

Comprehensive Progress Report

Mission: Statesville High School will partner with community stakeholders to prepare all students to become tomorrow’s leaders within the 21st Century global society by closing the educational gaps through a rigorous, intercultural and international education that promotes inquisitive, compassionate, lifelong learners.

Vision: All students will be provided the opportunity to experience a rigorous and engaging secondary education in order to be successful and productive community members in their post-secondary endeavors.

Goals:

For the 2025-2026 school year: By the end of 2026 we will seek to attain 40% combined proficiency in Biology, English II, Math I, and Math III.

For 2025-2026, we will work to build school culture through consistent communication with all Statesville High School stakeholders.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Leadership team is firmly in place, as well as SIT. Both bodies meet regularly, as prescribed. Minutes are shared with SIT and process manager, as well as admin team, archives and posts minutes in NC Star. Leadership team has an organized, consistent schedule for all meetings throughout all academic areas in the school. We currently have student representation and we are still seeking community / parent representation at SIT meetings.	Limited Development 09/28/2016		
<i>How it will look when fully met:</i>		Administration will lead and create organized schedules for smooth operation of school and carrying out its SIP. The SIT will have attendance from a variety of stakeholders - community members, student body, and other members of the represented departments.		Chad Parker	05/29/2026
Actions			0 of 4 (0%)		
	7/23/25	Core PLC's will meet weekly, with admin attending, to review alignment and student data to inform instruction.		Christopher Scholl	12/20/2025
		<i>Notes:</i>			
	7/23/25	CTE will meet bi-weekly, with the instructional coach and CDC, to review planning and instructional alignment.		Greg Stewart	12/20/2025
		<i>Notes:</i>			
	7/23/25	The CORE Team (admin, student services, social worker) will meet bi-weekly to discuss behavior, academics, and attendance to determine student intervention effectiveness and adjustments.		Ketwan Graham	12/20/2025
		<i>Notes:</i>			
	7/23/25	The Instructional Leadership team will meet bi-weekly to review CWT data to inform PD and improve core instruction.		Chad Parker	05/22/2026
		<i>Notes:</i>			

	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			For the 2025-2026 school year, we will adjust our bell schedule to allow for defined instruction and remediation/acceleration times.	Limited Development 06/13/2023		
<i>How it will look when fully met:</i>			Reduced retention rates		Christopher Scholl	05/29/2026
Actions				1 of 2 (50%)		
	7/23/25		Teams will meet to review Goal Summary Data to create remediation plan	Complete 08/08/2025	Amanda Freeze	08/08/2025
<i>Notes:</i>						
	7/23/25		PLC's will meet weekly with emphasis bi-monthly to review relevant data to inform instruction		Chad Parker	12/22/2025
<i>Notes:</i>						

Core Function: Domain 1: Turnaround Leadership

Effective Practice: Practice 1B: Monitor short-and long-term goals

	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
<i>Initial Assessment:</i>			Created observation and CWT schedules to ensure building coverage each week.	Limited Development 09/21/2020		
<i>How it will look when fully met:</i>			Administrators will complete five CWT's weekly. Observations and Post-Conferences completed on time for each teacher. Peer CWT schedule will be completed monthly		Chad Parker	05/29/2026
Actions				1 of 3 (33%)		
	7/23/25		The Principal will create a CWT schedule to ensure all teachers are observed each week.	Complete 08/08/2025	Chad Parker	08/08/2025
<i>Notes:</i>						
	7/23/25		Admin will provide feedback post CWT to staff to improve instructional practices.		Shaquanna Manning	12/22/2025
<i>Notes:</i>						

7/23/25	The IB coordinator, Instructional Coach, and CDC will conduct targeted CWT's weekly to ensure program alignment.		Jill Hartle	12/22/2025
<i>Notes:</i>				

