

Comprehensive Progress Report

Mission:

The mission of Harper Middle College High School is to build empowering relationships with our students and offer challenging academic opportunities in a respectful, safe and positive high school and community college environment every day.

Vision:

Harper Middle College High School will accelerate the future goals of every student through a respectful, positive, and service-oriented environment where courageous students successfully complete an associate’s degree and a high school diploma while in high school.

Goals:

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. ALIGN TO: A2.04

Duty Free Lunch: To provide a duty-free lunch period for every teach on a daily basis. ALIGN TO: A4.06

The percentage of students scoring College Career Ready (CCR) on Math 3 End-of-Course assessments will increase from 50% in SY 2024-25 to 60% in SY 2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

100% of classroom teachers will integrate Capturing Kids Hearts with fidelity into the classroom environment. (Aligns to A1.07, A4.06, FAM-S 30, and CMS Guardrail 3)

The percent of rising 12th-grade students on track to graduate from high school, enrolled, enlisted, or employed will remain at 100% for the SY2025-26. (Aligns to A4.10 and A4.16 and CMS Goal 4)

The number of OSS/ISS incidents will remain at 0 % for the SY2025-26 . (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The school will retain 100% of its highly effective classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)



! = 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>Harper Middle College High School's Math III SIP goal was to increase students who score at the College and Career level from 75% to 100%. Harper did not meet its Math III GLP and CCR goals. The actual results are GLP from 91.7% to 83.3% and CCR from 75% to 50%.</p> <p>Successes included that 100% of students enrolled in Math III during the 24-25 school year exceeded their state prediction for performance on the EOC. 83.3% of students were either grade level proficient or college and career ready.</p> <p>One challenge was the lack of established middle college PLCs for all content areas, which will continue to be a challenge for the 24-25 school year. This provides the opportunity to work with other middle college principals and instructional leaders to establish PLCs along with norms and expectations for MathIII, English III/IV, and Science. Another challenge is diversifying PD to meet the needs of staff. This provides the opportunity for the principal and central office staff to gather specific individual teacher data and school trends, creating targeted staff professional development aligned with Goals and Guardrails.</p>	Limited Development 07/25/2024		

	Priority Score: 3	Opportunity Score: 1	Index Score: 3		
How it will look when fully met:	<p>The principal focuses on instruction by establishing expectations and processes for team planning and for instructional delivery, the principal then monitors the work, meeting with teams, visiting classrooms, reinforcing good practice. Much like teachers are encouraged and expected to give regular and timely feedback to their students, teachers need feedback on their professional practices. Levin (2012) reiterates this point, “In order to improve, people need honest and supportive feedback that helps them see where their current performance falls short—and where it is already strong”.</p>			Terra Kennedy	05/15/2026
Actions			0 of 3 (0%)		
7/27/24	<p>The principal will develop a weekly 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 3)</p>			Terra Kennedy	05/15/2026
<i>Notes:</i>					
7/27/24	<p>The principal and the accountability facilitator will create and implement professional development sessions for teachers based on individual needs that align to the Get Better Faster Scope and Sequence (Guardrail 4).</p>			Carolyn Lasater	05/15/2026
<i>Notes:</i>					
7/27/24	<p>The principal will train staff on the NCEES and goal setting for Professional Development Plans. She will provide constructive feedback during post-observation conferences and PDP goal progression meetings (Guardrail 4).</p>			Terra Kennedy	05/16/2026
<i>Notes:</i>					
Implementation:			04/30/2025		
Evidence	<p>4/30/2025 Evidence includes professional development slide decks used for staff training, completion of Professional Development Plans (PDPs) in MyTalent, and instructional feedback documented in each teacher's summative evaluation.</p>				
Experience	<p>4/30/2025 The principal conducted bi-weekly classroom observations and provided direct feedback to teachers in alignment with the school-based professional development designed by the Academic Facilitator.</p>				

Sustainability

4/30/2025

The school will continue to focus on questioning during lessons, academic monitoring, and the use of implementation rubrics to analyze student work.

