Julius L. Chambers High School 8/19/2022

Comprehensive Progress Report

Mission:

Our mission at Julius Chambers High School is to graduate young adults who are self-directed, intellectually and socially engaged citizens ready for college, career, and life.

Vision:

Our vision is to initiate and promote a legacy of academic excellence and model citizenship to prepare our students for success in confronting 21st century global issues and challenges.

Goals:

Duty Free Lunch: The NC SBE's statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a) (A4.06).

Duty-Free Instructional Planning Time for Teachers: The NC SBE's statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week (A2.04).

Bullying Prevention: Provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors (A4.06).

The percent of high school students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Math 1 EOC (grades 9-12) will increase from 1.3% in SY2021-22 to 13.2% in SY2022-23 and 25% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 2)

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4) *Schools can also focus on specific grade levels or content areas based on their individual school data

The percent of students reporting a positive self-perception of their engagement will increase from 23% on the Fall 2021 Panorama Screener (in Grades 6-12) to 31.5% in SY2022-23 and 40% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3) *Schools can focus on one, two or all three of the domains based on their individual school data.

If a disproportionality is present, add: Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 21.6% in SY2021-22 to 16.6% in SY2022-23 and 11.6% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)

The percent of graduates earning a state high school endorsement will increase from 13.6% in SY2021-22 to 44.3% in SY2022-23 and 75% in SY2023-24. (Aligns to A4.16 and CMS Goal 3)

! = 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
Initial Assessment:	Curriculum implementation PLC systems and processes Evidence of core actions in classrooms Standard-alignment Rigor Engagement Culturally Responsive Instruction Data analysis and action planning systems and processes School PD Plan - Core Instruction and MasteryConnect 2021-2022 Formal and Informal data Use of additional resources (Position allocations, Title I Funding, Restart Flexibilities, etc.)	Limited Development 08/15/2022		
How it will look when fully met:				
Actions				
Notes:				

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
	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:			Strategic scheduling and staffing that supports a tiered instructional system Established and effective MTSS Leadership Team Equitable service delivery models for all students (ELL, EC, AIG/TD) Collaborative systems and processes inclusive of all Support Staff Implementation and use of the Standard Treatment Protocol and Data Decision Rules Systems and processes to track the effectiveness of tiered interventions School PD Plan - MTSS and Branching Minds Use of additional resources (Position allocations, Title I Funding, Restart Flexibilities, etc.)	Limited Development 08/15/2022		
How it will look when fully met:						
Actions						
		Notes:				

	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:			Attendance plan (per Board policy) Implementation of SEL Curriculum Strategic scheduling and staffing that supports a tiered instructional system Established and effective MTSS Leadership Team/Student Supports Team Equitable service delivery models for all students High-interest social, enrichment, extracurricular and academic support activities for students Collaborative systems and processes inclusive of all Support Staff Implementation and use of the Standard Treatment Protocol and Data Decision Rules for Behavior and Social-Emotional Needs Systems and processes to track the effectiveness of tiered interventions for Behavior and Social-Emotional Needs School PD Plan - Panorama and Branching Minds Use of additional resources (Position allocations, Title I Funding, Restart Flexibilities, etc.)	Limited Development 08/15/2022		
How it will look when fully met:						
Actions						
		Notes:				

	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
Initial Assessment:			Strategic Scheduling/Staffing Plan EOS/Advanced Coursework Plan Plan to increase participation in WL, VA, and, PA courses Plan to increase student access and success in college-level course Plan to increase student access and success in Honors level courses and electives Test-taking/Preparedness plan for ACT administration PD Plan: Counselor and StudentServices Teams PD around Endorsements and Scheduling Use of additional resources (Position allocations, Title I Funding, Restart Flexibilities, etc.)	Limited Development 08/15/2022		
How it will look when fully met:						
Actions						
		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
Initial Assessment:			Walkthrough and Observation systems and processes Strategic staffing Recruitment and Retention Strategies Use of Core Action walkthrough resources Coaching and Feedback structures and processes PD Plan - Building Capacity/Highly Effective Teachers Use of additional resources (Position allocations, Title I Funding, Restart Flexibilities, etc.)	Limited Development 08/15/2022		
How it will look when fully met:						
Actions						
		Notes:				

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
	KEY	E1.06	**The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			School-wide communication plan Equitable systems and processes to increase parent and community engagement Community Partnerships positively impact student success School events that engage parents/guardians in their child's learning Strategic use of district communication apps and platforms Use of additional resources (Position allocations, Title I Funding, Restart Flexibilities, etc.)	Limited Development 08/15/2022		
How it will look when fully met:						
Actions						
		Notes:				