



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 |

Monroe High 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 | Chad Hinson | Chad.Hinson@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 |
| | Chad Broome | Chad.Broome@ucps.k12.nc.us | |
| Teacher Representative | John Ganshert | John.Ganshert@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 | Leslie Helms | Leslie Helms lesliehipad72@gmail.com | |
| Parent Representative | | | |



2016-17 & 2017-18 Monroe High School Snap Shot

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.

Monroe High School's current performance composite is 53% for a school grade of "D". This is a slight decrease in performance from 2015-2016 (56%). Monroe High School did not meet expected growth with a -4.29 growth composite. English 2 showed no loss or gain, Math one showed a 6% decrease and Biology showed a 6% decrease. ACT composite was up 10 percent and Graduation rate fell 4%.

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

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, and establish 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
- Deliver content through a Literacy Model, S.I.M.

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); Tier I-to deliver the content to 80% of students through the Content Enhancement Routines of the S.I.M. and the *Redhawk Connections* literacy block, Tier II-Xtreme Reading program to support the literacy skills of the 15% who need additional support, Tier III-YES program to assist the 5% of students who need support academically, behaviorally, and with attendance.
5. *Redhawk Connections* block to connect each student with a mentor teacher and the opportunity to develop literacy skills.



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

Monroe High School Priority Goals

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| 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, Frame Routine, QER Routine, Concept Mastery Routine, 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, Frame, QER, Concept Mastery Routines, and <i>Redhawk Connections</i> . | None Required | All Staff | 8/24/2016-6/12/19 |

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| <p>Strategy 2: Carry out the tasks of a PLC</p> <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 | <p>Point Person (Name/Title)</p> <p>Mike Harvey Principal, Karen Mitchell CLC, Admin Team, Department Chairs</p> | <p>Evidence of Success (Student Impact)</p> <p>Formative Assessments, Student Schedule, PLC Meeting Minutes Focused on Strategic Instruction Model, Course Organizers, Unit Organizers, <i>RedHawk Connections</i>, <i>Xtreme Reading</i>, Disciplinary Literacy, <i>Six Minute Reading</i> and TOSCRF scores.</p> | <p>Funding (estimated cost/ source)</p> <p>None</p> | <p>Personnel Involved</p> <p>All</p> | <p>Timeline (Start-End)</p> <p>8/24/2016-6/12/19</p> |
| <p>Strategy 3: Support and value the work of PLCs</p> <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 | <p>Mike Harvey Principal Karen Mitchell CLC, Admin Team, Department Chairs</p> | <p>Master schedule, PLC Meeting Minutes Focused on Strategic Instruction Model, Course Organizers, Unit Organizers, Ongoing Professional Development in the S.I.M., CERs, GRR, <i>Xtreme Reading</i>, and disciplinary literacy.</p> | <p>None</p> | <p>All</p> | <p>8/24/2016-6/12/19</p> |
| <p>Strategy 4: Evaluate the effectiveness of PLCs</p> <ul style="list-style-type: none"> Review PLC agendas and minutes | <p>Mike Harvey Principal Karen Mitchell CLC, Admin Team, Department Chairs</p> | <p>HOXIE Classroom Walkthrough Tool, PLC Minute Template, EOC, Common Assessments</p> | <p>None</p> | <p>All</p> | <p>8/24/2016-6/12/19</p> |



School Improvement Plan Priority Goals

Monroe High School Priority Goals

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| 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, Nick Paquette, 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, Elkin Lenis, Danielle Kelly, Lee Casey, Nick Paquette, Mike Harvey, Department Chairs, | Walk Through Data, Minutes from PLC Meetings, Work Product Produced, Alignment to CLC, Course and Unit Organizers, CEU Credits, Walk Through Data, Collaboration with UNCC to support five BTs. | 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, 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

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| 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, Leslie Helms, Mentors | Students are placed in <i>Redhawk Connections</i> homerooms based on grade level and reading levels; Above grade level, At grade level, and Below Grade Level. Mondays in <i>Redhawk Connections</i> are focused on Disciplinary Literacy, Tuesdays & Thursdays-PLAN/ACT and content vocabulary, Wednesdays are Guided Reading, and Fridays are focused on connecting students to greater community, Principal's Breakfast | None | All | August 29 th 2016 – June 15 th , 2018 |

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



School Improvement Plan Priority Goals

Monroe High School Priority Goals

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| 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 |

