

## Comprehensive Progress Report

**Mission:**

Ballantyne Ridge strives to foster growth through a rigorous comprehensive educational program that promotes leadership, character, and global citizenship. The Ballantyne Ridge community focuses on developing student inquiry, building knowledge, and cultivating character to create a better tomorrow through intercultural understanding and respect.

**Vision:**

Ballantyne Ridge is an inclusive and equitable environment that seeks to foster empathetic global individuals who are community-oriented problem solvers and leaders. We seek to partner with all stakeholders to develop well-balanced students who possess a strong focus on service, trust, and respect in their future opportunities.

**Goals:**

The percentage of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 31.19% to 40% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 3)

The percentage of rising 12th graders on track to graduate from high school, enrolled, enlisted, or employed will be 90% or higher in SY2025-26. (Aligns to A4.10 and A4.16 and CMS Goal 4)

The percent of students scoring College & Career Readiness (CCR) on the English II End of Course assessment will increase from 69.91% to 79% in SY 2025-26 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The total number of OSS incidents will decrease from 195 incidents in SY24-25 to 185 incidents in SY25-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The school will retain 90% of licensed classroom teachers throughout the 2025-26 school year. (Aligns to C3.04 and CMS Guardrail 4)



! = Past Due Objectives

KEY = Key Indicator

|                            |            |  |  |                              |                    |                    |
|----------------------------|------------|--|--|------------------------------|--------------------|--------------------|
| <b>Core Function:</b>      |            | <b>Domain 1: Turnaround Leadership</b>                                 |  |                              |                    |                    |
| <b>Effective Practice:</b> |            | <b>Practice 1A: Prioritize improvement and communicate its urgency</b> |  |                              |                    |                    |
|                            | <b>KEY</b> | <b>B1.03</b>   | <b>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)</b> | <b>Implementation Status</b> | <b>Assigned To</b> | <b>Target Date</b> |

**Initial Assessment:**

Members of the BRHS ILT have committed to completing bi-weekly data cycles comprised of at least 10 cross-curricular walkthroughs per member (14) using a streamlined walkthrough form that assesses the following:

- Learning Environment for evidence of the BRHS IB Instructional Frame, Routines & Procedures, Classroom Management, etc.
- Social Environment for evidence of Capturing Kids Hearts, International Mindedness, etc.
- Engagement Levels for evidence of student interactions with peers, curriculum, and teacher
- Academic Rigor for evidence of Purposeful Design, Academic Discourse, High Quality Texts & Tasks, Integration of the BRHS Instructional Frame
- Academic Monitoring for evidence of the Get Better Faster Scope & Sequence Rigor 6, IB Approaches to Teaching: Informed by Assessment, Data-Driven Laps, Real-Time Feedback

In addition, the BRHS ILT will work collaboratively to support Departments and PLCs to monitor schoolwide progression toward identified SPG goals on a bi-weekly basis using the BRHS Data Cycle Scoreboard and BRHS SPG Tracker.

Limited Development  
05/27/2025

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

ILT bi-weekly data cycles of at least 10 cross-curricular walkthroughs per member (14) using a streamlined tool assessing learning environment, social environment, academic rigor, and academic monitoring.

What Full Implementation Looks Like:

Data:

Each ILT member completes at least 10 walkthroughs every two weeks, resulting in 140+ data points per cycle.

Data is compiled into trend reports showing patterns across content areas (e.g., frequency of high-rigor tasks, evidence of active monitoring, student-to-student engagement).

Comparative data across cycles highlights improvement, stagnation, or decline in key indicators.

Resources:

A streamlined digital walkthrough tool (CODA platform) influenced by IB metrics and CAW rubrics that is accessible to all ILT members.

Weekly calibration sessions during ILT meetings (Thursdays) to ensure consistency in rating and feedback.

Time embedded in ILT meetings to review and analyze results.

Evidence:

Completed walkthrough logs aligned to the four focus areas.

Aggregated cycle reports presented visually (Data Cycle Tracker, BRHS SPG Tracker, Monthly Staff Meetings, etc.).

Meeting minutes showing ILT discussion of trends and identification of next instructional focus areas.

Observable shifts in classroom instruction (e.g., more frequent student discourse, stronger checks for understanding).