Core Function:	Domain 2: Talent Development
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Effective Practice:	Practice 2A: Recruit, develop, retain, and sustain talent
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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
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<i>Initial Assessment:</i>	While we have reduced teacher turnover, with our bonus structure we are recruiting new staff to SHS. We currently have twenty-three former Statesville graduates on staff.	Limited Development 08/11/2023		
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<i>How it will look when fully met:</i>	We will have a fully staffed faculty, while reducing the number of beginning teacher (teachers within their first 3 years).		Chad Parker	05/29/2026
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Actions		1 of 4 (25%)		
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7/23/25	Use Budget Flexibility to provide a \$1000 retention bonus for certified staff	Complete 08/08/2025	Chad Parker	08/08/2025
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Notes: 25-26 School Year - Budget Flexibility

7/23/25	Beginning Teacher support program will be led by current staff		Christopher Scholl	12/19/2025
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7/23/25	Comprehensive CWT schedule to include: Peer CWT, coaching CWT led by IB coordinator and Instructional Coach, evaluative CWT conducted by admin		Chad Parker	12/19/2025
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7/23/25	Create both a Certified and Classified of the Month Program to recognize an outstanding staff member each month. Staff will be recognized via social media and with a certificate.		Shaquanna Manning	05/22/2026
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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
<i>Initial Assessment:</i>		LEA: Early Release Professional Development addresses some of the PD needs for schools in regard to school and classroom performance data. Classroom observation data/ PDP is utilized by leadership to make some decisions about school professional development. School: PLCs meet weekly to discuss academic and behavioral data of students; share best practices and design lessons.	Limited Development 09/28/2016		
<i>How it will look when fully met:</i>		School Improvement teams and PLCs will be conducting research to identify and select best practices, which will be implemented based on identified school and teacher needs. A process will be established to review CWT data, to inform staff development for the district and within individual schools. Differentiated PD would be provided for teachers based on individual growth plans, CWT and observation data. Increased access would be provided for teachers and leadership to access current research. Increased communication regarding research conducted throughout the district will be made available to school leadership teams and teachers to inform professional development. School Administrative Teams will Review how data is used and how time in classrooms and daily schedules are structured. The school's SIP and PD plan, trend data, leveled CWT data, and EVAAS data will inform professional development for individual teachers, groups of teachers, schools, and the district. During Quarterly site visits, by Executive Cabinet, Executive Director, and Director of Curriculum Support, school teams will report out on identified indicators in supporting classroom walk through, classroom observation data, discipline data, formative student achievement data (including but not limited to benchmarks, quarterly failure lists, dropout lists, I-Ready data, and Reading and Math 3D data.) Executive Directors will communicate expectations for report outs and monitor for fidelity of implementation.		Chad Parker	05/29/2026
Actions			0 of 3 (0%)		
	7/23/25	The SIT team will discuss CWT data monthly to address PD needs each month		Amanda Freeze	12/10/2025
<i>Notes:</i>					

7/23/25	Leadership Team (admin, IB Coordinator, Instructional Coach) will analyze CWT data to assign staff to mini-clinics to address instructional growth areas.		Chad Parker	12/19/2025
<i>Notes:</i>				
7/23/25	The SIT team and ILT (Instructional Leadership Team) will review performance data to adjust targeted remediation plans during remediation period.		Regina Rhodes-Steele	12/19/2025
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		<p>Teachers in all content areas are incorporating WICOR and AVID strategies in classrooms while using CKH to ensure that both classroom management and content delivery techniques for student learning and retention are most effective and conducive to creating optimal student learning environments and success at Statesville High School.</p> <p>Teachers, guidance, and administration are working collaboratively to ensure all students are highly engaged in all their classes.</p>	Limited Development 09/28/2016		
<i>How it will look when fully met:</i>		<p>During class walkthroughs and observations, 100% of our teachers will have lesson plans ready and visible for administration. Teacher lesson plans will demonstrate performance based objectives for students that utilizing the teaching of skills needed for rigorous student learning in accordance with Bloom's and Costa's taxonomies.</p> <p>All students will be challenged to complete rigorous coursework that is challenging and engaging. This will be measurable by monitoring teacher CANVAS course accounts--job of admin, content coaches, and PLC's to monitor-- where standards aligned, literacy based, rigorous coursework will be apparent. SIT and admin will monitor through analyzing formal observation reports and walkthrough data.</p>		Christopher Scholl	05/29/2026
Actions			2 of 5 (40%)		
	7/23/25	Comprehensive Needs Assessment and Unpacking, led by DPI, will be conducted by July 23rd	Complete 08/04/2025	Chad Parker	08/04/2025
	<i>Notes:</i>				
	7/23/25	SIT Team, based on DPI Unpacking, will develop (with the help of staff) best practices for CORE instruction at SHS.	Complete 08/08/2025	Amanda Freeze	08/08/2025
	<i>Notes:</i>				
	7/23/25	SIT team will train staff on CORE instruction based on staff and unpacking feedback		Amanda Freeze	12/19/2026

