

Comprehensive Progress Report

Mission:

To provide every Hopewell Titan with an engaging learning atmosphere rich with high expectations and school pride that will cultivate success beyond high school.

Vision:

To be a student-centered high school committed to helping students reach their full potential.

Goals:

The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 4.6% in SY2024-25 to 10% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 3)

The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 89% in SY2024-25 to 92% in SY2025-26. (Aligns to A4.10 and A4.16 and CMS Goal 4)

Guardrail 4: The school will retain 80% of its highly effective classroom teachers throughout the 2025-26SY. (Aligns to C3.04 and CMS Guardrail 4)

Guardrail 2: The number of OSS/ISS incidents will decrease from 24% in SY 2024-25 to 19% in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 2)

Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), English Language Learning (EL) Students, on Math 1 End of Course assessment will increase from 15% in SY 2024-25 to 25% in SY 2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), on the school's Composite End of Course assessment will increase from 51.8% in SY 2023-24 to 54.8% in SY 2024-25 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of Chronic Absenteeism will decrease from 32% in SY 2024-25 to 25% in SY2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 3)



! = Past Due Objectives

KEY = Key Indicator

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:

As of June 2025, Hopewell is unclear of whether or not the school met, did not meet, or exceeded growth for the SY 2024-2025 as measured by EVAAS. This data is not available at this time. While we do not have official EVAAS data for this year, we are anticipating a similar scoring of exceeding growth, the same as the previous year.

Successes related to our work toward meeting this goal include: PLCs met weekly to review lessons, share ideas, and identify points of struggle. PLCs were given agenda and data protocols to use. Common assessments were given and the data protocol was to be used to identify students for remediation during Titan Time sessions or during small group time within the block. Morning tutoring was put in place for students who could not attend after school.

Challenges related to this standard include preparation for small group instruction. Small group instruction was a push in the 2nd semester. Not all teachers bought into the small group idea and/or they lacked the capacity to incorporate small group instruction effectively.

Going forward, we have the opportunity to adapt our lesson plan to explicitly include small group instruction. Our MCLs, instructional leadership team, and mentors can support by modeling small group and supporting teachers with implementation. We will continue with using our morning to provide targeted remediation. We will also continue to work in collaboration with student services to address student attendance, as this was also a challenge this year. There is an opportunity to build incentives related to attendance. While students cannot earn exemption for state exams, highlighting and building energy around the new exemption policy may also increase attendance

Limited Development
07/25/2024

<p>How it will look when fully met:</p>	<ul style="list-style-type: none"> • Out-of-School Suspension (OSS) will decrease. • Instructional plans are developed with clear goals for each unit and/or lesson. • Instructional plans will include differentiated activities for students who are falling into the different tiers. • PLCs will create a plan for re-looping material and providing remediation for students who are not grasping material. • PLCs will use data (pre/post test, exit tickets, unit assessments, etc.) to determine what students need. • The MTSS team will meet to discuss students who are consistently in need of intense remediation and how to proceed next. • GLP/CCR data will increase for each sub-group if there is an intentional focus on the MTSS process within each PLC and the overall school. 		<p>Jim Vanosdall 9/2024</p>	<p>06/30/2026</p>
Actions		0 of 3 (0%)		
9/16/25	Math facilitator will monitor the weekly use of small groups for intervention in Foundations of Math 1.		Cross	06/30/2025
<i>Notes:</i>				
7/25/24	Content PLC's will establish a clear teaming structure with assigned roles, responsibilities, cross-team communication norms, and a consistent meeting schedule and agenda to discuss school, grade level, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. (Goal 4 and FAM-S 3)		Bouldin, Nixon, Vanosdall, Ferdon, & Zaremba	06/30/2026
<i>Notes:</i>				
8/17/25	The MTSS core team will identify key check points and team members to monitor and support students in order to reduce the time spent out of school due to behavioral issues. (Goal 3, Guardrail 1; Guardrail 2, FAM-S 3)		Nixon	06/30/2026
<i>Notes:</i>				

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>		<p>As of June 2025, Hopewell High School did not meet the school improvement goal: the percentage of high school students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Math 1 EOC (grades 9-12) will increase from 3.7 % in SY 2021-22 to 14.4% in SY 2022-23 and 25% in SY 2023-24 (A2.04). According to EOC data, the percent of students earning a 4 or 5 was 4.6%.</p> <p>Successes related to this indicator include strengthening our PLC structure in Math I by clearly identifying and building the capacity of the PLC facilitator, implementing a data and action plan protocol, implementing small groups within the re-looping cycle, and creating a push in schedule to help struggling teachers.</p> <p>Challenges relates to this indicator includes the capacity of new teachers to manage Math I classrooms, ensuring that teachers are confident in their ability to lead strong math instruction with students who have foundational gaps, providing students the opportunity to engage in academic conversations regarding the math, and adapting curriculum that loses the original rigor of the lesson.</p> <p>As we look to SY 2025-2026, structuring the PLC to include time for modeling and practice may alleviate the stress and build the teaching capacity of new teachers. It may also give space to identify misconceptions and how to address them when there is a lack of foundational knowledge. This would lend to better, more intentional differentiated small group plans.</p>	Limited Development 07/25/2024		