Mike Miliote

06/10/2028

| <b>Actions</b> |  | <b>0 of 4 (0%)</b> |                 |            |
|----------------|--|--------------------|-----------------|------------|
| 5/27/25        | PLCs will implement the 4DX model by conducting weekly data cycles that monitor student learning and track progress toward the teams' identified Department/PLC WIG (Guardrail 1).   |                    | Michael Landers | 06/10/2026 |
| <i>Notes:</i>  |  |                    |                 |            |
| 9/13/25        | ILT members will provide teachers with bi-weekly, evidence-based walkthrough feedback that explicitly connects observed practice to instructional and cultural expectations, reinforces rigorous instruction, and documents progress toward department/PLC WIGs (Goal 3, Guardrail 1, Guardrail 3, and Guardrail 4). |                    | Mike Miliote    | 06/10/2026 |
| <i>Notes:</i>  |  |                    |                 |            |
| 9/13/25        | PLC Leads will facilitate bi-weekly data cycle tracking within their teams to monitor progress toward WIGs (Goal 3 and Guardrail 1).   |                    | Michael Landers | 06/10/2026 |
| <i>Notes:</i>  |  |                    |                 |            |
| 9/13/25        | Department Chairs will calibrate instructional and cultural expectations across PLCs using the success analysis protocol to ensure consistency and alignment (Guardrail 1).  |                    | Michael Landers | 06/10/2026 |
| <i>Notes:</i>  |  |                    |                 |            |

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|----------------------------|--------------|---|------------------------------|--------------------|--------------------|
| <b>Core Function:</b>      |              | <b>Domain 1: Turnaround Leadership</b>  |                              |                    |                    |
| <b>Effective Practice:</b> |              | <b>Practice 1B: Monitor short-and long-term goals</b>   |                              |                    |                    |
| <b>KEY</b>                 | <b>B3.03</b> | <b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b> | <b>Implementation Status</b> | <b>Assigned To</b> | <b>Target Date</b> |

**Initial Assessment:**

As we enter our second year as a comprehensive high school, welcoming 40+ new staff members, approximately 700 additional students, and our first senior class, our focus shifts from launch to expansion with intentionality. Building on the foundation established in year one, we are implementing a refined onboarding process to integrate new staff into our instructional and cultural framework, ensuring coherence across various levels of experience. With our growing student body and the unique responsibilities of graduating our first class, we remain committed to equipping all teachers and support staff with the knowledge, systems, and collaborative structures necessary to sustain rigorous instruction, strong school culture, and high levels of student success.

This current implementation plan aligns with CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.

Limited Development  
07/25/2024

|   | Priority Score: 3  | Opportunity Score: 3  | Index Score: 9      |                     |                   |
|---|--|---|---------------------|---------------------|-------------------|
| <b>How it will look when fully met:</b> | <p>When this objective is fully met there will be evidence of a strong connection between Ballantyne Ridge staff, students, and their families that is supported through purposeful communication and community events to engage all parties in established student achievement goals. There will be an increased and diverse presence of parent representatives on the school PTSO. There will be an increase in student attendance, college and career readiness, and overall grade-level proficiency across student subgroups.</p> <p>Duty-free lunch periods secured for every teacher daily.</p> <p>An overall positive school climate, under CMS regulation JICK-R, is promoted by promoting a safe learning environment free of bullying and harassing behaviors.</p> |   |                     | <b>Mike Miliote</b> | <b>06/10/2028</b> |
| <b>Actions</b>                          |  |   | <b>1 of 2 (50%)</b> |                     |                   |
| 7/31/24                                 | The principal will meet weekly with the instructional leadership team to calibrate PLC productivity and alignment with instructional expectations to identify coaching needs and data-driven intervention plans. (Goal 3, Guardrail 1, FAM-S 29)   |   | Complete 11/08/2024 | Mike Miliote        | 11/01/2025        |
| <i>Notes:</i>                           |  | We will be onboarding 38 additional teachers next year and we will extend the target date for this action step. |                     |                     |                   |
| 7/25/24                                 | The principal will oversee the instructional leadership team in developing a bi-monthly walkthrough calendar with strategic look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. (Aligns to All goals and FAM-S 30)  |   |                     | Mike Miliote        | 06/10/2028        |
| <i>Notes:</i>                           |  |   |                     |                     |                   |
| <b>Implementation:</b>                  |  |   | 05/27/2025          |                     |                   |
| <b>Evidence</b>                         | 5/27/2025  |   |                     |                     |                   |
| <b>Experience</b>                       | 5/27/2025  |   |                     |                     |                   |

