
Goal 1:				
Goal 2:				
Goal 3:				
Goal 4:				
Goal 5:				
Principal's Signature				



2016-2017 Monroe High School - School Improvement Plan Report

Checklist of State-required On-going Operational Activities

All Schools

Does this school:

Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> • Implement strategies for improving performance of all students?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> • Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> • Plan use of staff development funds?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> • Plan for use of assessments to monitor student progress?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> • Provide daily duty-free lunch to teachers?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> • Provide at least five hours of planning time for teachers each week?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> • Implement strategies for involving parents and the community in the educational program?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> • Amend the School Improvement Plan when AYP is not met for two consecutive years when missing one or more targets in the same subject area?

K-8 Schools Only

Does this school:

Yes <input type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> • Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?
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2016 – 2017 Monroe High School - School Improvement Plan Approval

Committee Position	Name	Signature	Date
Principal	Michael Harvey		
Assistant Principal Representative	Danielle Kelley		
Teacher Representative	Forrest Jackson		
Teacher Representative	Catherine Langston		
Teacher Representative	Nicole Shroyer		
Teacher Representative	Douglas Galuppo		
Teacher Representative	Tim Niedermeier		
Teacher Representative	Jennifer Pillar		
Instructional Support Representative	Karen Mitchell		
Teacher Representative	Shelby Beltran		
Teacher Representative	Susan Furr		
Teacher Representative	Lori Hall		
Parent Representative			
Parent Representative			
Parent Representative			