

Comprehensive Progress Report

Mission:

We will ensure all decisions, actions and resource allocations are made in the best interest of students.

Vision:

Our vision is to build a school community where students, staff, and community members feel safe, seen, and supported.

Goals:

The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 7.5% in SY2024-25 to 25% in SY2025-26 (A2.04 & B3.03).

The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 90.8% in SY2024-25 to 95% in SY2025-26 (A4.10 & A4.16).

The percent of EC students scoring Grade Level Proficiency (GLP), on the End of Course assessment in English II will increase from 20.8% in SY 2024-25 to 30% in SY 2025-26 (Guardrail 1.3)

100% of classroom teachers will implement Capturing Kids Hearts with fidelity.

The school will retain 95% of highly effective licensed classroom teachers throughout the 2025-26 (Guardrail 4.2).

The percent of students scoring College & Career Ready (CCR) on the English 2 EOC will increase from 32.2% in the 2024-2025 SY to 42.2% in the 2025-26 SY (A2.04 & B3.03).

The number of EL students displaying proficiency according to SPG will increase from 13.1% in the 2024-25 SY to 23.1% in the 2025-26 SY (Guardrail 1.3).

The percentage of teachers who say that “The following are student conduct issues at my school: “Threats of violence toward teachers” will decrease from 13.2% in May 2025 to 6% by April 2026 (Guardrail 2.3).

The percentage of schools meeting CKH Culture & Climate baseline for teachers on the mid-year survey will increase from 71.6% in April 2025 to 85% by April 2026.



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Domain 1: Turnaround Leadership

Effective Practice:

Practice 1B: Monitor short-and long-term goals

KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Current implementation efforts with our Math I students ended at 15.8% college and career readiness (CCR). It should be note that our CCR projection was 0.9%. This number provided us that at 14.9% gain in CCR.</p> <p>Current implementation efforts with our Math III students ended at 35% CCR. In comparison to our projection, teachers grew our students by 14% CCR.</p> <p>Current implementation efforts with our Biology I students ended at 59.3% CCR. In comparison to our projection, teachers grew our Biology students by 27.7% in CCR.</p> <p>Current implementation efforts with our English II students ended at 32.3% CCR. In comparison to our projection, teachers grew our English II students by 7.8%.</p> <p>Our successes from the 24-25 school year include: completing two monthly core action walk-throughs, structured time for facilitators to conduct weekly Bulldog Block walks and reporting trends in weekly admin meetings. Additionally, our facilitators received coaching on data talks and were provided RELAY training to hone their leadership skills.</p> <p>As a school, we will continue to find opportunities to train staff on high impact academic strategies needed to exceed growth according to EVAAS data.</p>	Limited Development 07/30/2024		

How it will look when fully met:	Upon full implementation, our principal and administrative team will monitor PLC agendas and provide feedback to include the PDCA model. Our principal and admin team will conduct weekly classrooms visits, providing immediate feedback to teachers to hone their instructional practices. Our Master Teachers will coach and model best teaching practices for identified staff that need additional support in academics and behavior. Additionally staff will participate in ongoing professional development to plan strategically for students while using the PDCA model for continuous improvement. Administrators will calibrate feedback on a monthly basis to build capacity and achieve learning goals.		Dr. Yolanda Blakeney	06/08/2029
Actions		0 of 2 (0%)		
8/13/24	The principal will develop an ongoing professional development plan based on walkthrough data to support staff in their instructional practices. (Goal 3, Guardrail 4)		Dr. Yolanda Blakeney	10/31/2025
<i>Notes:</i>				
8/13/24	The principal and the admin team will conduct weekly walkthroughs, attend weekly EOC PLCs, involve themselves in the design and implementation of the instructional program, reinforce effective teaching practices and provide weekly feedback to teachers based on walkthrough data and team meetings. (Goal 3)		Dr. Yolanda Blakeney	06/12/2026
<i>Notes:</i>				

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:

Our current implementation efforts include the 10 English and 6 Math identified students with a plan in Branching Minds received I-Ready interventions and were progressed monitored throughout the year. Math, English, and Biology Focus groups were created and used to differentiate instruction for students. During the school year, the MTSS team began using Branching Minds. With this, targeted conversations regarding student progress were held during MTSS Supplemental meetings.