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| <p>Strategy 2: Research and plan for the implementation of MTSS</p> <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 Train teachers in S.I.M.-CERs and Strategies Train teachers in <i>Xtreme Reading</i> | <p>Point Person (Name/Title)</p> <p>Mike Harvey, Karen Mitchell, Danielle Kelley, Lee Casey, Elkin Lenis, Nick Paquette</p> | <p>Evidence of Success (Student Impact)</p> <p>Resources for struggling students are provided for structure improvement.</p> | <p>Funding (estimated cost/ source)</p> <p>None</p> | <p>Personnel Involved</p> <p>All</p> | <p>Timeline (Start-End)</p> <p>August 29th 2016 – June 15th, 2018</p> |
| <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 | <p>Mike Harvey, Karen Mitchell, Danielle Kelley, Lee Casey, Elkin Lenis, Nick Paquette</p> | <p>PLC Minutes regarding the four questions, ensuring SIM, Course Organizers, New Teacher Training, Walk Through data,</p> | <p>None</p> | <p>ALL</p> | <p>August 29th 2016 – June 15th, 2018</p> |
| <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) | <p>Mike Harvey, Karen Mitchell, Danielle Kelley, Lee Casey, Elkin Lenis, Nick Paquette</p> | <p>PLC Smart Goals, SAM results, Course and Unit Organizers, CERs, <i>Xtreme Reading</i> data, and TOSCRF data,</p> | <p>None</p> | <p>All</p> | <p>August 29th 2016 – June 15th, 2018</p> |



Monroe High School Improvement Plan

Monroe High School Priority Goals

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| Priority Goal #5: | |
| Supports District Goal: | High achieving and globally complete students |
| Supports State Goal: | Every student upon graduation will be career and college ready |
| Data Used: | ACT, Benchmark data, EOC, NCFE |

| 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 | | | | | |
| Strategy 1: Create a common literacy class—Redhawk Connections <ul style="list-style-type: none"> Independent Reading Shared Vocabulary A day of shared reading Six minute reader Coaching Modeling Six week PLC feedback to assess program | Mike Harvey Principal, Karen Mitchell CLC, Admin Team, Department Chairs | TOSCRF-2, Lesson Plans, Unit Organizers, Course Organizers, Vocabulary List | None Required | All Staff | 8/24/2017-6/12/18 |

| Strategy 2: Differentiate Grade Level Literacy Needs | Point Person | Evidence of Success | Funding | Personnel Involved | Timeline |
|---|--|---|--|--------------------|--|
| <ul style="list-style-type: none"> Seniors –Focus on College and Career Readiness Academic tracking through Naviance Juniors – ACT Prep Sophomores – PLAN Preperation Freshman – IXL, | (Name/Title) Mike Harvey Principal, Karen Mitchell CLC, | (Student Impact) Graduation Rate ACT scores PLAN scores EOC ,NCFE, Benchmark data | (estimated cost/ source) None | All | (Start-End) 8/24/2017-6/12/18 |
| Strategy 3: Implementation of student journals and ACT Work Keys <ul style="list-style-type: none"> Reading and discussion strategies Guided and Individual Reading Student Journal Responses Train teacher through ongoing PLC's | Mike Harvey Principal Karen Mitchell CLC, Admin Team, | Journal Notebook Redhawk Connections Artifacts PLC Agenda and notebook. Marzano's question frames. | None | All | 8/24/2017-6/12/18 |
| Strategy 4: Xtreme Reading | Mike Harvey Principal Karen Mitchell CLC, Admin Team, Department Chairs | Train and implement staff on Xtreme reading strategies. | None | All | 8/24/2016-6/12/19 |



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

| | Vision & Mission | Team member- ship | 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)

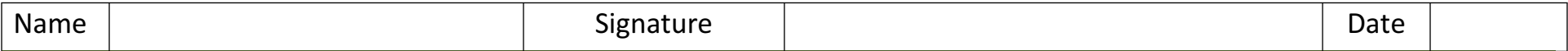


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| Name | | Signature | | Date | |
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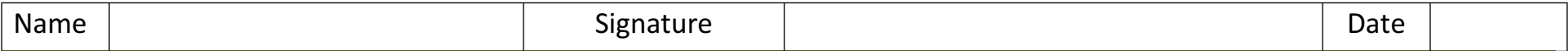
School Improvement Plan Review Form (Year 1 Director Review)

| | Vision & Mission | Team member- ship | 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)

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



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| Name | | Signature | | Date | |
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| School Improvement Plan Review Form (Year 2 Director Review) | | | | | | | | | | |
|--|--------------------------|--------------------------|--------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------------|--------------------------|
| | Vision & Mission | Team member- ship | 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"/> |

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| <p style="text-align: center;">Additional Comments</p> <p style="text-align: center;">(Please provide specific details for each part of the SIP that does not meet all requirements)</p> |
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| Name | | Signature | | Date | |
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School Improvement Plan Review Form (Year 2 Peer Review #2)

| | Vision & Mission | Team member- ship | 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)



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| Name | | Signature | | Date | |
| 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: | | | | |



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|---------|--|--|--|--|
| Goal 2: | | | | |
| Goal 3: | | | | |
| Goal 4: | | | | |
| Goal 5: | | | | |

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| Principal's Signature | |
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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 ☒ **No** ☐

- Implement strategies for improving performance of all students?

Yes ☒ **No** ☐

- 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"/> | • Plan use of staff development funds? |
| Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | • Plan for use of assessments to monitor student progress? |
| Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | • Provide daily duty-free lunch to teachers? |
| Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | • Provide at least five hours of planning time for teachers each week? |
| Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | • Implement strategies for involving parents and the community in the educational program? |
| Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | • 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"/> | • Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements? |
|------------------------------|-----------------------------|---|

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 | Jonathan Harbin | | |
| Teacher Representative | Brooke Chambers | | |
| 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 | | | |