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| Sustainability | 5/27/2025 |  |  |  |
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| <b>Core Function:</b> | <b>Domain 3: Instructional Transformation</b> |  |  |  |
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| <b>Effective Practice:</b> | <b>Practice 3A: Diagnose and respond to student learning needs</b> |  |  |  |
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| 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 |
|-----|-------|--|-----------------------|-------------|-------------|
|-----|-------|--|-----------------------|-------------|-------------|

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| <i>Initial Assessment:</i> | <p>As we enter our second year as a comprehensive high school, welcoming 40+ new staff members, approximately 700 additional students, and our first senior class, our focus shifts from launch to expansion with intentionality. Building on the foundation established in year one, we are implementing a refined onboarding process to integrate new staff into our instructional and cultural framework, ensuring coherence across various levels of experience. With our growing student body and the unique responsibilities of graduating our first class, we remain committed to equipping all teachers and support staff with the knowledge, systems, and collaborative structures necessary to sustain rigorous instruction, strong school culture, and high levels of student success.</p> |  | Limited Development<br>07/25/2024 |  |  |
|----------------------------|---|--|-----------------------------------|--|--|

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|  | Priority Score: 3 | Opportunity Score: 3 | Index Score: 9 |  |  |
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| <i>How it will look when fully met:</i> | <p>When this objective is fully met there will be an embedded multi-tiered system of support that reflects standards-aligned instructional practices and differentiated interventions which stimulate student achievement within and across core curriculums. Teachers will be empowered and equipped with the skills necessary to create tiered lessons that meet the established learning goal within their PLCs and targeted coaching sessions (<i>as needed</i>). The Instructional Leadership Team (ILT) will unpack data pulled from benchmark assessments, common summative assessments, the GSI data report, cumulative EOC assessments, etc. to provide evidence of this objective being successfully met.</p> |  |  | Rachael Smith | 06/10/2028 |
|---|---|--|--|---------------|------------|

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| <b>Actions</b> |  |  | <b>0 of 2 (0%)</b> |  |  |
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|  | 7/25/24 | Established PLCs will meet bi-weekly with an established agenda that identifies roles, responsibilities, and communication norms to discuss student mastery of curricular standards and progress monitoring data for tiered intervention plans. (Guardrail 1 and FAM-S 3) |  | Jeffrey Mercado | 12/20/2025 |
|--|---------|---|--|-----------------|------------|

*Notes:* We will be onboarding 38 additional teachers next year and we will extend the target date for this action step.

8/8/24 Members of the Instructional Leadership Team (ILT) will meet weekly with their assigned PLCs to support teachers in the collaborative unpacking of core curriculum standards, data-driven problem-solving, and progress monitoring of student specific intervention. (Goal 3 and Goal 4)

Mike Miliote

06/10/2026

*Notes:* We will be onboarding 38 additional teachers next year and we will extend the target date for this action step.

**Implementation:**

05/27/2025

**Evidence**

5/27/2025  
Continuous improvement is needed.

**Experience**

5/27/2025  
Continuous improvement is needed.

**Sustainability**

5/27/2025  
Continuous improvement is needed.