<i>Notes:</i>				
7/23/25	Instructional support personnel (Dept Chairs, IB coord., Instructional Coach, admin) will provide ongoing support for staff on implementation of SHS CORE instruction.		Christopher Scholl	12/19/2026
<i>Notes:</i>				
7/23/25	CORE Team (admin, student services, instructional supports) will monitor PDSA (grades, behavior, attendance) and provide supports for students/classrooms.		Ketwan Graham	12/19/2026
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>All teachers at Statesville High are employing the skills which were taught through Capturing Kids’ Hearts training (August 2018) consistently and effectively in order to boost student interest, foster academic growth and achievement, and reduce discipline referrals. Every classroom is tasked with displaying and utilize the following: A Social Contract for each class period / section, displayed visibly and utilized; a list of The Four Questions which are utilized when necessary for redirection; a set of classroom norms that are posted and utilized, they align with / support the initiatives in CKH. And, teachers will pledge to uphold their responsibilities to our students by consistently applying CKH in their classrooms, every period, every day. The administrative team will ensure that our school is remaining consistent in CKH applications with regular walkthroughs. Walkthroughs will be measured with reliable data that reflects the use of CKH in the classrooms through the observation of measurable points (student engagement levels and visible postings of the social contract and four questions), which will be reported to the SIT and staff where the entire staff / faculty of SHS can assess how well we are upholding our standards set forth in this goal. Student discipline referral data and academic achievement data will be assessed regularly throughout the school year alongside walkthrough application data to determine the effectiveness of CKH and its impact within our school. Data will be reviewed and analyzed in both staff and SIT meetings to determine how to continue in CKH’s application in our school. (Restart Flexibility - funds used to provide training for CKH.)</p>	Limited Development 09/19/2018		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>Successful attainment of this goal will appear in the form of 100% proficiency in the following: All staff will have Social Contracts posted in a visible location of their classrooms; walkthroughs indicate that teachers have a classroom that is engaged or highly engaged; walkthroughs will indicate that all teachers redirect their classrooms with CKH techniques--the Social Contract, timeout signal, utilization of the four questions (What are you doing? What are supposed to be doing? Are you doing it? What are you going to do about it?); empowering, positive dialogue and interaction with students.</p> <p>Data which shows progress towards our goal: Admin and SIT will review walkthrough data concerning use of social contracts (CKH); Admin and SIT will be able to see 100% fulfillment of teacher duties which result in data reflecting a decline in reportable student offenses (discipline referrals).</p>			Christopher Scholl	05/29/2026
Actions			1 of 3 (33%)		
7/23/25	Teachers will create, using student input, social contracts for each class.		Complete 08/22/2025	Ketwan Graham	08/22/2025
	<i>Notes:</i>				
7/23/25	Teachers will conduct morning meetings to enforce classroom expectations.			Ketwan Graham	12/19/2025
	<i>Notes:</i>				
7/23/25	Admin and ILT will monitor the implementation of CORE teaching practices through regular CWT's			Chad Parker	12/19/2025
	<i>Notes:</i>				
Implementation:			08/25/2022		
Evidence	<p>7/16/2019 7/16/2019: Via our school's shared Google Drive, the specific file / folder names are the following: Google sheets, shared access for all Statesville High School staff, "Athletic Game Duty - 2019-2020." Google sheets, shared access for all SHS staff, "AM/PM Duty - 2019-2020." All of which can be found and accessed by all SHS staff in the shared folder, "Statesville HS 19-20."</p>				

