

Comprehensive Progress Report

Mission:

The mission of Marvin Ridge High School is to educate all students in a safe, inspiring, and globally aware environment that promotes respect for diversity, lifelong learning, challenging athletics, and extra-curricular experiences that foster successful living.

Vision:

Marvin Ridge High School will provide a diverse educational experience which will empower our students to succeed as citizens in a changing global community.

Goals:

- Improve Student Performance
- Eliminate Opportunity Gaps
- Increase educator preparedness to meet the needs of every student



! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 2: Talent Development				
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent				
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date	

Initial Assessment:

Our school is working to ensure high-quality staff are recruited, supported, and retained through intentional systems. New teachers are evaluated primarily by the principal, with assistant principals also conducting observations. Veteran teachers follow a state-mandated evaluation cycle, with more frequent evaluations during their renewal year. Post-evaluation conferences provide individualized feedback and coaching, and additional support is provided through mentors, department heads, PLC leaders, and district-level coaches. However, inconsistencies exist in how evaluations and coaching are delivered across administrators. While informal walkthroughs have been implemented to provide more consistent feedback, sustaining these efforts remains a challenge. Professional development is guided by observation and school-wide data and is increasingly embedded in the school day through SMART lunch sessions. There is a renewed emphasis on PLC collaboration and integrating training in instructional best practices, including AI. Staff retention improved significantly last year, and leadership is focused on fostering a positive climate, increasing recognition efforts, and creating opportunities for teacher leadership. Continued attention to consistent evaluation practices, job-embedded professional development, and meaningful recognition will support sustained staff growth and retention.

Limited Development
08/07/2025

<p>How it will look when fully met:</p>	<p>Our school maintains a strong, intentional system for recruiting, evaluating, developing, and retaining high-quality staff. Recruitment efforts are strategic, ensuring placements match instructional strengths to student needs. All staff are evaluated using the NCEES system, with administrators calibrated to ensure fair, consistent, and timely evaluations. A strong instructional presence is established through frequent, informal walkthroughs that celebrate effective practice and identify areas for coaching. Feedback is prompt, specific, and growth-focused. Professional development is data-driven and differentiated, aligned to evaluation data, instructional needs, and MTSS priorities. Teachers engage in PD through embedded SMART lunch sessions, coaching, PLCs, and interest-based learning. Beginning teachers and those needing additional support receive targeted, ongoing coaching. Staff retention is strengthened through consistent recognition, leadership opportunities, and a culture of collaboration and care. Accomplishments are celebrated regularly, and strong mentoring and PLC structures sustain teacher growth. School leaders use observation and performance data to refine practices and systems. Evidence of full implementation includes evaluation schedules, walkthrough logs, coaching plans, professional learning agendas, teacher recognition artifacts, staff retention data, and documentation of teacher leadership roles uploaded into NCStar.</p>		<p>Noah Setzer</p>	<p>06/10/2028</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
<p>8/7/25</p>	<p>Implement a consistent informal walkthrough observation schedule to strengthen relationships between teachers and admin, and to supplement the instructional coaching that occurs through the NCEES process.</p>		<p>Matt Lasher</p>	<p>02/20/2026</p>
<p><i>Notes:</i></p>				
<p>8/7/25</p>	<p>Implement professional learning that increases teacher effectiveness in utilizing artificial intelligence, infinite campus, and PLC collaboration.</p>		<p>Elizabeth Smith</p>	<p>04/15/2026</p>
<p><i>Notes:</i></p>				
<p>9/23/25</p>	<p>Provide instructional coaching to teachers based on student performance data, classroom observation, and years of experience.</p>		<p>Noah Setzer</p>	<p>05/08/2026</p>
<p><i>Notes:</i></p>				
<p>10/21/25</p>	<p>Collect regular feedback from all teachers through the Department Leadership Process on how to improve school safety, culture, and academics.</p>		<p>Winston Sims</p>	<p>06/09/2026</p>
<p><i>Notes:</i></p>				

8/7/25	Monitor staff morale improvement efforts, including staff recognition and celebration.		Margaret Trunk	06/10/2026
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Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs
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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
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<i>Initial Assessment:</i>	<p>Over the past two school years, we have been working on improving our Student Support and MTSS processes. In previous years, these two teams have operated separately for the most part. MTSS had mostly focused on improving math scores after the major decline in the pandemic, and student support has focused primarily on reducing student failures, improving student behavior, and supporting students who are having difficulties with their mental health. The MTSS and Student Support teams have done some great work that is proven by math EOC data, office referral data, overall student grades, and eligibility for 504 plans and accommodations. The teams have met only a few times a year, and we see missed opportunities for combining the efforts of these two teams. We have primarily used the following data points to identify students for additional support: anecdotal reports from staff members, the student failure list, chronic absentee list, and office referrals. We are not satisfied with using these data points as they are more reactive and do not give adequate opportunities for MTSS and Student support to intervene quickly and proactively.</p>	Limited Development 08/07/2025		
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<p>How it will look when fully met:</p>	<p>When this objective is fully met, we will be more successful at identifying students who need support. Leveraging the GRAD score, we will identify some students earlier, especially incoming freshman who would otherwise take a full grading term or even a semester to generate enough data to be identified as needing support based on our conventional protocols. We believe this will help us to identify some students who previously slipped through the cracks, as the GRAD score is effective at identifying students who are struggling a little in multiple areas, while our conventional data decision rules only identified students who had a significant struggle in a specific area (i.e. failing a course, chronically absent.) This earlier and more robust identification will allow school counselors and administration to begin building relationships with these students sooner and providing more proactive interventions that help students to be successful in their academics, behavior, and attendance.</p> <p>All teachers will be experts in providing tier 1 supports, and will consistently connect with the student support team to get students the higher tiers of support that they need. We will collect data that shows how interventions, especially SMART lunch tutoring, are impacting grades and test scores for students who are participating.</p> <p>We will have effective collaboration between the MTSS team and the Student Support team.</p>		<p>Shannen Bretz</p>	<p>06/10/2028</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
<p>10/19/25</p>	<p>Utilize student GRAD score (in addition to current data) to proactively identify students for additional support with academics, behavior, and attendance.</p>		<p>Shannen Bretz</p>	<p>01/21/2026</p>
<p><i>Notes:</i></p>				
<p>10/19/25</p>	<p>Develop more consistent expectations for struggling students to attend SMART lunch tutoring. This includes norms for identifying these students, communicating with students and their families, and collecting data on student participation in SMART lunch.</p>		<p>Daniel Sellner</p>	<p>01/21/2026</p>
<p><i>Notes:</i></p>				
<p>10/19/25</p>	<p>Ensure the Student Support Team meets regularly to continually improve how we support students in academics, behavior, emotional health, and attendance.</p>		<p>Margaret Trunk</p>	<p>05/21/2026</p>
<p><i>Notes:</i></p>				

