

Comprehensive Progress Report

Mission: Our mission is for each student to graduate from Forest Hills High School equipped with the social, emotional and academic skills they need to be successful in a 21st century work environment.

Vision: Helping all students reach their highest potential.

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 utilizes structured and collaborative hiring practices designed to ensure the selection of highly qualified and instructionally aligned educators. The hiring process prioritizes appropriate certification, relevant teaching experience, and alignment with school and district instructional priorities. Screening includes detailed resume reviews, followed by interviews that engage both administrators and department representatives to provide multiple perspectives in candidate selection.

Upon hiring, all staff members receive comprehensive onboarding support through district-level and school-based induction programs. Teacher and school leader evaluations are conducted in accordance with NCEES and Frontline systems, adhering to established district timelines and protocols. Multiple trained administrators complete observations throughout the year to ensure that evaluations are fair, timely, and consistent.

Evaluation outcomes directly inform individual professional growth plans, coaching supports, and schoolwide professional development initiatives. Staff retention—especially among beginning teachers—is continuously monitored through analysis of historical data to identify trends in longevity and attrition.

School and district leadership teams meet regularly to review data related to recruitment, retention, and evaluations to guide strategic decision-making. While existing systems effectively support staff growth and leadership development, ongoing efforts focus on leveraging evaluation data more intentionally to strengthen individualized coaching and build sustainable pipelines for future talent.

Limited Development
11/04/2025

<p>How it will look when fully met:</p>	<p>The school maintains a comprehensive, sustainable system for recruiting, developing, evaluating, and retaining high-quality educators. Hiring processes are collaborative and structured, ensuring candidates are screened for certification, experience, and alignment with school goals. Interview panels include administrators and content-area teachers to ensure diverse input.</p> <p>All new staff participate in structured onboarding and mentorship programs that support a successful transition. Evaluations are conducted with fidelity by trained administrators using NCEES and Frontline, with timely, actionable feedback that drives professional growth. Professional development is data-driven and aligned to evaluation outcomes, educator needs, and MTSS priorities.</p> <p>Ongoing coaching and support are embedded through peer observations, Web Wednesdays, and individualized feedback cycles. High-performing staff are recognized through leadership opportunities, such as facilitating PD sessions or serving on committees. Recruitment, retention, and evaluation data are continuously reviewed with district partners to inform improvement efforts.</p> <p>Evidence of full implementation includes interview protocols, onboarding materials, evaluation documentation, professional development calendars, coaching logs, peer observation forms, staff recognition initiatives, and retention reports. Collectively, these systems cultivate a culture of excellence, collaboration, and continuous professional growth.</p>		<p>Mallory Bricker</p>	<p>06/10/2028</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>11/4/25</p>	<p>Implement positive staff recognition during staff meetings.</p>		<p>Adrien Porter</p>	<p>01/10/2026</p>
<p>Notes:</p>				
<p>11/4/25</p>	<p>Monitor retention data and align supports accordingly.</p>		<p>Mallory Bricker</p>	<p>06/10/2026</p>
<p>Notes:</p>				
<p>11/4/25</p>	<p>Develop a consistent walkthrough schedule and provide feedback from those walkthroughs to BTs and teachers new to FHHS.</p>		<p>Mallory Bricker</p>	<p>06/10/2026</p>
<p>Notes:</p>				
<p>11/4/25</p>	<p>Develop PD opportunities and class labs for the BTs based on feedback and informal observations conducted by administration and the BT team.</p>		<p>Kristina Whitley (BT support/LCT)</p>	<p>06/10/2026</p>
<p>Notes:</p>				

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>		<p>The School Leadership Team includes administrators, department representatives from each content area, and parent representatives from each grade level. The team meets monthly—on the second Wednesday—with structured agendas shared in advance. Meeting minutes are documented and posted on the school website to ensure transparency and stakeholder access.</p> <p>Student performance data is collected and analyzed from multiple sources, including proficiency and growth on state assessments, ACT, and WorkKeys. Data is disaggregated by subgroup and reviewed at the start of each school year, with ongoing updates as new information becomes available. Aggregated classroom observation data is also reviewed to identify instructional strengths, trends, and areas for improvement.</p> <p>The leadership team along with administration integrates student performance data with observation findings to guide strategic decision-making. Professional development priorities and resource allocations are determined based on identified instructional needs. Progress toward goals is monitored through follow-up data reviews and ongoing reflection at subsequent meetings. Strategies showing success are embedded into school systems to ensure sustainability and continuous improvement.</p>	Limited Development 11/04/2025		