| Core Function:                          |         | Domain 3: Instructional Transformation   |                                   |                      |                   |
|---|---------|--|-----------------------------------|----------------------|-------------------|
| Effective Practice:                     |         | Practice 3B: Provide rigorous evidence-based instruction   |                                   |                      |                   |
| KEY                                     | A1.07   | ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)   | Implementation Status             | Assigned To          | Target Date       |
| <i>Initial Assessment:</i>              |         | As we enter our second year as a comprehensive high school, welcoming 40+ new staff members, approximately 700 additional students, and our first senior class, our focus shifts from launch to expansion with intentionality. Building on the foundation established in year one, we are implementing a refined onboarding process to integrate new staff into our instructional and cultural framework, ensuring coherence across various levels of experience. With our growing student body and the unique responsibilities of graduating our first class, we remain committed to equipping all teachers and support staff with the knowledge, systems, and collaborative structures necessary to sustain rigorous instruction, strong school culture, and high levels of student success. | Limited Development<br>07/25/2024 |                      |                   |
|   |         | Priority Score: 3                      Opportunity Score: 3  | Index Score: 9                    |                      |                   |
| <i>How it will look when fully met:</i> |         | Prioritize CKH school-wide and instill expectations for all, especially with 38 new staff being onboarded. Ensure that the Process Champions are front and center.   |                                   | <b>Rachael Smith</b> | <b>06/10/2028</b> |
| <i>Actions</i>                          |         |  | <b>1 of 2 (50%)</b>               |                      |                   |
|   | 7/25/24 | The administrative team will analyze quarterly behavioral data to assess the effective implementation of school-wide systems, processes, and the Behavior Matrix. (Guardrail 2, Guardrail 3)   | Complete 05/27/2025               | Mike Miliote         | 06/10/2026        |
| <i>Notes:</i>                           |         | We will be onboarding 38 additional teachers next year and we will extend the target date for this action step.  |                                   |                      |                   |
|   | 5/27/25 | Process Champions will continuously model and reinforce Capturing Kids' Hearts strategies throughout the school year by leading culture-building routines in meetings and daily interactions, providing coaching to peers, and monitoring implementation to ensure that all staff consistently uphold expectations that foster belonging and a positive school culture (Guardrails 1 and 3).   |                                   | Javier Cely          | 06/10/2026        |
| <i>Notes:</i>                           |         |  |                                   |                      |                   |
| <i>Implementation:</i>                  |         |  | 05/27/2025                        |                      |                   |

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|------------------------------|-----------|--|--|--|
| <b><i>Evidence</i></b>       | 5/27/2025 |  |  |  |
| <b><i>Experience</i></b>     | 5/27/2025 |  |  |  |
| <b><i>Sustainability</i></b> | 5/27/2025 |  |  |  |

|   | KEY     | A2.04   | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)  | Implementation Status             | Assigned To          | Target Date       |
|---|---------|---|---|-----------------------------------|----------------------|-------------------|
| <i>Initial Assessment:</i>              |         |   | As we enter our second year as a comprehensive high school, welcoming 40+ new staff members, approximately 700 additional students, and our first senior class, our focus shifts from launch to expansion with intentionality. Building on the foundation established in year one, we are implementing a refined onboarding process to integrate new staff into our instructional and cultural framework, ensuring coherence across various levels of experience. With our growing student body and the unique responsibilities of graduating our first class, we remain committed to equipping all teachers and support staff with the knowledge, systems, and collaborative structures necessary to sustain rigorous instruction, strong school culture, and high levels of student success.  | Limited Development<br>07/25/2024 |                      |                   |
|   |         |   | Priority Score: 3                      Opportunity Score: 3   | Index Score: 9                    |                      |                   |
| <i>How it will look when fully met:</i> |         |   | <p>When this objective is fully met there will be evidence of PLCs collaborating on a weekly or bi-weekly basis to deliver highly engaging standards-aligned lessons and unit plans that reflect various formative and summative assessments that measure student mastery of the identified learning objectives. There will be evidence of differentiated instructional plans created to meet the needs of a diverse student population with emphasis placed on students with IEPs, 504 plans, MLL plans, or classified as AIG. In addition, PLCs will embed within their agendas and individual classrooms a value of data-driven instruction to inform student outcome and implementation data.</p> <p>Provide a duty-free instructional planning time for every teacher under GS115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.</p> |                                   | <b>Rachael Smith</b> | <b>06/10/2028</b> |
| <b>Actions</b>                          |         |   |   | <b>0 of 3 (0%)</b>                |                      |                   |
|   | 5/27/25 | Provide a duty-free instructional planning time for every teacher under GS115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours (Guardrails 1 and 4). |   |                                   | Mike Miliote         | 06/10/2026        |

|                        |   |            |                               |
|------------------------|---|------------|-------------------------------|
| <i>Notes:</i>          |   |            |                               |
| 8/7/24                 | The Instructional Leadership team will use the streamlined digital walkthrough tool via the CODA platform on a two-week cycle, which is informed by IB metrics and Core Action Walk rubrics, to monitor student academic and behavioral progress and inform coaching conversations. (Goal 3 and Goal 4) |            | Mike Miliote<br>01/23/2028    |
| <i>Notes:</i>          |   |            |                               |
| 7/25/24                | The Instructional Leadership team will develop and execute a school-wide data analysis protocol for PLCs to analyze and review common assessment data every two weeks. (Goal 3, FAM-S 29)   |            | Jeffrey Mercado<br>06/10/2028 |
| <i>Notes:</i>          |   |            |                               |
| <b>Implementation:</b> |   | 05/27/2025 |                               |
| <i>Evidence</i>        | 5/27/2025   |            |                               |
| <i>Experience</i>      | 5/27/2025   |            |                               |
| <i>Sustainability</i>  | 5/27/2025   |            |                               |