<p>Experience</p>	<p>7/16/2019 7/16/2019: Throughout the previous year, I was assigned to, as was the entire staff, supervisory duties including but not limited to Cafeteria / Commons / Lunch supervision; athletic events / gate / game duties. These were effectively carried out by staff and organized by administration.</p>			
<p>Sustainability</p>	<p>7/16/2019 7/16/2019: During the upcoming school year, 19-20, staff will participate in similar duty assignment. Staff members have received excellent communication, organization, and opportunity for signing up for a required three game / gate duties per school year; each staff member has a zone of and date of lunch / building supervisory duty for security and student supervision 100% of the time our campus is open. Staff participation and collaboration / support will be necessary to remain successful in the current / upcoming school year, similar to our level of success we achieved during the 18-19 school year.</p>			

	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:			Currently, in the 2024-25 school year, all departments have PLC's and meet weekly where lessons and best practices are shared, reflected upon, and aligned with North Carolina Essential Standards. Content coaches work with each PLC to create lessons that are focused on boosting the literacy skills of our students.	Limited Development 09/28/2016		
How it will look when fully met:			<p>The SIT and administrative team will be able to identify gains in the frequency of the utilization of Literacy based activities in all academic areas. SIT and admin should see a boost in CTE scores / student proficiency with the utilization of Edmentum and Exact Path. Teachers in all PLC's will have developed common assessments, as well as sharable lessons that can be shared in the "Commons" arena of CANVAS. SIT and admin will have data from observations and walkthroughs that reflect attainment of this objective.</p> <p>During 2025-26 school year, administrative team will work to continue utilizing the above tools and resources to boost performance and demonstrate growth, further review in January of 2024, and assessment in June of 2024.</p>		Christopher Scholl	05/29/2026
Actions				0 of 3 (0%)		
	7/23/25	PLC's will meet weekly with administrators in attendance.			Chad Parker	12/19/2025
<i>Notes:</i>						
	7/23/25	PLC's will plan standards aligned assessments and activities during weekly meeting.			Christopher Scholl	12/19/2025
<i>Notes:</i>						
	7/23/25	The Instructional Leadership team will provide support in the planning of standards aligned content.			Chad Parker	12/19/2025

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Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
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
<i>Initial Assessment:</i>		In an effort to keep student interest, achievement, retention, and graduation rates as high as possible, Statesville High School has implemented the concept of a Freshman Academy for the 2024-25 school year. Much planning has taken place in order to create a cohesive location within the school where ninth graders can be cared for and monitored as they are learning in a new, high school environment. Professional training for all staff involved in teaching within the Freshman Academy has taken place (AVID training) and continues to develop in order to create a culture of success and positivity among our students as they progress through their high school experiences as they pursue a path towards success in graduation.	Limited Development 09/17/2018		
<i>How it will look when fully met:</i>		All, 100% of, new ninth grade students will receive necessary supports to ensure success in all classes. All freshmen will successfully advance to the tenth grade in a timely fashion (one school year for completion of the ninth grade).		Christopher Scholl	05/29/2026
Actions			1 of 3 (33%)		
	7/23/25	Restructure AP duties to align with counselor alpha to align behavior, attendance, and academics	Complete 08/08/2025	Chad Parker	08/08/2025
		<i>Notes:</i> 2025-2026 - Restart Flexibility - Hired an additional AP using budget flexibility			
	7/23/25	Admin and student services will conduct monthly grade level meetings to address school-wide expectations		Christopher Scholl	12/19/2025
		<i>Notes:</i>			