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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
<i>Initial Assessment:</i>		Harper Middle College High School's Math III SIP goal was to increase students who score at the College and Career level from 75% to 100%. As of May 2025 we have met our goal. Math III EOC results showed a decrease in CCR from 75% to 50%. Our successes around this goal are 100% of students were predicted to score a level 4/5 yet 50% achieved a 4/5 and our GLP also decreased from 91% to 83%; 100% of students exceeded their projected percentile. Teachers created pacing calendars and lesson plans for each course taught. Another success was that our Differential Lead teacher facilitated the implementation of Spring Board for English III and IV. Some of the challenges we anticipate are student success with NCVPS courses and implementing the new AP Pre-Calculus course. Opportunities to address these challenges include hiring a full time Science teacher to teach Chemistry and EE Science to provide in person instruction.	Limited Development 07/25/2024		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		Teachers will plan standards-aligned units of instruction that include learning activities aligned to objectives. Pacing guides will include formal and informal assessments. Assessments will be used to monitor student performance and reteach non-mastery skills. The objective will be fully met when all students perform on or above grade level as measured by EOCs and course grades.		Terra Kennedy	05/15/2026
<i>Actions</i>			0 of 4 (0%)		
	7/25/24	At the beginning of each semester, the principal will meet with PLCs to review their pacing guides and unit plans to ensure they reflect backwards planning that aligns with their discipline standards and curriculum guides. (FAM-S 29)		Terra Kennedy	02/12/2026
<i>Notes:</i>					

7/25/24	On a weekly basis, the principal will meet with PLCs to review daily lesson plans and how they align with standards, objectives, and pacing. (FAM-S 29)		Terra Kennedy	05/16/2026
<i>Notes:</i>				
7/25/24	On a weekly basis, the principal will meet with PLCs to review student data of formative and summative assessments and how they appropriately assess stated objectives for those lessons/units. (FAM-S 29)		Terra Kennedy	05/16/2026
<i>Notes:</i>				
7/25/24	The principal will train staff on district High School Expectations, Goals and Guardrails and monitor progress throughout the year using CAI walkthroughs to ensure alignment and accountability. (Goal 2, FAM-S 29).		Terra Kennedy	05/16/2026
<i>Notes:</i>				
Implementation:		04/30/2025		
Evidence	4/30/2025 Evidence of these actions includes PLC meeting notes, collaboratively developed mini-lessons and assessments, and student outcome data.			
Experience	4/30/2025 The Academic Facilitator met individually with staff each semester to support both long-term and short-term instructional planning.			
Sustainability	4/30/2025 Weekly PLC meetings were held to review lesson plans and assessment plans, analyze student work samples, and make data-informed decisions.			

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
<i>Initial Assessment:</i>		<p>Our SIP HS Endorsement goal was to increase from 76% to 79%. As of May 2025 61.7% of graduates earned a state high school endorsement. One success we had was increasing the Reading composite on the ACT from 23% to 27%; another was offering practice lessons for students on Edgenuity for free. The middle college faces many challenges with this goal: we offer a limited number of high school classes due to a small staff of four teachers and students come to us in 11th or 12th grade so our impact is limited. This gives us the opportunity for our counselor and teachers to communicate the importance of HS endorsements to students through the advisory and during class. Another opportunity to improve is to have the IAF encourage more students to take the Work Keys test. Another success this year was providing classroom guidance to all juniors on writing college essays, resumes and career paths. 80% of juniors attended the College Fair. Parent meetings were held to review FAFSA, college applications, scholarships, financial aid, and navigate Naviance and My College platforms, however, attendance was low. This creates an opportunity for us to find ways to increase participation.</p>	Limited Development 08/16/2022		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		Students will have support and informative networks as they plan their transition out of high school. Harper Middle College High School will provide information and support on preparing and effectively participating in college/career decision-making. The majority of students will earn an endorsement and Associates Degree to be prepared to enter the workforce or transfer to a four-year college.		Daryl Crutchfield	05/15/2026
<i>Actions</i>			0 of 3 (0%)		
	7/25/23	Teachers will review ACT prep during the Leadership class and hold test prep sessions to increase students' performance and the school's composite ACT score (Goal 3).		Addy Schroeder	03/01/2026