<p>How it will look when fully met:</p>	<ul style="list-style-type: none"> • Teachers will participate in professional development monthly, including on aggressive monitoring, engagement, and rigor. • PLCs will review district pacing and identify essential/priority standards. • PLCs will unpack standards and come to a consensus on student outcomes that demonstrate mastery of the standard. • Teachers will use the unpack standard to develop mastery task and accompanying rubrics, and plan backwards from the mastery task • Teachers will be able to identify standards that students are mastering and not mastering in data meetings once per week. • Teachers will be able to clearly communicate learning objectives and outcomes for units of study. • PLC will utilize pre and post test data to provide aligned remediation to struggling students • Achievement levels will increase in the EOC courses and increase on mastery assessments in non-EOC courses. 		<p>Jim Vanosdall 9/2024</p>	<p>06/30/2026</p>
Actions		0 of 4 (0%)		
7/25/24	The administration along with PLCs will analyze benchmark data to provide differentiated instruction and remediation opportunities through Titan Time to meet the needs of all students (Goal 1)		Bouldin, Nixon, Vanosdall, Ferdon, Zarembo	06/30/2026
<i>Notes:</i>				
7/25/24	The administrative team will develop and execute a school-wide data analysis protocol using the SPG calculator to review attendance, behavior, and common assessment data at least once a week. (Goal 3, Guardrail 1, FAM-S 29)		Vanosdall	06/30/2026
<i>Notes:</i>				

8/17/25	The administrative and ILT team will target an area of focus for each teacher and/ or PLC. The area of focus and be included as a point of emphasis in coaching meetings and each weekly PLC meeting. (Goal 2, FAM-S 29)		Vanosdall, Bouldin, Stormer, Nixon, Zarembo, Ferdo	06/30/2026
<i>Notes:</i>				
8/17/25	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)		Vanosdall	06/30/2026
<i>Notes:</i>				

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

Initial Assessment:

As of June 2025, Hopewell High School did not not meet the school improvement goal: the percent of graduates earning a state high school endorsement will increase from 25.4% in SY2021-22 to 50.2% in SY2022-23 and 75% in SY2023-24. (A4.16) According to unofficial data, there was a decrease in the number of endorsements earned this year (29.5% to 7.1%).

Successfully, Hopewell meets with each student individually to map out their courses based on student previous data, student input, and parent input during registration. In the beginning of the school year, during the opening assemblies, students review the necessary requirements to move from the current grade to the next.

It may be beneficial next year for students to review a copy of their transcripts to learn how to interpret it. Looking forward, information regarding endorsements will be shared with parents and students at the beginning of the year and again at registration, so that schedule adjustments can be made.

It is a challenge to build excitement and eagerness around endorsements. Counselors must shift their mindset regarding the necessity to advertise and advocate for students to earn endorsements. Working in collaboration with the master scheduler, counselors can add insight into what we need to ensure that the access to courses for endorsements are offered or accessible through online programs.

Creating opportunities for students to improve their ACT score, specifically in reading will also support students earning endorsements. Another success was providing ACT preparation during Titan Time give students access to tools that may help them when preparing and taking the ACT. Identifying specific teachers will the skillset and knowledge to facilitate ACT preparation and practice will be key for successful implementation.

Limited Development
09/14/2022

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<ul style="list-style-type: none"> • 3% increase in current graduation rate • Students are able to articulate what courses they need to move to the next grade level or course in sequence • Seniors know what courses they have remaining for graduation • Students and parents will be knowledgeable about the ACT and how to prepare. • Counselors will have developed a plan for high-risk students on their caseload. • Students will know who their counselor is by name. • Students will have a post high school plan by the time they reach their senior year. 			Jim Vanosdall 9/2024	06/30/2026
Actions			0 of 3 (0%)		
9/15/22	The student services team (Counselors, Admin, Social Workers, CDC, PDC) will complete and review GSI tiers for cohort entry years 2022 and 2023 students quarterly. Actions steps will be assigned to team members based on GSI support tier. (Aligns to Goal 4 and FAM-S 3)			Harris, Zaremba	06/30/2026
<i>Notes:</i>					
7/25/24	Student Services team will meet with families of students who are off track in the 2022 cohort to reduce the number of off cohort students by 20% by 06/30/2026. (Aligns CMS Goal 4)			Donte Harris	06/30/2026
<i>Notes:</i>					
9/16/25	Students marked as chronically absent in all grade levels will be monitored by school social workers to ensure students can maintain their cohort status. This includes bi-monthly focus on GSI concerns through MTSS.			Cooper, Smith	06/30/2026
<i>Notes:</i>					
Implementation:			07/25/2024		

<i>Evidence</i>	7/25/2024			
<i>Experience</i>	7/25/2024			
<i>Sustainability</i>	7/25/2024			

