

Comprehensive Progress Report

Mission:

The mission of Piedmont High School is to provide the opportunity for students to develop intellectually, socially, emotionally and ethically. We strive to ensure that all of our students are actively engaged in learning and are respectful and responsible problem solvers, enabling them to become productive members of the community, equipped to deal with the challenges of the 21st century.

Vision:

The purpose of Piedmont High School is to prepare all students for success by blending past, present, and future.

Goals:

- Eliminate Opportunity Gaps
- Improve School Performance
- 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:

August 2025:

Our school employs structured and collaborative hiring practices that prioritize certification, relevant experience, and instructional alignment. Screening includes thorough resume reviews, and interviews involve both administrators and department teachers to ensure diverse perspectives in candidate selection. Once hired, staff receive onboarding support through both district-level and school-based induction processes. Evaluation of teachers and school leaders follows the NCEES and Frontline systems, with timelines and protocols guided by district policy. Multiple trained administrators conduct observations throughout the year to ensure evaluations are timely, fair, and consistent across staff. Feedback from evaluations informs professional growth plans and aligns with individualized coaching and schoolwide development goals. Staff retention is regularly monitored, particularly for beginning teachers, using historical data to evaluate trends in staff longevity and attrition. School and district leaders meet throughout the year to review recruitment, retention, and evaluation data to inform strategic adjustments. While current systems are effective in supporting staff development and leadership opportunities, continued focus is placed on using evaluation data more intentionally to guide coaching and on strengthening pipelines for future talent.

Limited Development
08/07/2025

<p>How it will look when fully met:</p>	<p>Our school implements a comprehensive and sustainable system for recruiting, evaluating, developing, and retaining high-quality staff. Hiring practices ensure candidates are screened for certification, experience, and alignment with school priorities, with interview teams including administrators and content-area teachers. New staff receive structured onboarding and mentorship. Staff evaluations are conducted fairly and consistently by trained administrators using NCEES and Frontline, with feedback delivered promptly to support growth. Professional development is data-driven and aligned to evaluation outcomes, educator needs, and MTSS priorities. Ongoing coaching is embedded through peer observations, Web Wednesdays, and individualized support. High-performing staff are regularly recognized during staff meetings and through leadership opportunities, such as leading PD or serving on committees. Retention data is reviewed with school and district leaders to assess progress and inform continuous improvement. Staff voice is valued, and professional growth is intentional and strategic. Evidence of full implementation includes interview protocols, onboarding schedules, evaluation logs, professional development calendars, coaching schedules, peer observation forms, staff recognition programs, and retention data reports. These systems work cohesively to build and sustain a culture of excellence and continuous improvement.</p>		<p>John Martin</p>	<p>06/10/2028</p>
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Actions		0 of 3 (0%)		
8/7/25	Implement positive staff recognition during staff meetings		John Martin	06/10/2026
Notes:				
8/7/25	Develop consistent peer observation and coaching protocols.		Claire Conklin	06/10/2026
Notes:				
8/7/25	Monitor retention data and align supports accordingly.		Tiphany Speck	06/10/2026
Notes:				

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
KEY	C2.01	<p>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)</p>	Implementation Status	Assigned To	Target Date

Initial Assessment:

August 2025:

Our Leadership Team is composed of administrators, a representative from each subject department, and parent representatives from each grade level. The team meets on the second Monday of each month with structured agendas that are shared in advance, and minutes are documented and posted on the school website.

Student performance data is collected from multiple sources, including proficiency and growth on state-mandated assessments, ACT, and WorkKeys. This data is disaggregated by subgroup and reviewed annually at the start of the year, with ongoing updates as new data becomes available. Aggregated classroom observation data is also collected and reviewed to identify patterns in instructional practice, highlight strengths, and determine areas needing support.

The Leadership Team combines both student performance data and observation trends to guide decision-making. Professional development priorities are identified based on these findings to ensure alignment with instructional needs. Resources are allocated to support targeted goals, and staff receive professional learning opportunities that directly address gaps. Progress is monitored through follow-up data reviews at subsequent meetings, ensuring that strategies are adjusted as needed and embedded into school structures for sustainability.