Additionally, Bulldog block was added to the daily school schedule to provide remediation and enrichment opportunities to students. Identified staff members attended RELAY/Get Better Faster professional development to differentiate rigor and management in classrooms.

The challenges faced were the times for interventions that does not take away from core instruction or classroom interventions. The team is looking to develop a schoolwide plan to begin Branching Minds interventions at the beginning of the school year.

Limited Development
07/18/2024

<p>How it will look when fully met:</p>	<p>Once this objective is fully met, the following strategies will be implemented:</p> <p>The MTSS team will incorporate tenets of the Capturing Kids' Hearts curriculum into practices.</p> <p>Targeted conversations regarding student progress are held during MTSS Supplemental meetings</p> <p>Implementation of Bulldog block to provide remediation and enrichment will take place weekly</p> <p>Employ RELAY/Get Better Faster academic and behavioral strategies to differentiate rigor and management across the school. RELAY/Get Better Faster professional development to differentiate rigor and management in classrooms will be monitored through weekly walkthroughs and coaching as needed</p> <p>Intervention planning and facilitation will not replace or reduce instruction or classroom interventions</p>		<p>Caroline Corzine</p>	<p>06/08/2029</p>
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Actions		0 of 2 (0%)		
<p>8/13/24</p>	<p>The Leadership Team will establish clear expectations and guidelines for PLCs to align effective teaching practices and to discuss student specific intervention and progress monitoring data for tiered intervention plans. (Goal 4 and FAM-S 3)</p>		<p>LaShaunda Pankey</p>	<p>10/31/2025</p>
<p>Notes:</p>				
<p>8/26/25</p>	<p>Classroom teachers will use high leverage instructional and behavioral practices to engage students in their learning. This includes but is not limited to: academic discourse, small group instruction, close reading strategies, and CKH activities. (Guardrail 3)</p>		<p>LaShaunda Pankey</p>	<p>01/23/2026</p>
<p>Notes:</p>				

Core Function:		Domain 3: Instructional Transformation				
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction				
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Current implementation efforts include our Math I CCR projected was 0.9% with an actual CCR of 15.8% which was a 14.9% gain. Our Math I CCR goal was 25% with an actual CCR of 15.8%. The success we held were as followed: We held weekly required planning for all EOCs consisting of unpacking unit lessons and pedagogy discussions. Staff attended quarterly district PD including EC, ML, and Math I facilitator to unpack standards and focus on best instructional practices. EOC data chats were held every 4-6 weeks to enrich and remediate students. Finally, instructional coaches attended RELAY training to improve impact on student learning.

The challenges faced were replacing the Math I HNS teacher and potentially hiring a STD Math I teacher with more teacher effectiveness. Our opportunities include the coaching and feedback for the Math Facilitator to improve impact on teaching and learning in the classroom.

Limited Development
07/18/2024

<p>How it will look when fully met:</p>	<p>Once the objective is fully met, the following strategies will be consistently implemented and evident:</p> <p>Weekly common planning for all EOCs (unpacking unit lessons and pedagogy discussions) in weekly PLC meetings</p> <p>Quarterly district PD to include EC, ML, and Math 1 facilitators to unpack standards and focus on best instructional practices</p> <p>EOC data chats every 4-6 weeks to enrich and remediate students.</p> <p>Instructional Coaches attend training to improve impact and incorporate strategies into coaching plans, emphasizing monitoring with a purpose.</p> <p>Math I teachers who have buy-in with the curriculum and follow the process</p> <p>Coaching and Feedback for the Math Facilitator to improve impact on teaching and learning in the classroom</p>		<p>LaShaunda Pankey</p>	<p>06/27/2029</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
<p>8/13/24</p>	<p>The Instructional Leadership Team will conduct weekly walkthroughs for EOC teachers to evaluate pacing while ensuring standards-aligned instructional units address the needs of all learners. (FAM-S 29, Goal 3, Goal 4)</p>		<p>Sheree Heisler</p>	<p>01/23/2026</p>
<p><i>Notes:</i> Master teachers (Heisler and Kornegay)</p>				
<p>7/18/24</p>	<p>The instructional team will develop and execute a data analysis protocol for PLC's to analyze and review data around Mastery Connect, Bulldog intervention block, and Capturing Kids' Hearts to share with SIT representatives. (FAM-S 29, Goal 3, Goal 4)</p>		<p>LaShaunda Pankey</p>	<p>01/23/2026</p>

