Comprehensive Progress Report

Mission:

Montgomery Central High School will graduate responsible citizens prepared to face and overcome the challenges of a rapidly changing world for the 21st century.

Vision: Montgomery Central High School will provide a safe, caring, and rigorous learning environment conducive to preparing College and Career Ready students to become lifelong learners and responsible citizens with an appreciation for global perspective and diversity.

Goals:

Increase student performance.

Increase educator preparedness to meet the needs of every student.

Eliminate opportunity gaps

! = Past Due Objectives KEY = Key Indicator

Core Function:			**Domain 2: Talent Development**			
Effective Practice:			**Practice 2B: Target professional learning opportunities**			
	KEY	**C2.01**	**The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	The School Improvement Team includes representatives from each department, administrators, and classified staff, and meets monthly with consistent agendas, minutes, and action steps. The team reviews multiple data sources—School Report Card results, EVAAS trends, benchmark assessments, and attendance/behavior data—to identify whole-school strengths and gaps. Student performance data is disaggregated by subgroups, and findings inform intervention decisions, grouping structures, and resource allocation, such as assigning students to Gear Up tutoring based on demonstrated need. Classroom observation data is collected using consistent walkthrough tools and aggregated for patterns in instructional practice. Trends are shared during PLCs and department meetings and used for coaching and support rather than evaluation. Strengths are highlighted schoolwide, while identified needs shape targeted coaching cycles. Individual student data from universal screeners, class assessments, and progress monitoring is reviewed in PLCs to determine specific instructional needs and adjust interventions flexibly. While student and observation data drive instructional planning, current professional development is assigned mostly through staff request or available opportunities rather than systematically tied to data findings. The Leadership Team monitors progress through ongoing data reviews and incorporates effective practices into schoolwide structures—such as PLC templates and common assessments—to sustain improvements over time.	Limited Development 09/02/2025		

How it will look when fully met:	The School Improvement Team meets consistently and includes administrators, instructional leaders, department representatives, and key support staff. Meetings follow established protocols with clear agendas, documented decisions, and action steps that ensure accountability. The team conducts regular, comprehensive reviews of student performance data from multiple sources, disaggregating results to identify trends, address equity gaps, and set focused schoolwide goals. Aggregated classroom observation data is collected using reliable walkthrough tools and reviewed on a recurring schedule. Patterns in instructional practice, strengths and areas for improvement are clearly identified and used to guide instructional coaching. The team analyzes student performance data and observation trends to determine targeted, evidence-based professional development priorities that directly address identified needs. Resources such as staffing, materials, intervention supports, and professional learning time are strategically allocated to implement data-driven strategies with fidelity. The impact of PD and instructional initiatives is monitored through follow-up data reviews, progress-monitoring cycles, and observation trends. Effective practices are embedded into schoolwide systems, including PLC structures, coaching models, assessment routines, and intervention processes, to ensure long-term sustainability. The school operates as a cohesive, data-driven learning community where continuous improvement is intentional, systematic, and aligned to student success.		**Leslie Thomas**	**06/05/2026**
Actions		**0 of 3 (0%)**		
11/19/25	Develop standardized data-review protocols for Leadership Team meetings.		Rufus Samkin	02/20/2025
Notes:				
11/19/25	Train staff on using data dashboards for subgroup analysis.		Rufus Samkin	12/01/2025
Notes:				
11/19/25	Monitor instructional and intervention impact through monthly data cycles.		Angela Avant	06/05/2027

Notes:	

Core Function:	Domain 3: Instructional Transformation
Effective Practice:	Practice 3A: Diagnose and respond to student learning needs

	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:	November 12, 2025 Our system delivers Tier I core instruction, monitored by leaders via observations and PLCs, though a shared understanding of expectations is still developing. We use CFAs, NC Check-ins, and check-in data to guide lesson adjustments and identify student needs, ensuring data-based decisions over "gut feelings." Tier II/III support is beginning with weekly interventions for a targeted group, but a consistent process for student identification is a gap, and effectiveness tracking is inconsistent. Teachers and leaders use PLCs and data walls to build shared strategies for underperforming students. To achieve full fidelity, we must formalize the process for Tier II/III student identification and ensure all support staff are consistently included in data review and problem-solving teams.	Limited Development 09/02/2025		
How it will look when fully met:	All classrooms consistently provide high-quality, evidence-based instruction that is engaging, rigorous, and accessible to all learners. Teachers routinely differentiate lessons, use formative assessments to guide instruction, and ensure that the majority of students are meeting grade-level expectations. Students who show gaps in learning are quickly identified and monitored. They receive timely, targeted small-group interventions during designated times without being pulled away from core instruction. Teachers collaborate to select and deliver research-based strategies matched to the students' specific needs, and student progress is tracked frequently. Students with the most significant needs receive highly individualized interventions. Specialists (e.g., interventionists, special educators, counselors) work closely with teachers to design plans that address both academic and social-emotional needs. Supports are intensive, occur more frequently, and are continuously adjusted based on data.		**Rufus Samkin**	**06/01/2026**
Actions		**0 of 4 (0%)**		
11/12/25	Create consistent data protocols for tracking and reviewing intervention effectiveness		Leslie Thomas	01/31/2025
Notes:				