Limited Development
08/07/2025

<p>How it will look when fully met:</p>	<p>Our Leadership Team operates as a collaborative, data-driven decision-making body composed of administrators, department representatives, and parent representatives from each grade level. The team meets consistently on the second Monday of each month, following clear protocols with shared agendas, documented minutes, and assigned next steps. Progress on prior action items is reviewed at the beginning of each meeting to ensure accountability and continuity.</p> <p>Student performance data is systematically collected, disaggregated, and analyzed throughout the year to monitor proficiency, growth, and equity across subgroups. In addition to annual state test results, quarterly reviews of NC Check-Ins and other progress-monitoring measures guide timely adjustments. Aggregated classroom observation data is also reviewed regularly to identify patterns in instructional practice, highlight strengths, and target areas for growth.</p> <p>The Leadership Team integrates both performance and observation data to identify priorities for professional development and school improvement. Resources are strategically allocated to support data-informed strategies, ensuring that teacher learning opportunities are purposeful and directly tied to student needs. Impact is measured through ongoing follow-up data reviews, and successful practices are embedded into the school's structures so that improvements are sustained over time.</p>		<p>Tiphany Speck</p>	<p>06/10/2028</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>9/23/25</p>	<p>Develop quarterly data review calendar with clear protocols.</p>		<p>Tiphany Speck</p>	<p>06/10/2026</p>
<p>Notes:</p>				
<p>9/23/25</p>	<p>Train leadership team on equity-focused data analysis.</p>		<p>Tiphany Speck</p>	<p>06/10/2026</p>
<p>Notes:</p>				
<p>9/23/25</p>	<p>Implement PD priorities directly aligned to combined data.</p>		<p>Claire Conklin</p>	<p>06/10/2026</p>
<p>Notes:</p>				
<p>Core Function:</p>	<p>Domain 3: Instructional Transformation</p>			
<p>Effective Practice:</p>	<p>Practice 3A: Diagnose and respond to student learning needs</p>			

	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>August 2025:</p> <p>Our school implements a tiered instructional system aligned with the NC MTSS framework to address the academic, social-emotional, behavioral, and attendance needs of all students. At the core (Tier 1) level, teachers design standards-aligned lessons in PLCs using evidence-based instructional strategies and resources. Instruction is informed by state and local curriculum materials, and teachers embed both remediation and enrichment within daily lessons to ensure equitable access to grade-level standards for all students.</p> <p>To strengthen Tier 2 and Tier 3 supports, PLCs and the MTSS team use multiple sources of student data—including NC Check-Ins, common assessments, and resources such as CommonLit, STAR (beginning in 2025–26 for Math I), and district-provided Biology materials—to identify students in need of additional support. Student progress is monitored regularly, with data reviewed at least monthly in PLCs and on a rotating basis across departments. These reviews guide timely adjustments to core instruction as well as supplemental and intensive interventions.</p> <p>Collaboration is a consistent strength of our MTSS implementation. The MTSS committee meets regularly to monitor schoolwide implementation and communicates key practices and decisions back to departments. Teachers, support staff, and specialists (including EC, ML, and AIG educators) work together to plan and deliver interventions, ensuring that services are accessible and equitable across student groups. Staff roles within the framework are clearly defined, and collaborative planning ensures students receive the right support at the right time.</p>	<p>Limited Development 08/07/2025</p>		

<p>How it will look when fully met:</p>	<p>Our school consistently delivers a comprehensive, tiered instructional system aligned with the NC MTSS framework. Tier 1 instruction is rigorous, standards-aligned, and grounded in evidence-based strategies designed collaboratively in PLCs. Teachers use common assessments, screenings, and diagnostic tools to guide daily instruction and ensure that all students have equitable access to grade-level content with built-in remediation and enrichment.</p> <p>When students need additional support, Tier 2 and Tier 3 interventions are implemented promptly and effectively, never in place of core instruction. Teachers and PLCs review student data regularly, using progress-monitoring results to make real-time instructional adjustments. The MTSS committee meets routinely to oversee implementation, and professional development ensures that staff consistently use data-driven practices with fidelity.</p> <p>Collaboration across general education, EC, ML, and AIG staff is embedded into planning and instruction. As a result, there is a shared understanding and ownership of MTSS throughout the school. Educators use data-driven decision making to guide both core instruction and intervention, ensuring that academic, social-emotional, behavioral, and attendance needs are met for every student.</p>		<p>Claire Conklin</p>	<p>06/10/2028</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>9/23/25</p>	<p>Create PLC protocols for using screening and diagnostics.</p>		<p>Claire Conklin</p>	<p>06/10/2026</p>
<p>Notes:</p>				
<p>9/23/25</p>	<p>Train staff on delivering evidence-based tiered interventions.</p>		<p>Claire Conklin</p>	<p>06/10/2026</p>
<p>Notes:</p>				
<p>9/23/25</p>	<p>Implement cross-role collaboration between ML and English II PLCs for equitable student supports.</p>		<p>Tiphany Speck</p>	<p>06/10/2026</p>
<p>Notes:</p>				