

## Comprehensive Progress Report

**Mission:**

Rocky River High School strives to create a nurturing environment which embraces career readiness, academic proficiency, and global citizenship.

**Vision:**

To create a safe school climate where all students can achieve and teachers are empowered to be creative educators.

**Goals:**

The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 4.6% in SY2024-25 to 9.6% in SY2025-26.

The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from \_\_\_% in SY2024-25 to \_\_\_% in SY2025-26.

Rocky River will provide events and targeted communication efforts throughout the year to increase family engagement and student academic success. (CMS Guardrail 1)

The number of OSS will decrease by 30% in SY 2025-26 (CMS Guardrail 2)

100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (CMS Guardrail 3)

The school will retain 90% of licensed classroom teachers throughout the 2025-26. (CMS Guardrail 4)

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2025-26 (95%)



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Domain 1: Turnaround Leadership</b>				
<b>Effective Practice:</b>		<b>Practice 1B: Monitor short-and long-term goals</b>				
	<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		As of August 2025, Rocky River High School continues to strengthen		Limited Development 07/30/2024		

**instructional oversight and feedback processes in alignment with Indicator B3.03. A standardized walkthrough protocol remains fully implemented across all classrooms, ensuring that instruction is regularly observed by members of the Instructional Support Team (IST), school administration, and other instructional leaders. This process promotes consistency in instructional delivery and reinforces expectations school-wide.**

**To maintain instructional transparency, lesson plans are still required to be completed and visibly posted on classroom doors each week. These plans are routinely reviewed by the IST during walkthroughs to monitor alignment with content standards and verify that instructional goals are clearly communicated and consistently executed.**

**Instructional leadership at Rocky River also continues to prioritize data-informed decision-making. End-of-Course (EOC) specific data is now reviewed on an ongoing basis, with progress monitoring embedded into regular staff meetings each quarter. These data reviews remain central to shaping professional development priorities, ensuring that teacher support is both targeted and aligned to student learning needs.**

**As of May 2025**, Rocky River High School has taken intentional steps to strengthen instructional oversight and feedback processes aligned with Indicator B3.03. As of May 2025, a standardized walkthrough protocol has been established and implemented across all classrooms. This protocol ensures that classroom instruction is regularly observed by members of the Instructional Support Team (IST), school administration, and other instructional leaders.

To promote instructional transparency and consistency, lesson plans are required to be completed and visibly posted on classroom doors each week. These plans are reviewed by the IST as part of the school's walkthrough process to monitor alignment with standards and to ensure instructional goals are clearly communicated.

Instructional leadership at Rocky River has also prioritized the use of data to guide feedback and professional development. End-of-Course (EOC) specific data has been progress monitored each quarter during staff meetings. These data reviews have directly informed the focus areas for professional development, ensuring that support for teachers

is both targeted and responsive to student learning outcomes.

*Our SIP Goals that align to this indicator are:*

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 4.5% in SY2021-22 to 13.4% in SY2022-23 and 25% in SY2023-24.

and

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.

As of June 2024, we increased our Math I CCR of 3.6 to 3.9 and have made progress towards our goal of 13.4% CCR. Further data related to this indicator includes an overall decrease in Math 1 GLP from 18.6 to 15.2 percent. In addition, the English II EOC scores decreased to 15.8 (-4.7%) in CCR and 42.1 (-3.3%) in GLP since SY2022-23. As of June 2024, we have not received EVAAS growth data. We will further reflect on our progress once we have received this data from the state.

Success aligned to this indicator include establishing a cohesiveness amongst the administration team, professional development for all staff using the RELAY model, and focus on planning for instruction and academic monitoring in classrooms. School admin and instructional leaders also conducted instructional walks throughout each semester to monitor implementation. Success with strategic partnerships included school admin continuing a partnership with Dream Builders focused on effective PLCs and observing/providing feedback for beginning teachers.

Challenges for next year will include continuing to increase our Math 1 proficiency but at a greater rate than this current year in order to meet our 24-25 goal. A challenge within instruction is feedback received from staff on the spring Insight Survey results. 50% of teachers agreed that when they receive feedback on their instructional practice and 39% agreed that when they get feedback after an observation, they have support to implement the changes. Teachers were receptive to receiving and implementing feedback due to the turnover of the administrative team.