11/12/25	Evaluate the effectiveness of tiered supports and adjust practices for equity and consistency		Rufus Samkin	06/01/2025
Notes:				
11/12/25	Implement collaborative data team meetings that include all instructional support staff		Rufus Samkin	06/06/2025
Notes:				
11/12/25	Create consistent data protocols for tracking and reviewing intervention effectiveness		Leslie Thomas	12/18/2025
Notes:				

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	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:			Instructional Teams use common planning, PLCs, and department meetings to design units, though collaboration and use of a shared template vary. Units are aligned to the NC Standard Course of Study and sequenced consistently, supported by the district Curriculum One-stop Shop. Some units include pre- and post-assessments, and teachers use formative checks and intervention Wednesdays to adjust instruction. Differentiation, AVID strategies, and accommodations support EC, ML, and advanced learners, though planning with specialists occurs unevenly. Unit review and refinement happen but follow different approaches across teams. Strengthening assessment alignment and consistent collaborative design are key next steps.	Limited Development 09/02/2025		
How it will look when fully met:			Every unit of instruction is fully standards-based, vertically and horizontally aligned, and sequenced across grade levels using shared templates and curriculum maps. Instructional Teams collaborate routinely in structured PLCs to design, review, and refine units through data-focused cycles. Each unit includes embedded pre-, formative, and post-assessments that guide instructional decisions and flexible grouping. Supports for EC, ML, and AIG learners are intentionally integrated so all students access rigorous content. Unit planning operates as a continuous, reflective process in which teams analyze results, apply feedback, and strengthen coherence and effectiveness schoolwide.		**Sabrena Moore**	**06/01/2026**
Actions				**0 of 3 (0%)**		
		11/19/25	Train teachers on embedding pre-, formative, and post-assessments.		Leslie Shoffner (elected 2024)	12/19/2025
		Notes:				
		11/19/25	Integrate EC, ML, and AIG supports into every unit plan.		Sandy Byrd (elected 2024)	02/28/2026
		Notes:				
		11/19/25	Integrate EC, ML, and AIG supports into every unit plan.		Rufus Samkin	06/09/2026
		Notes:				

Core Function:	Domain 4: Culture Shift			
Effective Practice:	**Practice 4C: Engage students and families in pursuing education goals**			
E1.03	**ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives.(5179)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Teachers record some standards-based progress through classroom grades, common formative assessments, formative checks, and NC Check-In data. Families receive updates through interim reports, parent–teacher conferences after the first grading period, Infinite Campus access, and mailed state assessment reports. Two-way communication occurs through conferences, phone calls, and opportunities for parents to ask questions. Accommodations and modifications for students with IEPs, 504s, and EL plans are shared during meetings, supported by parent rights documents. Communication for multilingual families is provided in home languages through a full-time translator and translated materials. We must strengthen consistent recording practices and a unified reporting system schoolwide.	Limited Development 09/02/2025		
How it will look when fully met:	Teachers consistently record standards-based progress using a unified system that provides accurate, timely information about student learning. Families receive clear updates on expectations, goals, and progress through regular reports, digital platforms, and scheduled conversations that promote strong two-way communication. Information for students with IEPs, 504 plans, and ELL supports is shared through transparent, data-driven processes that keep families active partners. All communication for multilingual families is provided in the home language and delivered through accessible formats. A schoolwide culture of clarity, consistency, and partnership ensures every family understands how their child is progressing and how to support learning.		**Leslie Thomas**	**06/01/2026**
Actions		**0 of 4 (0%)**		
11/19/25	Develop a unified standards-based progress recording system.		Rufus Samkin	12/15/2025
Notes:				
11/19/25	Implement regular progress reports for exceptional learners' support plans.		Sandy Byrd (elected 2024)	12/20/2025
Notes:				
11/19/25	Provide translated communication using verified formats for all ELL families.		Sabrena Moore	12/20/2025

Notes:				
11/19/25	Evaluate communication effectiveness through family surveys and data reviews.		Rufus Samkin	06/05/2027
Notes:				