

Comprehensive Progress Report

Mission: Mission: Empowering scholars to be confident learners and leaders while promoting self-efficacy and a growth mindset through celebrations and an atmosphere of trust.

Vision: Vision: Empowering scholars to lead their own learning

- Goals:**
- Improve Student Performance
 - Increase educator preparedness to meet the needs of every student
 - Eliminate opportunity gaps



! = Past Due Objectives KEY = Key Indicator						
Core Function:		Domain 1: Turnaround Leadership				
Effective Practice:		Practice 1B: Monitor short-and long-term goals				
	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

Initial Assessment:	During the 2025–2026 school year, our school identified a resource inequity related to staff development and access to effective instructional resources for Exceptional Children (EC) and English as a Second Language (ESL) personnel. To address this inequity and promote equitable student achievement, we are implementing targeted actions to support teaching and learning. These include establishing before- and after-school tutoring sessions for English Learners, creating targeted skills-based intervention groups during the school day for students with disabilities, and requiring EC and ESL staff to participate in district-level PLCs and school-based professional development. These efforts ensure that specialized staff receive the training, collaboration time, and instructional resources necessary to meet the diverse needs of the students they serve	Limited Development 10/20/2023		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	English Learners who need additional support will be invited to attend before-school tutoring twice a week throughout the school year receiving targeted support in-order-to support their progress and instructional needs and students with disabilities will receive additional support during the intervention time during the school day. EL staff will participate in district PLC days as well as PD to support language learners that is provided at the school level. They will also participate in professional development led by Tan Huynh to provide 6 virtual professional learning sessions to learn strategies that merge NC ELD standards with content-area standards. The audience for this webinar series are ESL teachers and content area teachers who teach ML students with some social language and developing literacy skills (not MLs who are new to the country). By the end of the webinar series, participants will: • write content-areas objectives that integrate ELD standards • facilitate lessons with the Input-Out Loop • establish comprehensible input • structure output at the word, sentence, and discourse (organization) level			Dr. Angela Foster	06/10/2028
Actions			3 of 6 (50%)		
10/20/23	teachers use high-impact instructional strategies		Complete 11/30/2023	Geydis Guadalupe	05/09/2024
<i>Notes:</i>					
10/20/23	teachers use progress monitoring for students during the before school tutoring session		Complete 11/30/2023	Geydis Guadalupe	05/09/2025

	<i>Notes:</i> 3/10/2025 before school tutoring began for the spring with about 5x more students than in the fall and 14 teachers are supporting 10/2024 - before school tutoring began for the fall semester with about 20 students with 4 teachers supporting			
10/20/23	use WIDA, EOG, and other student data to determine student participants for the before and after-school program	Complete 02/29/2024	Geydis Guadalupe	05/09/2025
	<i>Notes:</i>			
12/8/23	SNA is working closely with EC program specialists to obtain support and resources for students with disabilities		Trena Marshall (elected 2023)	06/05/2027
	<i>Notes:</i> 4/2/2025 Tutoring services are happening before school for additional support. EC and EL students are participating. Test prep books were purchased to aid with this. Restart funds were used to add Ms. Peetz as an EL instructional assistant. 4/02/2025 already hired 2nd EL teacher for 2025-2026, looking to use Employment Flexibility for 3rd ESL teacher and plan PD for teachers on EL standards/framework. 1/16 parent workshop with about 60 parents attending to learn about the WIDA process and proficiency.. Nearpod and Flocabulary purchased for use in school. Spending intentional money to reward students showing growth. iCivics use in Social Studies classes. 1/8/2025 Next year we will have 3 EC resources teachers already hired through a new program - EPP. 09/2024 established a computer lab for EL students to to get additional support for WIDA assessment and language acquisition 9/2024 hired a bilingual math teacher able to reach EL students. Additional ESL TA to support in classes			
12/8/23	teachers are receiving ongoing training and professional development to provide support around goal setting for students with disabilities as it relates to literacy, math, and behavior.		Trena Marshall (elected 2023)	06/05/2027

Notes: 09/2024 Leader in Me implementation strategies

1/2025 - morning PD sessions continue targeted to teachers' needs for content area teacher, related arts teachers, and support staff.

4/2025 decrease in office referral and OSS and increase in check in grade level averages in math and/or reading NC Check-Ins for 6th, 7th, and 8th grade.

10/16/24 teachers are receiving ongoing training and professional development to provide support around goal setting for EL learners as it relates to literacy, math, and behavior.