The opportunity for the Administrative Team at the start of the year is

to regularly schedule walkthroughs and feedback for teachers. This includes standardizing the methods of feedback, as well as the timeframe and turnaround that the feedback is provided to the teachers. Next year, we will also be able to increase instructional coaching and academic facilitation with the addition of our MCL and EIT in math and english.

<p><b>How it will look when fully met:</b></p>	<p>By the end of the 2025–2026 school year, Rocky River High School will have fully implemented a comprehensive system for monitoring curriculum and classroom instruction, aligned with the expectations of Indicator B3.03. The principal, along with the Instructional Support Team (IST), will conduct regular, scheduled classroom walkthroughs using a standardized observation protocol. This protocol will ensure consistent, high-quality monitoring of instructional practices across all departments and grade levels.</p> <p>To promote transparency and accountability, all teachers will be required to develop weekly lesson plans aligned to state standards and visibly post them outside their classroom doors. These plans will be reviewed by the IST during walkthroughs and instructional check-ins to ensure instructional alignment and clarity of learning objectives. The review process will support a culture of continuous improvement and instructional consistency throughout the school.</p> <p>Instructional feedback will be delivered promptly following observations, and it will be specific, actionable, and growth-oriented. Feedback sessions will take place in person or through digital platforms, allowing for timely two-way dialogue between teachers and instructional leaders. Teachers will be supported in implementing feedback through follow-up coaching sessions, modeling, and targeted professional development opportunities.</p> <p>Additionally, the leadership team will leverage data—including quarterly End-of-Course (EOC) assessment data and formative assessment trends—to guide schoolwide instructional decisions and individual teacher support. These data will inform the focus of professional development throughout the year, ensuring it remains responsive to student needs and instructional gaps.</p> <p>Through these intentional structures and data-driven practices, Rocky River High School will ensure that instructional monitoring and feedback are systematic, ongoing, and tightly aligned to student learning outcomes.</p>		<p><b>David Legrand</b></p>	<p><b>06/30/2026</b></p>
<p><b>Actions</b></p>		<p><b>0 of 2 (0%)</b></p>		
	<p>7/30/24 The principal will develop a walkthrough calendar with strategic look-fors to assess the current state of curriculum implementation, SEL instruction, and tiered interventions to ensure standards aligned instruction.(Goal 3 and 4 and FAM-S)</p>		<p>David Legrand</p>	<p>01/01/2026</p>

Notes:

7/30/24 The Principal will meet with the instructional support team weekly to progress monitor instructional coaching cycles to identify coaching needs and for ensuring standards aligned instruction. (Goals 3 and 4)

David Legrand

06/01/2026

Notes:

	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			<p><b>As of August 2025</b>, Rocky River High School made strategic and equitable resource allocation decisions to support student achievement, teacher development, and instructional leadership, aligning with the goals of our School Improvement Plan. Over the summer 2025, RRHS used Title 1 funds to send PLC leads to attend Solution Tree training, which will built their capacity to lead collaborative, data-driven teams more effectively and enhance the overall quality of instructional planning and execution.</p> <p><b>Title 1 Budget for 25-26 SY - \$551,056.00</b></p> <p>As of May 2025, through a partnership with the Teacher Leadership Pathways (TLP) program, the school successfully hired two Multi-Classroom Leaders (MCLs) for the 2024–2025 academic year. These MCLs provide targeted instructional coaching, model high-leverage teaching practices, and offer content-specific guidance to their teams, increasing instructional capacity and consistency across classrooms.</p> <p>To address student learning gaps and strengthen performance in Math 1, a tutoring company was contracted to provide supplemental academic support throughout the school year. Additionally, Title I funds were allocated to compensate teachers who led after-school tutoring sessions, further extending instructional time and access to personalized support for students in need.</p> <p>Rocky River High School has planned a strategic professional development investment for summer 2025. Using Title I funds, the school will send PLC leads to attend Solution Tree training, which will build their capacity to lead collaborative, data-driven teams more effectively and enhance the overall quality of instructional planning and execution.</p> <p><b>In SY 2023-24</b>, Title 1 funds were used to hire two additional Behavior Modification Technicians (BMTs), a bilingual family advocate, and two additional deans of students. 100% of our families and students were</p>	Limited Development 08/08/2023		

supported by these additional personnel across both instructional and MTSS efforts.

