Comprehensive Progress Report

Mission: Don't be good, be GREAT.

Vision: The vision of Sun Valley High School is to empower students to foster accountability in all areas of their lives. In support of this vision, the faculty and staff are committed to helping students develop lifelong learning, productive citizenship, respect for self and others and service to the global community.

Goals:

2025 - 2026: Eliminate Opportunity Gaps

2025 - 2026: Improve School Performance

2025 - 2026: Increase educator preparedness to meet the needs of every student

! = Past Due Objectives	KEY = Key Indicator			
Core Function:	**Domain 2: Talent Development**			
Effective Practice:	**Practice 2A: Recruit, develop, retain, and sustain talent**			
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: | The school actively recruits and supports highly qualified staff to ensure effective instruction and student success. A job fair is held each year to attract new teachers. New teachers participate in an orientation at the beginning of the year and receive mentoring and guidance throughout the year. The administrative team conducts regular walkthroughs focused on student engagement, followed by feedback and scheduled observations with post-conferences for all teachers.

Our school implements the North Carolina Educator Evaluation System (NCEES) to assess and support teacher effectiveness in alignment with state guidelines and locally defined timelines. Administrators conduct both formal and informal observations as part of the NCEES cycle, providing timely, constructive feedback and coaching to strengthen instructional practices and promote continuous professional growth.

Staff recognition is an important part of maintaining a positive culture. Teachers recognize one another through the "KUDOS" initiative and receive principal shout-outs during staff meetings. Leadership opportunities are available through department roles, school committees, and mentoring. | Limited Development 09/24/2025 | | |

| How it will look when fully met: | At full implementation, our school operates as a unified system where recruiting, developing, and retaining high-quality educators are deliberate and aligned with our instructional vision. The school actively recruits and supports highly qualified staff to ensure effective instruction and student success. Each year, a job fair is held to attract teachers who reflect our school's values and instructional priorities. New teachers participate in an orientation at the start of the year and are paired with mentors who provide consistent guidance, check-ins, and support throughout the year to promote confidence, retention, and instructional effectiveness.

The administrative team conducts regular walkthroughs focused on student engagement and instructional quality, followed by actionable feedback and scheduled observations with post-conferences for all teachers. The school fully implements the North Carolina Educator Evaluation System (NCEES) to assess and support teacher effectiveness in alignment with state guidelines and district expectations. Administrators provide both formal and informal observations, delivering timely, constructive feedback and individualized coaching to strengthen instructional practices and foster continuous professional growth.

Staff recognition and leadership are key components of the school's positive and collaborative culture. Teachers recognize one another through the "KUDOS" initiative and are celebrated through principal shout-outs during staff meetings. Educators are encouraged to take on leadership roles through department chair positions, school committees, and mentoring opportunities. As a result, the school sustains a culture of excellence where teachers feel valued, supported, and committed to continuous improvement and student success.

Evidence: Job Fair documentation; Orientation agenda and attendance records; Mentor meeting logs; Walkthrough and observation schedules; Staff recognition documentation (KUDOS submissions, staff meeting notes). | | Michael Harvey | 06/10/2028 |
|---|---|---|---|---|
| **Actions** | | 0 of 2 (0%) | | |
| 10/8/25 | Conduct regular walkthroughs and NCEES observations focused on student engagement and instructional quality | | LaKeshia Leaks | 05/31/2026 |
| *Notes:* | | | | |
| 10/8/25 | Recognize staff through weekly recognition "shout outs", teacher-of-the-month awards, or certificates for exemplary performance. | | LaKeshia Leaks | 05/31/2026 |

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:	Each week, our leadership team—which includes the principal, assistant principals, dean of students, lead counselor, career development coordinator, master teacher, data manager, bookkeeper, and athletic director—meet to review school performance. During these meetings, the team analyzes academic, attendance, and behavior data to monitor progress toward goals, identify trends, and determine student and staff support needs. Data discussions guide decisions related to instruction, interventions, and resource allocation to improve overall student outcomes. The administrative team and some teachers use NC Check-Ins and testing data to inform instructional decisions and determine necessary interventions. Some teachers also use informal and formal assessments to adjust instruction and address individual student needs. An administrator is assigned and attends each of the four End-of-Course (EOC) tested subject area Professional Learning Communities (PLCs). Using both the NC Evaluation System and in-house walkthroughs, we gather classroom observation data. This data is reviewed specifically to identify instructional trends—both successful practices and areas needing development—so that we can provide teachers with relevant, immediate feedback and tailored support An identified MTSS coordinator has developed a system to support the collection and analysis of individual student data for intervention purposes.	Limited Development 10/07/2025		