Notes: PLC leads will provide analysis to the SIT representative and/or SIT chair to progress monitor. Focus areas will include:

Mastery Connect Data,
Bulldog Block Intervention Plans/Data,
SEL Support (Capturing Kids' Hearts).

This action directly aligns with and supports the improvement of FAM-S 29 and CMS' Goals 3 and 4.

9/24/25 Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving 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. (Aligns to A2.04)

Richard Myers

06/05/2026

Notes:

8/13/24 Master teachers and Admin will attend PLC meetings and provide feedback to teachers regarding learning objectives, criteria for mastery and non mastery to identify coaching needs and for ensuring standards aligned instruction. (FAM-S 29, Goal 3, Goal 4)

Dr. Yolanda
Blakeney

06/09/2026

Notes:

7/18/24 The administrative team and math facilitator will develop a calibrated walkthrough document to guide monthly walkthroughs of Math 1 teachers to identify coaching needs around student engagement strategies. (Goal 3)

Dr. Yolanda
Blakeney

06/25/2026

Notes:

Core Function: Domain 3: Instructional Transformation

Effective Practice: Practice 3C: Remove barriers and provide opportunities

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

Our current implementation efforts include a total number of 160 students enrolled in Credit Recovery courses. This includes 53 Seniors, 26 Juniors, 62 Sophomores, and 19 Freshmen. 90 students reached 100% completion in their Credit Recovery coursework.

Counselors track student credits with GSI style reports for all grade levels. Additionally, we hired a Distance learning support teacher to progress monitor and support students with their credit recovery courses. We required parent conferences with students if those students were falling behind in attendance, behavior, and academics.

The challenges we faced were some of the students enrolled in credit recovery courses did not complete the coursework on the Edgenuity platform. There was also a lack of accountability mindset for passing courses to achieve promotion based on appropriate grade level standards.

To motivate students, graduate on time celebrations were held. We also used targeted school incentives to support attendance, behavior, and academics. Targeted use of MTSS to address students of concern using tiers 1-3.

Limited Development
09/14/2022

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Full implementation will include the effective use of the Navigator Portal to consistently progress monitor ninth grade students entering high school. It will also include school wide use of data to determine effective teaching and programs needed to prepare students for early college programs and college/career advising.			LaShaunda Pankey	06/09/2029
Actions			0 of 2 (0%)		
9/14/22	CTE facilitators will assist counselors in creating marketing plans and curriculum supports to increase CTE pathways and endorsements. (Goal 4)			Caroline Corzine	02/28/2029
<i>Notes:</i> 2.14.24-This action item was completed at our 24-25 registration meetings.					
6/23/23	The grade level administrator will conduct walkthroughs for 9th grade classes to assess student learning to ensure standards alignment. (Goal 3, Goal 4)			LaShaunda Pankey	06/09/2029
<i>Notes:</i> Walkthroughs conducted					
Implementation:			08/13/2024		
Evidence	6/10/2024 Opportunities: Graduate on Time Celebrations Targeted school incentives to support attendance, behavior, and academics. Targeted use of MTSS to address students of concern from tier 1-3.				