Success aligned to this indicator include the 24-25 Title 1 funding allowed for an additional 1.5 math teachers, 9 month tutors for Math I and Math III. The school successfully partnered with district personnel to complete Core Action Walkthroughs. This process allowed the school administration and instructional leaders to calibrate on best practices in instruction with curricula.

The challenge will be recruiting highly qualified teacher leaders for the TLP roles. The opportunity for the administrative team will be to increase instructional coaching and academic facilitation amongst all instructional areas. A challenge aligned to this indicator around support staff and MTSS, specifically providing targeted behavioral support and proactive approaches to restorative discipline.

The opportunity will exist for SY2024-25 in the targeted use of Title 1 funds to fuel data-driven instruction. Title 1 funds have been used to implement the Teacher Leader Pathway model at RRHS. In SY24-25, there will be an MCL for English and math, and an EIT for English. These new roles will impact 100% of students, as the instructional leaders will provide coaching and feedback across all English and math courses.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

***How it will look when fully met:***

By the 2025–2026 school year, Rocky River High School will demonstrate full alignment of resources—especially Title I funding—with the priorities outlined in its School Improvement Plan (SIP). A clear and intentional structure will be in place to ensure that all financial, human, and material resources are used to directly support student achievement, with particular attention to equity and closing performance gaps.

Title I funds will be strategically invested in the following core areas:

Targeted Academic Interventions:

- Title I funds will support the implementation of tiered interventions in reading and math, including dedicated

**David Legrand**

**06/30/2026**

interventionists and academic support staff.

- These supports will be data-driven, with students identified through MAP, EOC, and classroom performance data to receive high-dosage tutoring, small-group instruction, and personalized learning opportunities.
- Funding will also provide access to adaptive learning software and progress monitoring tools aligned with SIP achievement goals.

#### Capacity-Building for Teachers and Staff:

- Rocky River High will allocate Title I funds to build teacher capacity through professional development aligned with SIP instructional priorities, such as culturally responsive pedagogy, standards-aligned lesson planning, and data-based instructional decision-making.
- Teachers will engage in ongoing PLCs, coaching cycles, and peer observations, all supported by resources funded through Title I.
- The professional learning plan will be continuously informed by student performance data and aligned with schoolwide goals for academic growth and college/career readiness.

#### Family Engagement and Student Advocacy:

- Title I funding will be used to strengthen home-school connections by providing academic parent workshops, student-led conferences, and community resource events focused on supporting student learning at home.
- Communication strategies will include multilingual outreach, accessible event formats, and feedback loops to incorporate family voice in school planning.

#### Monitoring and Evaluation of Resource Impact:

- The School Leadership Team will implement a systematic review process to evaluate the impact of Title I-funded initiatives on student outcomes.
- Title I expenditures will be clearly tied to measurable SIP goals, and quarterly progress reviews will ensure real-time adjustments based on student needs and data trends.

When fully met, this indicator will reflect a school culture where every dollar is purposefully allocated to support student learning, and all decisions regarding time, personnel, and materials are informed by data and aligned to a clear vision for school improvement.

Rocky River High School’s use of Title I funds will be transparent, equity-focused, and outcome-driven, resulting in meaningful academic gains and increased student engagement across all subgroups.

<b>Actions</b>		<b>1 of 7 (14%)</b>		
9/7/25	RRHS will utilize \$1506.58 of Title 1 (AIJ Warehouse) funds to purchase copy paper for teachers. Daily, teachers make copies for instructional lessons and planning.	Complete 09/01/2025	David Legrand	09/01/2025
<i>Notes:</i>				
9/7/25	RRHS will utilize \$3520.00 (EdPuzzle) for the science department at Rocky River High School. This program will enable our students to interact with the content and make direct meaning of their learning. Teachers are able to assign videos and assess the learning and provide feedback.		Monica High	10/01/2025
<i>Notes:</i>				
9/25/25	RRHS will use \$1,066.95 (Barnes & Noble) of Title 1 funds to purchase instructional materials for AP Lang and Creative Writing, aligned with district priorities and school improvement goals.		Randy Stitt	10/01/2025
<i>Notes:</i>				
8/8/23	2 BMTs will be hired (\$79,382) and utilized to support students needing Tier 2 and Tier 3 behavioral support (Guardrail 2, Title I funds).		David Legrand	10/30/2025
<i>Notes:</i>				
9/17/25	RRHS will use \$5,000 (RELAY) of Title 1 funds to purchase and implement RELAY instructional coaching training for all school-based instructional coaches to establish a consistent, research-based coaching framework aligned with district priorities and school improvement goals.		Randy Stitt	11/01/2025
<i>Notes:</i>				

