

Comprehensive Progress Report

Mission: Mission: Lake Norman High School will be a student-centered community united in its commitment to excellence in academics, athletics, arts, and the community.

We can, We will, We are... the Lake.

Vision:

Goals:

A4.16 Strategic Goal: The faculty and staff of Lake Norman High School believe that building individual relationships with students is the foundational building block to creating a safe, inviting, and engaging learning environment. Additionally, Lake Norman High School seeks to provide all students with the opportunity for targeted interventions, additional teacher assistance when needed, and time to work on assignments in one on one or small group settings. Lake Norman High School will develop and implement consistent, intentional, and on-going plans to provide these opportunities via the CAT Time instructional block to support student transition from grade to grade and level to level. Target Goal: 100% of Lake Norman faculty members will provide appropriate tiered supports and services (universal, targeted, and intensive) via the CAT Time instructional period to address the academic, social, emotional, and behavioral needs of all students.

Strategic Goal: Lake Norman High School typically has a lower rate of disciplinary referrals than comparable schools in the district and at the state level. However, suspension rates often outpace the overall discipline rate and the school also has a sizable rate of disproportionality involving African-American students. To address these areas of concern, the administrative team is reviewing and revising school disciplinary policies and procedures to ensure consistent application while eliminating subjective factors that may contribute to disproportionality. Additionally, the administrative team has planned a series of professional development trainings that will address appropriate discipline practices and understanding the root causes of student behavior. The faculty of Lake Norman High School seek to achieve 100% participation in the practices of being attentive to students' emotional states, guiding students in managing their emotions, and arranging supports and interventions when necessary to support all students. Target Goal: Lake Norman High School's overall rate of disciplinary referrals and suspensions for all student groups will decrease by at least 10%, with a particular focus on narrowing the gap between groups experiencing disproportionately high rates.

A1.04 Strategic Goal: Historically, Lake Norman High School has routinely met growth as defined by the North Carolina annual School Performance Grade Accountability standard. Lake Norman High School also typically scores an overall grade of "B" on the North Carolina School Report Card. In the three previous school years Lake Norman High School's EOC composite score has been in the 67-67.9 range with marginal improvement in the areas of Math III and Biology, moderate improvement in English II, and significant decline in the area of Math I. The overall graduation rate at the school has seen significant improvement during the same three year period. The faculty of Lake Norman High School strives to provide rigorous and relevant standards based instruction that meets the individual needs of all students while also satisfying the requirements of the state's Portrait of a Graduate initiative. Increasing student scores in EOC tested subjects, as well as increasing student proficiency in ACT and WorkKeys assessments, will produce a college and career ready student body that has the skills to succeed in life after high school. Target Goal: Lake Norman High School will increase their overall grade to an "A" as measured by the North Carolina School Report Card within the next three years.



! = Past Due Objectives

KEY = Key Indicator

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:

Strategic Goal: Historically, Lake Norman High School has routinely met growth as defined by the North Carolina annual School Performance Grade Accountability standard. Lake Norman High School also typically scores an overall grade of "B" on the North Carolina School Report Card. In the three previous school years Lake Norman High School's EOC composite score has been in the 67-67.9 range with marginal improvement in the areas of Math III and Biology, moderate improvement in English II, and significant decline in the area of Math I. The overall graduation rate at the school has seen significant improvement during the same three year period. The faculty of Lake Norman High School strives to provide rigorous and relevant standards based instruction that meets the individual needs of all students while also satisfying the requirements of the state's Portrait of a Graduate initiative. Increasing student scores in EOC tested subjects, as well as increasing student proficiency in ACT and WorkKeys assessments, will produce a college and career ready student body that has the skills to succeed in life after high school.

Target Goal: Lake Norman High School will increase their overall grade to an "A" as measured by the North Carolina School Report Card within the next three years.