Core Function:	Domain 4: Culture Shift			
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning			
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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
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<i>Initial Assessment:</i>	<p>As of June 2024, Hopewell High School met the school improvement goal: The percent of students reporting a positive self-perception of their self-efficacy will increase from 38% on the Fall 2021 Panorama Screener (in Grades 6-12) to 44% in SY2022-23 and 50% in SY 2023-24 (A4.06).</p> <p>The percent of students reporting a positive self perception of their self-efficacy increased to 53% from 39% in the 2022- 2023 school year. This is a 14 point increase from the previous year. Discipline data shows an increase in two major areas: fighting and cutting class. Both types of incidents impact the overall attendance rate. Some successes that impacted this goal include the ongoing support of the Zen Den parents, the Calming Room, and implementation of Capturing Kid’s Hearts. Hopewell was part of the first cohort and took time to implement the program across campus with fidelity. Teachers were intentional in building social contracts and taking time to get to know students. We trained process managers/ teacher leaders to help maintain the implementation.</p> <p>The challenges came with maintaining the momentum of the CKH throughout the year. We have an opportunity to pick back up and re-energize next year.</p> <p>Creating specific checkpoints throughout the year. I think we also have an opportunity for this area to be owned and operated through student services who can identify specific caseloads of students who may need more target support in managing emotions and using the created spaces for interventions.</p>	Limited Development 08/07/2024		
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<p>How it will look when fully met:</p>	<ul style="list-style-type: none"> • Teachers are aware of resources available for students struggling with their emotions. • Teachers will have built in CKH supports within their classroom to support students' SEL growth. • Counselors will collaborate with both teachers and parents to create plans that support our more challenging students. • Students will lean into challenging tasks and know how to rebound after a failure. • Decrease in the number of physical and verbal altercations within the school. • Teachers will develop collaborative classroom cultures where students are not afraid to take risks. 		<p>Jim Vanosdall 9/2024</p>	<p>06/30/2026</p>
Actions		1 of 4 (25%)		
8/7/24	All staff will create and maintain social contacts with students for each of their instructional blocks using the Capturing Kids components to support the SEL needs of students. (FAM-S 30 & 31)	Complete 01/22/2025	Bouldin	06/30/2026
<i>Notes:</i>				
8/8/24	Behavioral Support Coordinator and Social Worker will monitor and respond to students with OSS level offenses and chronic absenteeism through establishing weekly check-ins. (MTSS, ISS, OSS)		Nixon & DeWitt	06/30/2026
<i>Notes:</i>				
8/17/25	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)		Bouldin & Nixon	06/30/2026
<i>Notes:</i>				
8/17/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)		Vanosdall	06/30/2026

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
<i>Initial Assessment:</i>		<p>As of June 2025, mailings were sent at the beginning of the year with important information regarding the start of school and expectations. Parents receive weekly communication from the school using Blackboard Connect and Parent Square every Sunday night. The communications include upcoming events, expectations, celebrations and resources. We hosted the beginning of the year events such as Freshman Night, Open House, and Curriculum Night. In the Winter, we held a Registration Fair. This event allowed incoming parents from the feeder schools to come and learn about the courses offered prior to registration season. With the Parent Square, administration used the platform as another mode of communicating quick messages to families. Teachers used the platform for class updates, as well as individual student updates.</p> <p>Looking forward, we must figure out how to increase turn out to events other than Open House.</p> <p>Providing multiple modes of attending may increase turn-on (in-person vs. virtual). Through social media and Parent Square we can share at home tips that parents can use to help their child succeed.</p> <p>Teachers can also lean into Parent Square to give weekly class updates or send newsletters to parents regarding upcoming projects or units coming up and how parents can help. While teachers kept communication logs, there were inconsistencies amongst teachers.</p> <p>Teachers will be provided protected time to maintain more consistent communication with parents. Communication logs will be digitally kept and shared with administration to maintain documentation and accountability.</p>	Limited Development 07/25/2024		

<p>How it will look when fully met:</p>	<ul style="list-style-type: none"> • Frequent and relevant communication to parents will be reflected with more engaged community at events and academic nights. • Higher attendance at whole school events such as Open House, Curriculum Night, and school activities. • Teachers have detailed contact log of parent communications within Parent Square. • Parents indicate that they know what is happening at the school through Parent Surveys. • Teachers consistently share resources with parents to support student learning. 		<p>Jim Vanosdall 9/2024</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>7/25/24</p>	<p>The principal and teachers will use ParentSquare for consistent communication between school and home to engage parents in ways that directly relate to their children’s academic progress as well as stay connected to all cultural aspects of the school community, to include weekly principal newsletter. (Goal 1, Guardrail 3)</p>		<p>Bouldin & Zaremba</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				
<p>8/8/24</p>	<p>We will have 100% of families involved within the Hopewell Titan Community through at least one point of access, including but not limited to: PTSA, Boosters, Athletics, Arts, Community Events, Curriculum Night, A/B honor roll, etc. (aligns FAM-S 3)</p>		<p>Mallory Sattler</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				