9/7/23	Within the 2025-2026 school year, our school identified the following resource inequity: human resources. As a result, our school plans to mitigate this inequity by utilizing \$337,431.09 (including benefits) of Title I funds for instructional salaries, \$103,458.58 for instructional materials and supplies, and \$59,769.00 of Title 1 funds allocated to extended employment, including benefits. (Goal 4)		David Legrand	01/01/2026
<i>Notes:</i> Additional teacher (\$53,423) will be purchased using Title 1 funds to achieve GLP and CCR Goals. (Goal 2, Title I funds).				
9/8/25	RRHS will utilize \$31200.00 of Title 1 (NC New Teacher Support Program) monies to fund instructional coaching for 13 beginning teachers throughout the 25-26 SY to increase their instructional effectiveness toward school-wide goals while increasing BTSP success. (Goal 3, Guardrail 4)		Monica High	06/01/2026
<i>Notes:</i>				
<b>Implementation:</b>		01/15/2025		
<b>Evidence</b>	1/15/2025 - The personnel allotments specified were purchased prior to the start of the fall 2024 semester.			
<b>Experience</b>	1/15/2025 - School leadership worked closely with HR and the TLP office to source top-tier talent to serve in these roles.			
<b>Sustainability</b>	1/15/2025 - School leadership will commit to evaluating these personnel to determine effectiveness and impact while planning for 25-26.			

<b>Core Function:</b>		<b>Domain 2: Talent Development</b>		
<b>Effective Practice:</b>		<b>Practice 2B: Target professional learning opportunities</b>		
<b>KEY</b>	<b>C2.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>		As of August 2025, Rocky River High School’s Instructional Support Team (IST) meets weekly to review schoolwide instructional data, walkthrough trends, and coaching touchpoints. The IST plays a critical role in analyzing aggregated observation and student performance data to guide decisions related to school improvement priorities, coaching support, and professional development planning.  The IST includes school-based administrators, Multi-Classroom	Limited Development 09/15/2022	

**Leaders (MCLs), instructional coaches, and key support personnel. Their work is intentionally aligned with the district-wide coaching initiative, which ensures that every certified staff member in the building is assigned a coach. Coaches use a consistent cycle of observation, feedback, modeling, and support to strengthen classroom instruction and student learning.**

**In addition to internal efforts, the IST actively collaborates with external coaching partners, including the UNC Charlotte Beginning Teacher Support Program and the CMS Teacher Residency Program. These partnerships are closely integrated into the school's coaching infrastructure to ensure consistency of message, coaching language, and instructional expectations. Regular communication between school-based coaches and external partners helps align individual coaching plans, identify trends across teacher groups, and reduce redundancy.**

**Instructional data and trends surfaced during IST meetings inform:**

- **The focus areas for weekly PLCs,**
- **Targeted professional development topics, and**
- **Adjustments to coaching assignments and schedules to meet teacher needs.**

**This unified, data-informed coaching system promotes coherence, accelerates teacher growth, and directly supports improved instructional practices across the building.**

**As of May 2025,** At RRHS, the Instructional Support Team (IST) has developed a structured system for monitoring instructional practices through the use of customized walkthrough forms. These forms are designed for informal classroom walkthroughs, lesson plan reviews, and targeted Advanced Placement (AP) walkthroughs. Each form captures specific, observable instructional elements that align with the school's improvement goals and allows for the aggregation of data to identify instructional strengths and areas for growth.

The IST reviews this data weekly, using it to identify high-leverage next steps that directly support our focus areas in instruction. These data-driven insights are not only used to guide coaching conversations and teacher support, but they also inform professional development planning, ensuring that PD efforts are responsive to real-time instructional needs. This systematic approach ensures that classroom observations are purposeful and aligned with our continuous improvement efforts.