Limited Development
05/15/2017

	Priority Score: 3	Opportunity Score: 1	Index Score: 3		
How it will look when fully met:	<p>Target Goal: Lake Norman High School will increase their overall grade to an “A” as measured by the North Carolina School Report Card within the next three years.</p> <p>This objective will be fully met when the MTSS process is actively identifying students that struggle in the areas of attendance, academics, behavior, and social emotional skills. Teachers will be conducting regular PLCs in which they share data, develop strategies to enhance student learning, and then enact these strategies in their classrooms. The MTSS team will work to provide resources and strategies to staff to help provide assistance to students in need. Measureable scores such as EOCs, ACT, WorkKeys, and Graduation Rate will all increase or remain at levels that allow achievement of the A school designation.</p>			Nikole Gaines	05/31/2028
Actions			6 of 13 (46%)		
8/28/25	Leadership meeting to set academic goals and focus areas for the 25-26 school year.		Complete 08/22/2025	Micah Roseman	08/22/2025
	<i>Notes:</i>				
9/22/25	All faculty members hold opening PLC meeting to discuss academic goals for their department/classes for the 25-26 school year.		Complete 09/05/2025	Ami Gibson	09/05/2025
	<i>Notes:</i>				
8/28/25	Monthly SIT meeting to review implementation of effective practices.		Complete 09/09/2025	Tom Schwartz	09/09/2025
	<i>Notes:</i>				
9/22/25	Training on PLCs conducted for all faculty as part of the professional development meeting on 9/10.		Complete 09/10/2025	Jennifer Lindsey	09/10/2025
	<i>Notes:</i>				
9/22/25	Hold leadership meeting to determine academic focal points after one month of the school year has been completed.		Complete 09/19/2025	Michael Culbreth	09/19/2025
	<i>Notes:</i>				
9/22/25	Principal's message on the need for interactive lessons and learning shared with faculty.		Complete 09/21/2025	Nicholas Allen	09/21/2025
	<i>Notes:</i>				

9/22/25	Hold monthly Academic goal team meeting. This meeting directs school efforts in conjunction with the SIP. The topic for this month is determining three ways the academic goal team can directly impact the school efforts to obtain an A grade. The goal team will develop strategies to be approved by SIT and then disseminated to the faculty for implementation.		Nicholas Allen	09/23/2025
<i>Notes:</i>				
9/22/25	Conduct leadership deep dive data meeting to identify target areas for 25-26 school year.		Michael Culbreth	09/26/2025
<i>Notes:</i>				
9/22/25	Conduct leadership meeting on PLC plans for the 25-26 school year. Focus on implementation, proper utilization, buy in, and productivity.		Jonathan Oliphant	09/30/2025
<i>Notes:</i>				
8/28/25	Monthly SIT meeting to review implementation of effective practices.		Ami Bauer	10/07/2025
<i>Notes:</i>				
9/22/25	Host administrator led PLC meetings with all faculty.		Laura Smith	10/10/2025
<i>Notes:</i>				
9/22/25	Host counselor/leadership meeting to determine best practices for struggling academic students.		Sara Webb	10/10/2025
<i>Notes:</i>				
9/22/25	Conduct professional development session with focus on engagement strategies and moving lessons from passive to interactive learning.		Sara Webb	12/31/2025
<i>Notes:</i>				
Implementation:		06/02/2025		
Evidence	6/2/2025 9/1/2022-it hasn't been met, and implementation next school year needs to focus on helping mentors be more successful.			
Experience	6/2/2025 A lengthy list of students, although not a large number, took advantage of meeting with mentors.			
Sustainability	9/1/2022 Continue to identify and find students and mentors who will connect or do the extra mile to build this relationship. Attract better mentors in the school who are willing to go the extra mile to make it work.			