How it will look when fully met:	The school regularly analyzes performance data and aggregated classroom observation data to guide school improvement initiatives and professional development planning.		Michael Harvey	06/10/2028
	Each week, our leadership team—which includes the principal, assistant principals, dean of students, lead counselor, career development coordinator, master teacher, data manager, bookkeeper, and athletic director—meet to review school performance. During these meetings, the team analyzes academic, attendance, and behavior data to monitor progress toward goals, identify trends, and determine student and staff support needs. Data discussions guide decisions related to instruction, interventions, and resource allocation to improve overall student outcomes.			
	The administrative team and all teachers use NC Check-Ins and testing data to inform instructional decisions and determine necessary interventions. All teachers also use informal and formal assessments to adjust instruction and address individual student needs.Teachers meet weekly in Professional Learning Communities (PLCs) to review student assessment results, benchmark data, summative and formative assessments to identify academic trends and instructional gaps. Findings from these PLC discussions are documented and shared with the administrative team to inform instructional support and targeted professional learning.			
	Classroom walkthroughs and formal observations are conducted consistently, and the collected data is aggregated to identify areas of instructional strength and areas in need of growth. This data directly informs the design of professional development sessions, including workshops, peer observations, and instructional coaching cycles.			
	The School Leadership Team (SLT) meets monthly to review schoolwide data—including academic performance, attendance, and behavior trends—and uses this information to monitor School Improvement Plan goals and adjust strategies as needed. Data is shared with staff to promote transparency and collective accountability for student success.			
	Additionally, the school integrates behavior data from the 5-Star Students system with academic performance data to identify students requiring additional academic or behavioral supports. Positive behavior trends are celebrated.			
	Evidence: PLC Agenda, Leadership Agenda, SIT Meeting Minutes			

			Actions	0 of 2 (0%)		
	10/8/25	Conduct weekly EOC PLC meetings to review and analyze student performance data, including academics, attendance, and behavior, and guide decisions about instruction, interventions, and resource allocation.			LaKeshia Leaks	05/31/2026
	Notes:					
	10/8/25	Collect and analyze classroom observation data through NCEES evaluations and in-house walkthroughs to identify instructional trends, provide timely feedback, and tailor professional development and coaching for teachers.			LaKeshia Leaks	05/31/2026
	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: | The school uses the Multi-Tiered System of Support (MTSS) framework to provide differentiated academic and behavioral support based on student needs. MTSS data are entered and monitored through ECATS. In Tier 1, all students receive high-quality, evidence-based instruction aligned with the North Carolina Standard Course of Study. Teachers use formative and summative assessments to monitor student progress and adjust instruction as needed.

The school is currently working to strengthen Tier 2 supports. A targeted support plan is being launched for a group of 9th- and 10th-grade students identified on the academic and attendance "watchlist." Members of the MTSS Support Team are paired with individual students to monitor attendance, academic progress, and barriers to success. Data are reviewed regularly to guide interventions and measure improvement.

In addition, the school is implementing the 5-Star Behavior Program to promote positive behavior, increase student engagement, and provide incentives for improvement. Behavior data are tracked in the 5-Star platform to identify students who may need additional Tier 2 or Tier 3 supports, ensuring both academic and behavioral needs are addressed within the tiered system. | Limited Development
09/24/2025 | | |

How it will look when fully met:	The school uses the Multi-Tiered System of Support (MTSS) framework to provide differentiated academic and behavioral support based on student needs. MTSS data are entered and monitored through ECATS. In Tier 1, all students receive high-quality, evidence-based instruction aligned with the North Carolina Standard Course of Study. Teachers use formative and summative assessments to monitor student progress and adjust instruction as needed The school has strengthened Tier 2 supports to provide targeted interventions for 9th- and 10th-grade students identified on the academic and attendance "watchlist." Members of the MTSS Support Team are currently paired with individual students to monitor attendance, academic progress, and barriers to success. Data are reviewed regularly to guide instruction, adjust interventions, and measure student improvement. Professional Learning Communities (PLCs) meet regularly to analyze student data, identify trends, and plan targeted interventions. PLC discussions focus on instructional strategies, progress monitoring, and the effectiveness of interventions across tiers, ensuring decisions are collaborative and data-driven		**Michael Harvey**	**06/10/2028**
Actions		**0 of 2 (0%)**		
10/8/25	Regularly review formative and benchmark assessment data to identify students in need of Tier 2 and Tier 3 supports		Melissa Washington	05/31/2026
Notes:				
10/8/25	Teachers will use formative assessments, benchmark data, and progress-monitoring tools (e.g., i-Ready, classroom assessments, or common assessments) to track student growth within each tier		Melissa Washington	05/31/2026
Notes:				