<p>How it will look when fully met:</p>	<p>The Leadership Team functions as a cohesive, 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 structured protocols that include shared agendas, documented minutes, and clearly defined next steps. Progress on previous action items is reviewed at the start 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 among subgroups. In addition to state assessment results, quarterly NC Check-Ins and other progress-monitoring tools are used to inform timely instructional adjustments. Aggregated classroom observation data is also reviewed regularly to identify trends in instructional practice, recognize strengths, and address areas for improvement.</p> <p>The Leadership Team integrates both student performance and instructional data to guide professional development priorities and schoolwide improvement goals. Resources are strategically allocated to support data-informed initiatives, ensuring professional learning directly aligns with student needs. Ongoing data reviews measure the impact of implemented strategies, and effective practices are embedded into school systems to sustain continuous improvement over time.</p>		<p>Adrien Porter</p>	<p>06/10/2028</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>11/4/25</p>	<p>Develop quarterly data review calendar with clear protocols</p>		<p>Mallory Bricker</p>	<p>06/10/2026</p>
<p>Notes:</p>				
<p>11/4/25</p>	<p>Implement PD priorities directly aligned to combined data.</p>		<p>Mallory Bricker</p>	<p>06/10/2026</p>
<p>Notes:</p>				
<p>11/4/25</p>	<p>Use data protocols (e.g., Data Wise, NCStar tools) to guide monthly team discussions and identify instructional priorities.</p>		<p>Mallory Bricker</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>The school implements a comprehensive, tiered instructional system aligned with the NC MTSS framework to meet the academic, social-emotional, behavioral, and attendance needs of all students. At the Tier 1 level, teachers collaboratively design standards-aligned lessons within PLCs using evidence-based instructional strategies and state and local curriculum resources. Core instruction includes both remediation and enrichment opportunities to ensure equitable access to grade-level content for all learners.</p> <p>To strengthen Tier 2 and Tier 3 supports, PLCs and the MTSS team utilize multiple data sources—including NC Check-Ins, common assessments, and district-provided Biology materials—to identify students requiring additional assistance. Student progress is monitored consistently, with data reviewed at least monthly within PLCs and during department rotations. These reviews inform timely adjustments to core instruction and guide supplemental and intensive interventions.</p> <p>Collaboration serves as a cornerstone of MTSS implementation. The MTSS committee meets regularly to monitor fidelity of implementation, review data, and communicate key practices to departments. Teachers, specialists, and support staff—including EC, ML, and AIG educators—work collaboratively to plan, deliver, and evaluate interventions. Clearly defined staff roles and consistent communication ensure equitable access to supports and that students receive the right intervention at the right time.</p>	Limited Development 11/04/2025		

<p>How it will look when fully met:</p>	<p>The school consistently implements a comprehensive, tiered instructional system aligned with the NC MTSS framework to address the academic, social-emotional, behavioral, and attendance needs of all students. Tier 1 instruction is rigorous, standards-aligned, and grounded in evidence-based practices developed collaboratively through PLCs. Teachers use common assessments, screenings, and diagnostic tools to inform daily instruction, ensuring equitable access to grade-level content through embedded remediation and enrichment.</p> <p>Students requiring additional support receive timely and targeted Tier 2 and Tier 3 interventions that supplement—rather than replace—core instruction. Daily Math I tutoring and consistent intervention blocks in English II and Biology provide structured opportunities for focused skill development and content mastery. PLCs and teachers review student progress data regularly, using ongoing progress-monitoring results to adjust instruction in real time.</p> <p>The MTSS committee meets routinely to monitor implementation, analyze schoolwide data, and guide professional development to ensure fidelity and consistency across all tiers. Collaboration among general education, EC and ML staff is an integral part of instructional planning and delivery, fostering shared ownership of student outcomes.</p> <p>When fully implemented, educators consistently use data-driven decision-making to guide instruction and intervention, ensuring that every student’s academic, behavioral, and social-emotional needs are met through a cohesive, responsive, and equitable system of support.</p>		<p>Adrien Porter</p>	<p>06/10/2028</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>11/4/25</p>	<p>Create and monitor PLC protocols for using screening and diagnostics</p>		<p>Mallory Bricker</p>	<p>06/10/2026</p>
<p>Notes:</p>				
<p>11/4/25</p>	<p>Provide ongoing professional development to strengthen evidence-based instructional practices.</p>		<p>LCT Team</p>	<p>06/10/2026</p>
<p>Notes:</p>				
<p>11/4/25</p>	<p>Communicate key decisions, strategies, and progress to all staff to ensure shared ownership of MTSS.</p>		<p>Kelly Blakney</p>	<p>06/10/2026</p>
<p>Notes:</p>				