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>		A4.16 Strategic Goal: The faculty and staff of Lake Norman High School believe that building individual relationships with students is the foundational building block to creating a safe, inviting, and engaging learning environment. Additionally, Lake Norman High School seeks to provide all students with the opportunity for targeted interventions, additional teacher assistance when needed, and time to work on assignments in one on one or small group settings. Lake Norman High School will develop and implement consistent, intentional, and on-going plans to provide these opportunities via the CAT Time instructional block to support student transition from grade to grade and level to level.	Limited Development 08/17/2025		
<i>How it will look when fully met:</i>		Target Goal: 100% of Lake Norman faculty members will provide appropriate tiered supports and services (universal, targeted, and intensive) via the CAT Time instructional period to address the academic, social, emotional, and behavioral needs of all students. This objective will be fully met with all teachers and faculty members utilize the CAT Time schedule block to provide the necessary and appropriate tiered supports and services to address individual student needs in academic, social, emotional, and behavioral areas. The full implementation of this program will result in reduced overall discipline numbers, fewer days of ISS/OSS, higher scores in the annual student climate survey, and increased performance in measured academic areas such as EOC test scores.		Nikole Gaines	05/29/2026
Actions			7 of 12 (58%)		
	8/17/25	Hold faculty wide discussion on the proper implementation of the CAT Time instructional block.	Complete 08/05/2025	Nicholas Allen	08/05/2025
<i>Notes:</i>					
	8/17/25	Hold class level meetings with all grades to discuss the implementation of the CAT Time block as well as student expectations.	Complete 08/13/2025	Nicholas Allen	08/13/2025

<i>Notes:</i>				
8/17/25	Hold CAT Time trainings for staff during planning periods.	Complete 08/22/2025	Jonathan Oliphant	08/22/2025
<i>Notes:</i>				
8/17/25	Roll out CAT Time schedule to students and conduct practice run for all classes.	Complete 09/12/2025	Chelsea Ranno	09/12/2025
<i>Notes:</i>				
9/22/25	Add 5 minutes to the CAT Time block after discussion with department chairs. The concern was that the block was not long enough to complete a "half block" of activity/lesson. The change was made by adding 5 minutes from first block.	Complete 09/15/2025	Nicholas Allen	09/15/2025
<i>Notes:</i>				
8/17/25	Implement full CAT Time instructional block for all classes.	Complete 09/19/2025	Peggy Smith	09/19/2025
<i>Notes:</i>				
9/22/25	Conduct leadership meeting with CAT Time focus to identify roadblocks and strategies to overcome these obstacles to ensure successful implementation of the CAT Time program.	Complete 09/19/2025	Natasha Durette	09/19/2025
<i>Notes:</i>				
9/22/25	Hold monthly MTSS goal team meeting. This meeting directs school efforts in conjunction with the SIP. The topic for this month is proper utilization of the CAT Time block for intervention. The goal team will develop strategies to be approved by SIT and then disseminated to the faculty for implementation.		Laura Smith	09/23/2025
<i>Notes:</i>				
8/28/25	Monthly MTSS meeting to review impact of CAT Time across subject and individual focus areas.		Sara Webb	09/23/2025
<i>Notes:</i>				
9/22/25	Finalize all CAT Time activities and implement all components of CAT Time intervention block.		Nicholas Allen	09/29/2025
<i>Notes:</i>				
9/22/25	Conduct multiple CAT Time training sessions so that all faculty members are prepared to properly coordinate intervention efforts with their students. (Scheduling, requesting, etc.)		Ami Bauer	09/30/2025
<i>Notes:</i>				
8/28/25	Monthly MTSS meeting to review impact of CAT Time across subject and individual focus areas.		Peggy Smith	10/28/2025
<i>Notes:</i>				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
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
<i>Initial Assessment:</i>		<p>A4.06</p> <p>Strategic Goal: Lake Norman High School typically has a lower rate of disciplinary referrals than comparable schools in the district and at the state level. However, suspension rates often outpace the overall discipline rate and the school also has a sizable rate of disproportionality involving African-American students. To address these areas of concern, the administrative team is reviewing and revising school disciplinary policies and procedures to ensure consistent application while eliminating subjective factors that may contribute to disproportionality. Additionally, the administrative team has planned a series of professional development trainings that will address appropriate discipline practices and understanding the root causes of student behavior. The faculty of Lake Norman High School seek to achieve 100% participation in the practices of being attentive to students' emotional states, guiding students in managing their emotions, and arranging supports and interventions when necessary to support all students.</p>	Limited Development 08/14/2025		
<i>How it will look when fully met:</i>		<p>Target Goal: Lake Norman High School's overall rate of disciplinary referrals and suspensions for all student groups will decrease by at least 10%, with a particular focus on narrowing the gap between groups experiencing disproportionately high rates.</p> <p>This objective will be fully met when Lake Norman High School's overall discipline has decreased by 10% and the gap between groups experiencing disproportionality has narrowed. Additionally, the overall number of ISS and OSS days will be reduced and the number of students receiving an ODR will also decrease.</p>		Michael Culbreth	05/29/2026
Actions			7 of 16 (44%)		
	8/17/25	Introduce new disciplinary procedures and policies to all staff members.	Complete 08/04/2025	Nicholas Allen	08/04/2025
<i>Notes:</i>					
	8/17/25	Review disciplinary procedures with all students via class meetings.	Complete 08/13/2025	Nicholas Allen	08/13/2025