Experience	<p>6/10/2024</p> <p>Data:</p> <p>Total Number of CR students enrolled: 160</p> <p>Total Seniors enrolled: 53</p> <p>Total Juniors enrolled: 26</p> <p>Total Sophomores enrolled: 62</p> <p>Total Freshmen enrolled: 19</p> <p>100% Completion: 90 students</p> <p>Successes:</p> <p>Counselors track student credits with GSI style reports for all grade levels.</p> <p>We have hired a Distance learning support teacher to progress monitor and support students with credit recovery courses.</p> <p>Parent conferences with students when students are falling behind in attendance, behavior, and academics.</p>			
Sustainability	<p>6/10/2024</p> <p>Challenges:</p> <p>Students enrolled in credit recovery do not complete the Edgenuity coursework</p> <p>Lack of accountability mindset for passing courses to achieve promotion based on appropriate grade level standards</p>			

Core Function: Domain 4: Culture Shift

Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning				
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		<p>Our current implementation efforts reveal that this year we implemented staff led Half-Day breakout professional development geared towards meeting the needs of all students. 4 group rotation with 4 different sessions to have all covered by the end of year.</p> <p>Our MTSS Team provided monthly updates to staff and collected data through surveys to adjust student placements, policies and course offerings. Counselors identified students and worked with parents to provide school based counseling while English and Math Facilitators collected and tracked student assessment data to identify remedial and enrichment needs. Staff engaged in celebrations for off cohort students who worked to get back into being able to graduate with their cohort.:</p> <p>We will continue to prioritize collecting and receiving feedback from stakeholders in order to determine the effectiveness of our programing. Additionally, student attendance remains an issue to address.</p>	Limited Development 07/30/2024			
<i>How it will look when fully met:</i>		<p>Upon full implementation, staff will be able to provide instruction, modeling, classroom norms, and caring attention that addresses the tenants of CKH including self-respect, management of emotions, concerns for others, and responsibility. Staff will be able to implement daily CKH activities that assist in the creation and sustainability of a healthy classroom and school culture. Upon full implementation our staff will be able to engage parents to gain a better understanding of their child and equip them with tools to foster social and emotional competency at home. Evidence of this target includes the full implementation of MTSS A &B and Capturing Kids Hearts embedded into Bulldog Block (Intervention Block) with an intentional focus on social and emotional learning.</p>		Dr. Yolanda Blakeney	06/08/2029	
<i>Actions</i>			0 of 7 (0%)			
	8/13/24	Homeroom and Classroom teachers along with the Student Services team will embed activities into lessons, using CKH and Sources of Strength, to help students understand and successfully manage their emotions. (Guardrail 3, FAM-S 31)		Caroline Corzine	01/23/2026	

	<i>Notes:</i> Teachers will engage students in the Capturing Kids Hearts. Embedding SEL lessons into the Master Schedule (each Wednesday for 40 minutes) will provide opportunities for teachers and counselors to check in with students regarding their emotional states.			
8/26/25	Student support staff will develop ongoing plans and a mentoring group to support 9th and 10th grade Black and Hispanic males to increase inclusivity and decrease incidences by 5% throughout the school year. (Guardrail 2 & 3)		Caroline Corzine	01/23/2026
	<i>Notes:</i>			
8/26/25	Student Services and selected homeroom teachers will mentor and progress monitor our off cohort students to support and increase in our graduation rate. (Guardrail 1 & 3)		Caroline Corzine	01/23/2026
	<i>Notes:</i>			
9/24/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06)		Bobbie Cloud	06/06/2026
	<i>Notes:</i>			
9/24/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)		Richard Myers	06/08/2026
	<i>Notes:</i>			
8/13/24	The Leadership Team will provide quarterly student incentives based on academic, attendance and behavior goals set to enhance the school culture. (Guardrail 1, and Guardrail 4)		LaShaunda Pankey	06/10/2026
	<i>Notes:</i>			
8/13/24	Staff will engage in professional development centered around school wide social and emotional practices that will include culturally responsive teaching and intentional grouping of students as it relates to instruction and instructional delivery. (FAM-S 31, Guardrail 2, Guardrail 3)		Dr. Yolanda Blakeney	06/08/2029
	<i>Notes:</i>			