**As of August 2024**, Math 1 GLP decreased from 18.6% to 15.2%. Math III decreased in GLP from 39.2% to 29.9%, and decreased in CCR from 16.7% to 14.4%. Biology decreased in GLP from 29.4% to 26.2%, and decreased in CCR from 23.6% to 18.8%. English II decreased in GLP from 45.4% to 39.9%, and decreased in CCR from 20.5% to 14.9%. The overall EOC composite GLP decreased from 34.3% GLP to 28.7% GLP, and 17.1% CCR to 13.6% CCR. Insight data from 2024 showed that 50% of teachers believed that received enough feedback regarding their instruction, and that 55% believed that the school dedicated time for student work/assessment analysis to plan for future instruction.

Successes aligned to this indicator include an increase in our Math I CCR from 3.6% to 3.9% and have partially met our goal of 13.4% CCR. PLC's met twice weekly to plan instruction and assessments, review data, and plan reteaching. Staff participated in weekly and monthly PD. Select staff also attended professional development conferences surrounding improving instruction such as Unbound Ed, and the AP Conference.

Challenges will be to continue to make growth in our tested EOC subjects in order to meet the new district goals. Another challenge will be to identify the factors that promoted increased test scores while still identifying the areas of focus to support further improvement. The opportunity exists for MCLs and the EIT to provide targeted coaching to EOC-specific teachers.

A challenge as it relates to staff development is to collect both immediate and long-term feedback from the teachers in order to gauge what aspects are viewed as most beneficial. The opportunity exists to continue ongoing PD that is data-driven and centered around high-leverage instructional improvement.

***How it will look when fully met:***

In a fully realized vision for Indicator C2.01, RRHS will maintain a robust, data-driven system for monitoring instruction that is deeply embedded in the school's instructional culture. The Instructional Support Team will conduct regular and targeted walkthroughs using refined tools that are aligned with evidence-based instructional frameworks and the school's strategic goals. These tools will provide clear, actionable data on instructional delivery, student engagement, and curriculum alignment across all content areas and instructional levels.

Walkthrough data will be aggregated and analyzed on an ongoing basis,

**Randy Stitt**

**06/29/2029**

with findings transparently shared with staff to celebrate strengths and address areas of improvement. The IST will engage in weekly data reviews to identify trends and make immediate, targeted decisions to support instructional growth. This analysis will feed directly into tailored professional development, coaching cycles, and collaborative planning efforts. Teachers will receive timely feedback and individualized support based on clear patterns observed during walkthroughs.

In this fully met state, walkthroughs will not be seen as evaluative or compliance-driven but as collaborative and supportive tools for professional growth. Teachers and instructional leaders will use the data as a common language for reflecting on and refining instructional practice. Lesson plan reviews and AP-focused observations will ensure that rigor and alignment are consistently present across all levels of instruction, and that all students—especially those in advanced courses—are experiencing instruction that meets or exceeds expectations.

Furthermore, the instructional monitoring process will be fully integrated with the school's continuous improvement cycle, ensuring that all instructional decisions, coaching priorities, and PD plans are directly aligned with data from the classroom. This will result in more coherent, focused instructional leadership, improved classroom practice, and increased student achievement.

RRHS will be recognized for creating a school culture where instructional reflection is routine, feedback is meaningful, and professional learning is personalized and data-informed. The outcome will be a school where every classroom demonstrates high-quality instruction, and every educator is continuously supported in growing their practice.

The school will demonstrate an increase in both the CCR and GLP scores in the tested areas of Math, English, and Biology. AP teachers will focus on academic rigor that is appropriate for college-level coursework. Professional development will continue to be delivered monthly, both in response to data as well as teacher interest. PLC's will continue to meet bi-weekly to review data and implement appropriate instruction. MTSS Team will meet regularly to provide identified students with targeted support. Lesson plans will be submitted and reviewed regularly via the IST.



**Initial Assessment:**

**As of May 2025**, the school has implemented initial components of a tiered instructional system to support students who are not meeting grade-level expectations. All 9th grade students have completed the i-Ready diagnostic assessment for both reading and math twice during the school year. Based on the assessment data, students performing below the 25th percentile and not adequately responding to Tier I instruction were provided supplemental intervention through the AVID program, receiving targeted support 3–5 times per week in 15-minute sessions. Additionally, during the month of March, a contracted tutoring provider delivered Math 1 intervention three times weekly for students identified through both i-Ready and classroom-based performance data. While these efforts reflect a commitment to differentiated support, the current system remains largely reactive and is limited in scope, consistency, and data-driven alignment across content areas.