7/23/25	CORE Team will meet every two weeks to discuss student achievement, grades and attendance to provide support as needed.		Chad Parker	12/19/2025
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
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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
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Initial Assessment:	Currently, we have a fully staffed office, guidance department, administrative team, and community partners that are available and actively working to ensure that each student at SHS is taken care of entirely - physically, mentally, and emotionally.	Limited Development 09/28/2016		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
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How it will look when fully met:	All students will know where and who to talk to in order to receive help in whatever areas they may be struggling in. All teachers are involved in creating sincere, professional, nurturing relationships with all students in their classrooms. Every teacher knows who to contact with any needs of their students that comes up. The guidance department is available, visible, and present to support student needs.		Ketwan Graham	05/29/2026
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Actions		0 of 3 (0%)		
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7/23/25	SAP's will provide CKH support to staff to implement in classrooms.		Ketwan Graham	12/19/2025
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<i>Notes:</i> 2025-2026 - Restart Flexibility - Used budget flexibility to hire an additional SAP				
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7/23/25	SAP's will train and monitor the implementation of morning meetings.		Ketwan Graham	12/19/2025
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<i>Notes:</i>				
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7/23/25	Teachers will refer students to the CORE team for behavior, academic, or attendance support.		Ketwan Graham	12/19/2025
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Implementation:		06/03/2021		
Evidence	6/3/2021 6/3/2021: Successful year with our success coach for 9th graders (Mrs. Emily Reynolds), use of AVID strategies / AVID group (Mrs. Carlotta Chambers-Ramseur), as well as support provided and organized by SAP coordinator (Mr. Ketwan Graham) who partnered with outside grief groups such as Rainbow Kidz. Check and Connect mentors for at-risk students (organized by Mr. Graham and filled by volunteer teachers).			
Experience	6/3/2021 6/3/202: Guidance / SAP department consistently reached out to teachers for volunteers for "check and connect" / mentor program to ensure student Social and Emotional well-being was watched on a personal level (one to one) SEL.			
Sustainability	6/3/2021 6/3/2021: Continued work in this area is absolutely necessary and will be carried out with the same model, with newly constructed improvements / implementations to build upon 2020-21 success - specifically through advisory block (use of EverFi), targeted support in 9th and 10th grade.			

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
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
<i>Initial Assessment:</i>		<p>-During COVID / remote learning year of 2020-21, guidance created a spreadsheet indicating students who are either remote learners or in person, face-to-face learners.</p> <p>-Staff members are keeping record of parent contacts, both for positive reinforcement ("glad" calls) and for check and connect (students who need to complete learning modules in CANVAS).</p> <p>-Creative ways of engaging families / supporting those with students who are completing CANVAS coursework is being done teacher-by-teacher. For example, some teachers have begun sending home letters with a prize / bumper sticker / Greyhound decal inside it to commend hard work.</p>	Limited Development 09/28/2016		
<i>How it will look when fully met:</i>		<p>100% of our student body and their parents / guardians have been contacted by at least one of their teachers once a year. As this becomes more routine and expected of our teachers, this proficiency will increase - 100% of our student body and their parents / guardians have been contacted by all of their teachers more than once in one school year. Administrators will review parent contact log at each teacher observation in NCEES.</p> <p>In order to maximize communication and fluidity between our school and community we serve, we will have several students regularly attend SIT meetings, as well as have at least one parent / community member attend SIT meetings.</p>		Christopher Scholl	05/29/2026
<i>Actions</i>			0 of 3 (0%)		
	6/3/24	Staff will attend monthly Parent and Athletic Booster Club meetings to deepen the connection with our supporters and the school		Regina Rhodes-Steele	05/20/2026
<i>Notes:</i>					

6/13/23	A weekly message will be sent in multiple languages, twice a week, to all families to provide timely updates to ensure families are informed of: current events within the school, upcoming deadlines, athletic events, as well as reminders of school policies.		Chad Parker	05/29/2026
<i>Notes:</i>				
6/3/24	The Community Committee will host the following events: Open House, School-wide showcase, Underclassman Awards Ceremony, and Curriculum Nights to engage all stakeholders.		Regina Rhodes-Steele	05/29/2026
<i>Notes:</i>				