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|----------------------------|--------------|--|------------------------------|--------------------|--------------------|
| <b>Core Function:</b>      |              | <b>Domain 4: Culture Shift</b>   |                              |                    |                    |
| <b>Effective Practice:</b> |              | <b>Practice 4A: Build a strong community intensely focused on student learning</b>   |                              |                    |                    |
| <b>KEY</b>                 | <b>A4.06</b> | <b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b> | <b>Implementation Status</b> | <b>Assigned To</b> | <b>Target Date</b> |

**Initial Assessment:**

As we enter our second year as a comprehensive high school, 42 new teachers and support staff come from various locations and have a range of experience. We have a thoughtful plan to onboard staff to help meet this goal. Care is being taken to ensure our staff is well-versed and prepared to meet the challenges of launching our second year of existence, engaging families and community partners. In addition, we are being mindful of how we assimilate our returning staff with our new staff so the school feels united.

To provide a duty-free lunch period for every teacher on a daily basis.

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.

Limited Development  
07/31/2024

|   | Priority Score: 3  | Opportunity Score: 3 | Index Score: 9      |                     |                   |
|---|--|----------------------|---------------------|---------------------|-------------------|
| <b>How it will look when fully met:</b>   | <p>When this objective is fully met there will be evidence of a strong connection between Ballantyne Ridge staff, students, and their families that is supported through purposeful communication and community events to engage all parties in established student achievement goals. There will be an increased and diverse presence of parent representatives on the school PTSO. There will be an increase in student attendance, college and career readiness, and overall grade-level proficiency across student subgroups.</p> <p>5/27/2026</p> <p>Duty-free lunch period for every teacher on a daily basis.</p> <p>Positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.</p> |                      |                     | <b>Mike Miliote</b> | <b>06/10/2028</b> |
| <b>Actions</b>  |  |                      | <b>1 of 5 (20%)</b> |                     |                   |
| 7/31/24   | The administrative team will work with the Student Services department to create and facilitate professional development to support teachers in implementing the Capturing Kids Hearts framework to enhance school culture. (Guardrail 3 and FAM-S 31)   |                      | Complete 06/10/2025 | Rachael Smith       | 06/10/2025        |
| <i>Notes:</i>   |  |                      |                     |                     |                   |
| 7/31/24   | Teachers will implement daily social-emotional learning (SEL) strategies using the Capturing Kids Hearts framework (i.e. Morning Meetings, Social Contracts, Signals, etc.) as our schoolwide core social-emotional practices to support the SEL needs of students. (Guardrail 3 and FAM-S 31)   |                      |                     | Rachael Smith       | 06/10/2026        |
| <i>Notes:</i> We will be onboarding 38 additional teachers next year and we will extend the target date for this action step. |  |                      |                     |                     |                   |
| 7/31/24   | The administrative team will collaborate with internal stakeholders (i.e. Attendance Secretary, Student Services Department, etc.) to analyze and review student attendance and behavior data, implement intervention plans, and promote student achievement. (FAM-S 30 ,FAM S-31 and attendance plan)   |                      |                     | Mike Miliote        | 06/10/2026        |
| <i>Notes:</i> We will be onboarding 38 additional teachers next year and we will extend the target date for this action step. |  |                      |                     |                     |                   |

|   |  |            |               |            |
|---|--|------------|---------------|------------|
| 5/27/25   | To provide a duty-free lunch period for every teacher on a daily basis. (Guardrail 3)  |            | Mike Miliote  | 06/10/2026 |
| <i>Notes:</i> We will be onboarding 42 additional teachers next year and we will extend the target date for this action step. |  |            |               |            |
| 5/27/25   | Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Guardrail 1 and 4) |            | Rachael Smith | 06/10/2026 |
| <i>Notes:</i> We will be onboarding 38 additional teachers next year and we will extend the target date for this action step. |  |            |               |            |
| <b>Implementation:</b>  |  | 05/27/2025 |               |            |
| <b>Evidence</b>   | 5/27/2025  |            |               |            |
| <b>Experience</b>   | 5/27/2025  |            |               |            |
| <b>Sustainability</b>   | 5/27/2025  |            |               |            |