<i>Notes:</i>				
8/25/22	The counselor will hold parent meetings and individual student advisory sessions to discuss progress toward graduation, college applications, financial aid, and scholarships and endorsements (Goal 4).		Daryl Crutchfield	05/15/2026
<i>Notes:</i>				
8/25/22	The counselor and IAF will provide classroom guidance lessons and parent presentations to increase students' knowledge of resume writing, Naviance, CommonApp essays, and career paths (Goal 4).		Daryl Crutchfield	05/15/2026
<i>Notes:</i>				
Implementation:		04/30/2025		
Evidence	4/30/2025 Evidence includes college and career lessons delivered by the IAF, the ACT prep plan, student sign-in logs for tutoring, and agendas from registration meetings			
Experience	4/30/2025 "An ACT prep plan was shared with teachers and implemented during the second semester. However, only five students participated in the tutoring sessions led by teachers over a three-month period. The school counselor communicated with parents and students via email regarding enrollment and course registration. Individual and small group sessions are scheduled through June 30th. The Instructional Accountability Facilitator (IAF) visited classrooms and delivered college and career readiness lessons during both the first and second semesters.			
Sustainability	4/30/2025 Moving forward, the school will design a plan to incorporate Naviance lessons each quarter and host parent engagement sessions focused on FAFSA, college and career preparation, ASVAB testing opportunities, and workplace readiness.			

Core Function: Domain 4: Culture Shift

Effective Practice: Practice 4C: Engage students and families in pursuing education goals

KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

Harper's goal is for students and parents to be able to access important information in multiple ways. Here are some of our successes: new students and parents were given multiple opportunities to visit the campus during Info Sessions held in-person in the fall and spring. Additional virtual sessions were offered for those who could not attend in person. Student-led tours were highly attended and provided insight into the middle college program from a student's perspective and we received positive feedback from visitors. Our administrative secretary is bi-lingual which assisted our Hispanic population in communication. A challenge is increasing enrollment in each grade level; 50 seats are available in 11th grade, 30 in 12th. An opportunity for us to grow is making more families aware of our program and to be able advertise the benefits of middle college high school. While school communication is sent weekly via Parent and Student Square, posted in our newsletter and on our school's website, there are still a number of students/parents who say they didn't get information. An opportunity to get everyone to sign up for the Parent Square app exists.

Limited Development
07/25/2024

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>This indicator will be fully met when family and community engagement is the active and meaningful partnership that educators build and maintain with students' families and the broader community for the purpose of supporting student learning. The school's infrastructure will include:</p> <ul style="list-style-type: none"> • creating an environment where families feel valued and welcomed • engaging students and families that represent the diverse population of the school • engaging students and families in problem solving • providing intensive outreach to unresponsive families • increasing the skills of families to support student learning <p>Examples of family and community engagement may include:</p> <ul style="list-style-type: none"> • Protocols for family engagement clearly communicated through handbooks, guides, expectations, etc. • Evidence of outreach using a variety of venues (i.e., websites, videos, mass phone messages, emails, handouts, parent nights, etc.) • Documentation of information provided to families regarding interventions, student response and progress on repeated assessments • Student/family handbook • Family and Community Survey Data 			Terra Kennedy	05/15/2026
Actions			0 of 3 (0%)		
	7/27/24	The leadership team and teachers will send communication via Parent/Student Square, Instagram, the school's website, email and phone calls so that students and parents stay informed of all aspects of the middle college program (Goal 3, Goal 4, FAM-S 3)		Terra Kennedy	05/15/2026
<i>Notes:</i>					

7/27/24	The school will host parent information sessions about the middle college program, CPCC partnerships, financial aid, Naviance, college fairs, and career paths. In order to increase participation, we will offer virtual and in-person options (Goal 4).		Daryl Crutchfield	05/15/2026
<i>Notes:</i>				
7/27/24	The counselor will schedule one on one advisory meetings with all students to discuss graduation requirements, career and college goals, and to create schedules (Goal 4, Guardrail 1, FAM-S 3).		Daryl Crutchfield	05/15/2026
<i>Notes:</i>				
Implementation:		04/30/2025		
Evidence	4/30/2025 Evidence includes copies of the weekly Harper Highlights student and family newsletter, open house and family tour agendas, and ParentSquare messages, FAFSA completion rate increase.			
Experience	4/30/2025 The school focused on increasing enrollment by hosting monthly open house events and sharing information about the Middle College program. FAFSA information was communicated to students and families through the weekly school newsletter, ParentSquare messages, and direct emails. A required graduation meeting was held with students, and information about scholarships and graduation requirements was shared through one-on-one meetings and push-in sessions during social studies classes for students on campus.			
Sustainability	4/30/2025 Moving forward, the school will develop in-person outreach programming that serves all enrolled students, not just those attending CMS classes on campus. Monthly parent meetings will be scheduled and facilitated by the school counselor during the upcoming school year.			