**As of June 2024**, we reached 95.8% tested which will provide more accurate insight into school performance data. As of June 2024, we have not received EVAAS growth data. We will further reflect upon our progress toward meeting this goal once this information is released from the state.

Success related to this indicator for SY2023-24 included the implementation of two ACT prep boot camps for our 11th grade students and the extended day program that took place over two months in the spring, which targeted EOC areas. Throughout the school year, the OSTT program was provided to target student support exceptional learners.

A challenge has been establishing a consistent MTSS/intervention program for students in the area of SEL and academics. Not receiving after school transportation by the district for the extended day program was a challenge for our students in terms of access to extended learning and intervention efforts.

Opportunities to address this challenge include our schoolwide reimplementation of the Capturing Kid’s Hearts curriculum, the continuation of extended learning programs, and the revamp of our Raven Academy for 9th graders.

Limited Development  
07/23/2024

<p><b>How it will look when fully met:</b></p>	<p><b>As of August 2025</b>, when fully implemented, a comprehensive, proactive tiered instructional system is fully embedded and consistently implemented across all grade levels and content areas. All students are universally screened at multiple points throughout the year using valid and reliable assessment tools. Data from screening, progress monitoring, and classroom performance are triangulated during structured data review meetings to identify students in need of additional support. Tier II and Tier III interventions are evidence-based, implemented with fidelity, and integrated into the master schedule without sacrificing access to core instruction. Intervention plans are tailored to individual student needs, include clearly defined goals, and are monitored for effectiveness through ongoing data analysis. Teachers receive ongoing professional development and coaching to support differentiated instruction and intervention delivery. The system is fluid, equitable, and sustainable, ensuring every student receives the support needed to grow and succeed.</p> <p><b>As of June 2024</b>, when fully implemented, we will see students engaged daily in rigorous, standards-aligned instructional tasks based on learning needs as reflected by observations. Teachers will evaluate assessment data and utilize a variety of instructional strategies that support the learning needs of all students. Using Core Tier supports, there will be a decrease in student behavior referrals and an increase in effective instructional practices and interventions that help support students with additional needs. MTSS will meet regularly to assess the needs of the school as well as individual students. MTSS Team will monitor the implementation and use of Capturing Kids Hearts to provide targeted SEL support to students. The Master Schedule will reflect opportunities and compliance for all of our students, as well as opportunities for our teachers to appropriately plan for and service these students.</p>		LaQuiana Leeper	06/15/2029
<b>Actions</b>		<b>0 of 2 (0%)</b>		
9/7/25	The MTSS PLC will develop and execute a school-wide data analysis protocol for PLCs to analyze and review attendance, behavior, and common assessment data on a monthly basis. (Goal 1, FAM-S 29)		LaQuiana Leeper	12/01/2025
Notes:				

8/8/25	Provide Targeted Professional Development on Differentiated Instruction and Data Use - Deliver ongoing PD to classroom teachers and intervention staff on using I-Ready and classroom data to differentiate instruction effectively within core instruction and intervention settings. Include modeling, data protocols, and planning time to support evidence-based decision-making across tiers		Monica High	06/30/2026
<i>Notes:</i>				

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
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<b>Effective Practice:</b>	<b>Practice 4C: Engage students and families in pursuing education goals</b>
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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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<i>Initial Assessment:</i>	<p><b>As of May 2025</b>, during the 2024–2025 school year, Rocky River High School prioritized consistent, meaningful communication with parents and guardians to reinforce the importance of the home environment in supporting student success. As of May 2025, the school has successfully hosted a variety of events and engagement opportunities to strengthen school-home partnerships and ensure families are informed and equipped to support their students.</p> <p>The year began with a strong foundation of engagement through Freshman Orientation and a school-wide Open House, where families had the opportunity to meet teachers, school leaders, and staff. These events were designed to clearly communicate our school’s vision, expectations, and the academic and behavioral standards necessary for student achievement.</p> <p>To deepen parental understanding of the instructional program, we held Curriculum Nights each semester. These events provided families with detailed information on course content, instructional strategies, and academic pathways. They also offered clarity on how families can support students in mastering grade-level standards and preparing for post-secondary success.</p> <p>Beyond these structured events, Rocky River hosted monthly Parent Engagement Sessions throughout the school year. These sessions created a regular forum for families to ask questions about the curriculum, discuss student learning goals, and explore practical strategies for supporting learning at home. Topics ranged from</p>	Limited Development 07/25/2024		
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understanding assessment data to tips for building effective study habits and fostering resilience.