Geydis Guadalupe
(elected 2023)

06/05/2027

Notes: Fall: The district's EL department provided a 6 week monthly training to support the general education teacher with strategies to support EL students

Implementation:

12/08/2023

Evidence

12/8/2023 EL tutoring program is underway.

Experience

12/8/2023 The EL tutoring program began in November led by 3 EL instructors, teacher assistants, and an EC teacher for support.

Sustainability

12/8/2023 we will continue to use the data for fluid, flexible groups and continue to support all staff with knowing how to support all students.

Core Function:

Domain 2: Talent Development

Effective Practice:

Practice 2A: Recruit, develop, retain, and sustain talent

C1.06

The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)

**Implementation
Status**

Assigned To

Target Date

Initial Assessment:

x

Limited Development
08/07/2025

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

x

Geydis Guadalupe
(elected 2023)

06/10/2028

Actions

0 of 1 (0%)

8/7/25 xxxx

Maxie Johnson

06/10/2026

Notes: continue use of budget flexibility for 2025-2026. Budget flexibility was used in 2024-2025 and 2023-2024.

KEY

C3.04

The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)

**Implementation
Status**

Assigned To

Target Date

Initial Assessment:	August 2025: Our school is committed to recruiting, developing, and retaining high-quality staff through intentional systems of support and accountability. Staff evaluations are conducted regularly and used as a tool for professional growth. Teachers set individual goals and reflect on their practice throughout the year. Feedback from observations is used to identify strengths and determine coaching needs aligned with instructional improvement. Retention efforts are supported through a positive school culture, leadership accessibility, and consistent recognition of staff contributions. Teachers have access to meaningful leadership opportunities, including facilitating professional development, participating in action teams, leading clubs, and guiding PLCs. These roles empower staff and contribute to a collaborative school environment. Data is actively used to inform staffing decisions and monitor trends in recruitment, evaluation, and retention. Academic outcomes, discipline records, attendance patterns, and staff perception surveys guide leadership in identifying needs and aligning supports equitably. This comprehensive approach ensures staff are placed strategically, receive timely feedback, and are supported through targeted professional learning and leadership opportunities, promoting long-term growth and stability.	Limited Development 08/07/2025		
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How it will look when fully met:		At our school, systems for recruiting, evaluating, rewarding, and replacing staff are fully implemented and sustained with fidelity. Recruitment is intentional, with hiring decisions based on instructional needs, cultural alignment, and a demonstrated commitment to student growth. Staff evaluations are conducted consistently and fairly, using walkthroughs, formal observations, and peer feedback groups. Feedback from evaluations is timely and used to drive personalized coaching cycles, targeted professional development, and goal-setting aligned to individual growth areas. Weekly PLCs analyze student data to adjust instruction and reflect on classroom practices. High-performing staff are recognized through data celebrations, classroom growth acknowledgments, and leadership opportunities. Staff retention is supported through a positive culture, recognition systems like Leader in Me and PBIS, and clear pathways for leadership and mentorship. Equity is central—data from recruitment, performance, and retention is reviewed regularly to identify gaps and improve practices. Evidence uploaded to NCStar includes coaching logs, PLC minutes, observation and walkthrough tools, recognition artifacts, recruitment protocols, and staff retention data reports		Trena Marshall	06/10/2028
Actions			0 of 6 (0%)		
8/7/25	Conduct walkthroughs, observations, focus groups for feedback			Dr. Angela Foster	06/12/2026
<i>Notes:</i>					
8/7/25	Have a diverse interview panel that includes teachers and other applicable stakeholders)			Trena Marshall	06/12/2026
<i>Notes:</i>					
8/7/25	Provide coaching cycles and maintain coaching logs and provide targeted professional development			Lorenzo Johnson (elected 2023)	06/12/2026
<i>Notes:</i>					
8/7/25	Analyze student data in PLC's			Dr. Angela Foster	06/12/2026
<i>Notes:</i>					
8/7/25	High-performing staff are recognized through data celebrations, classroom growth acknowledgments, and leadership opportunities.			Dr. Angela Foster	06/12/2026
<i>Notes:</i>					

8/7/25	Data from recruitment, performance, and retention is reviewed regularly to identify gaps and improve practices.		Dr. Angela Foster	06/12/2026
Notes:				

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:			x	Limited Development 08/07/2025		
How it will look when fully met:						
Actions						
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:			x	Limited Development 08/07/2025		
How it will look when fully met:						
Actions						
Notes:						

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
Initial Assessment:			x	Limited Development 08/07/2025		
How it will look when fully met:						
Actions						
Notes:						