<i>Notes:</i>				
8/17/25	Leadership team meeting with ISS supervisor to discuss ISS procedures for the school year.	Complete 08/29/2025	Tyler Horton	08/29/2025
<i>Notes:</i>				
8/17/25	Review monthly discipline statistics as a leadership team and compare to the previous year to determine overall decrease/increase and to determine areas of focus for the remainder of the school year.	Complete 08/29/2025	Nicholas Allen	08/31/2025
<i>Notes:</i>				
8/17/25	Plan Fall and Spring professional development sessions that focus on discipline reduction and addressing disproportionality.	Complete 09/09/2025	Kyndra Heck	09/10/2025
<i>Notes:</i>				
8/17/25	Review discipline procedures and early school year statistics with the faculty.	Complete 09/10/2025	Ami Gibson	09/10/2025
<i>Notes:</i>				
9/22/25	Leadership team meeting to discuss discipline strategies for repeat offenders and for those students where traditional consequences don't seem to be making the appropriate impact.	Complete 09/19/2025	Sara Webb	09/22/2025
<i>Notes:</i>				
9/22/25	Hold monthly Discipline goal team meeting. This meeting directs school efforts in conjunction with the SIP. The topic for this month is communicating the difference between teacher managed and administrator managed discipline.		Nicholas Allen	09/23/2025
<i>Notes:</i>				
9/22/25	Meeting with school counseling team to determine trends between counseling visits/interactions with students and discipline increase/decrease.		Kyndra Heck	09/30/2025
<i>Notes:</i>				
8/17/25	Review monthly discipline statistics as a leadership team and compare to the previous year to determine overall decrease/increase and to determine areas of focus for the remainder of the school year.		Nikole Gaines	09/30/2025
<i>Notes:</i>				
8/17/25	Identify the top 10 students in terms of discipline frequency and communicate with students and parents to collectively determine pathways to reduce individual discipline.		Micah Roseman	10/10/2025
<i>Notes:</i>				

8/17/25	Review monthly discipline statistics as a leadership team and compare to the previous year to determine overall decrease/increase and to determine areas of focus for the remainder of the school year.		Michael Culbreth	10/31/2025
<i>Notes:</i>				
8/17/25	Identify the top 10 students in terms of discipline frequency and communicate with students and parents to collectively determine pathways to reduce individual discipline.		Ami Bauer	12/19/2025
<i>Notes:</i>				
8/17/25	Conduct professional development session that focuses on discipline data, data interpretation, and impacts of student discipline		Laura Smith	12/31/2025
<i>Notes:</i>				
8/17/25	Identify the top 10 students in terms of discipline frequency and communicate with students and parents to collectively determine pathways to reduce individual discipline.		Natasha Durette	03/06/2026
<i>Notes:</i>				
8/17/25	Host professional development session from outside organization that focuses on discipline reduction and reducing disproportionality.		Tom Schwartz	05/29/2026
<i>Notes:</i>				