10/19/25	Leverage the Guiding Coalition, our PLC Leadership team, to share strategies for improving our Tier 1 supports in all departments, and to collect feedback on implementation of Tier 1 supports.		Matt Lasher	06/10/2026
<i>Notes:</i>				
10/19/25	Use proactive strategies to minimize chronic absenteeism and loss of learning, including positive, personalized communication and early intervention.		Noah Setzer	06/10/2026
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4C: Engage students and families in pursuing education goals
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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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Initial Assessment:

School leadership communicates a high level of expectation for teachers, counselors, and the admin team communicating with parents when students are not meeting expectations in class for academics or behavior. We have received feedback from some parents that some forms of communication could be more timely and parent friendly.

School leadership sends out a weekly newsletter--the Maverick Message--to update parents on school events. We also send out ConnectEd messages for a variety of other purposes, including information about school safety, reminders about approaching events and deadlines, and information that is intended for a specific subgroup of families. We encourage parents to become observers on Canvas, and to check their child's grades in Infinite Campus on a regular basis so parents can be informed and influence their students' academic progress. The majority of our students have parents who are highly engaged and committed to their success in school. We have received feedback from parents that they would like more regular updates on topics and learning activities

We host orientation for all grade levels at the start of each semester. Students and parents have the opportunity to meet their teachers and learn about the course curriculum, procedures, and expectations. This event is well-attended by 9th graders and parents, but not by upperclassmen and their families. We used to host a curriculum night each semester in addition to orientation, but we cancelled this event the past two years due to low attendance and teacher feedback.

Limited Development
10/18/2021

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>Faculty will consistently communicate with parents about academic, behavioral, emotional, and attendance issues related to their student (s). This will be evidenced by call logs, email records, and meeting notes.</p> <p>We will develop a more streamlined weekly communication and resolve the communication gaps with our ConnectEd system that arose in the changeover from PowerSchool to Infinite Campus.</p> <p>We will build greater trust with parents. They will feel welcome in our front office, and will know that school faculty want the best for their students without discrimination or exception.</p> <p>We will inform and assist parents so that they can successfully navigate Infinite Campus to track their students' grades and data.</p> <p>Teachers will communicate regularly with parents about their curriculum and learning that is occurring in class. This will be evidenced by a normalized expectation and protocol for teachers to communicate with parents, and by improvements to the in-person orientation and curriculum night framework and increased attendance to these in-person events. We will achieve a boost in parent engagement through Canvas and Infinite Campus will increase as parents understand the wealth of information that is available to them through these platforms, and as they take personal ownership of gathering information here.</p>			Matt Lasher	06/10/2028
Actions			0 of 5 (0%)		
10/17/25	Ensure that the Maverick Message contains necessary information for parents, and is accessible and readable by all families.			Kaitlyn Brinsfield	01/20/2026
	<i>Notes:</i>				
10/17/25	Collect actionable feedback on staff-parent communication.			Dan Brienza	01/20/2026
	<i>Notes:</i>				
10/17/25	Create common expectations and a framework for how teachers will communicate with parents about the curriculum and activities in the classroom.			Tamara May	01/20/2026
	<i>Notes:</i>				
10/17/25	Monitor parent engagement via Infinite Campus and Canvas Observer.			Shannen Bretz	06/10/2026

<i>Notes:</i>				
10/17/25	Monitor staff-parent communication to ensure that staff responds promptly to parent concerns, and that staff initiates contact in a timely manner when their students needs intervention.		Matt Lasher	06/10/2026
<i>Notes:</i>				
Implementation:		10/14/2022		
Evidence	8/31/2022 We have shown by focusing on each at-risk student we were able to support them both academically , socially and emotionally. Our graduation rate and pass rate for each grade level has state status quo or improved.			
Experience	8/31/2022 8/31/2022- We were able to fully implement an MTSS team that has proved to be successful in helping students be successful in academics, as well as other areas of student life here at Marvin Ridge.			
Sustainability	8/31/2022 - We will continue to utilize the MTSS team to focus on tiered level of support.			