**As of June 2024**, According to the TWCS, 89% of staff agree that the school encourages parent involvement, 63% agree that parents/guardians know what is going on in school, and 48% agree that community members support teachers, contributing to their success with students. As of June 2024, we partially met our goal. Throughout the 23-24 school year, 342 Connect Ed messages were sent to families, 801 posts on Parent Square, and 20,763 direct messages amongst families and teachers were noted.

Successes aligned to this indicator include the school meeting monthly with parents and community stakeholders at the monthly SIT meetings. In collaboration with the family advocate, we also revamped the PTSA.

Additionally, the school updates its website weekly and uses both the website and the Canvas platform to push out information to students and families.

A challenge aligned to this indicator is to increase parent reception of communication as well as generate active involvement at the school.

The opportunity that exists is to recruit rising 9th grade parents and capitalize on their interests as well as their unique skills to share with our school. An additional opportunity to increase parent engagement in the 24-25 school year is to consistently utilize the Parent Square platform next school year in continued efforts to reach more families.

Teachers will continue to be required to communicate to families weekly on the Parent Square platform.

<p><b>How it will look when fully met:</b></p>	<p>25-26 BUDGET: \$10,219.00</p> <p><b>As of May 2025</b>, successes aligned to this indicator include the school meeting monthly with parents and community stakeholders at the monthly SIT meetings. In collaboration with the family advocate, we also revamped the PTSA. Additionally, the school updates its website weekly and uses both the website and the Canvas platform to push out information to students and families.</p> <p>A challenge aligned to this indicator is to increase parent reception of communication as well as generate active involvement at the school. An additional challenge is the elimination of the bilingual family advocate position.</p> <p>The opportunity that exists is to support rising 9th grade parents and capitalize on their interests as well as their unique skills to share with our school. An additional opportunity to increase parent engagement in the 24-25 school year is to offer events throughout each quarter for all families related to instructional support of students, and to consistently utilize the Parent Square platform during the school year in continued efforts to reach more families.</p> <p>Teachers will continue to be required to communicate to families weekly on the Parent Square platform.</p>		<p>Monica High</p>	<p>06/15/2029</p>
<p><b>Actions</b></p>		<p><b>0 of 2 (0%)</b></p>		
<p>7/25/24</p>	<p>In part, through the use of \$5,456.00 for supplies/materials of Title 1 funds, RRHS will develop a Family Engagement Committee that will lead the school staff to successfully implement quarterly family events for families to connect with individual teachers about student academic performance as it relates to grades and EOC growth in an effort to build partnerships with families toward achieving academic growth goal to improve student proficiency by 10% by the conclusion of the academic year. (Goal 3, Goal 4) (Goal 3, Goal 4, FAM-S 3)</p>		<p>Monica High</p>	<p>06/27/2026</p>
<p><i>Notes:</i> RRHS will increase the percentage of students exiting the ML program by 50%. Will decrease student retentions across all grade-levels by SY25-26, in part, through the use of their Title I Funds.</p>				

8/6/25	Through the use of \$4,763 of Title 1 funds, RRHS will provide refreshments for parents and families who engage in family engagement programming. (Goal 3, Goal 4, FAM-S 3). In part, through the use of :		LaQuiana Leeper	06/30/2026
<p><i>Notes:</i> - \$1185.00 of Title 1 funds, RRHS will provide refreshments for parents and families at the new student orientation. Freshman Orientation welcomes incoming students and parents with key information about high school expectations, programs and support services. (Goal 3, Goal 4, FAM-S 3)</p> <p>- In part, through the use of \$2500.00 of Title 1 funds, RRHS will provide refreshments for parents and families at the Open House. Open House welcomes incoming students and parents with key information about high school expectations, programs and support services. (Goal 3, Goal 4, FAM-S 3)</p> <p>- For Curriculum Night being held on September 30, 2025, we will use \$1287.50 in parent engagement monies to be used at Jason's Deli to purchase sandwiches.</p>				