

Comprehensive Progress Report

Mission:

Our mission at Julius Chambers High School is to graduate young adults who are self-directed, intellectually and socially engaged citizens ready for college, career, and life.

Vision:

Our vision is to initiate and promote a legacy of academic excellence and model citizenship to prepare our students for success in confronting 21st century global issues and challenges.

Goals:

The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 2.5% in SY2024-25 to 12.5% in SY2025-26.

The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 70% in SY2024-25 to 80% in SY2025-26.

The percent of the lowest performing group scoring Grade Level Proficient (GLP) English II will increase from 36.8% in SY 2024-25 to 46.8% in SY 2025-26.

The number of OSS will decrease by 10% for the 2025-2026 SY.

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

The school will retain 80% of licensed classroom teachers throughout the 2025-26.



! = 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>B1.03 Instructional Teams develop standards-aligned units of instruction for each subject and grade level- Our ILT team has implemented a PLC handbook and in which will use to look for alignment during PLC content and data planning. (Goal 1, FAM-2 29)</p> <p>Current Implementation</p> <p>ILT and admin will use data chats to influence what's need in PLC to drive our intervention block and reteaching needs. Each PLC will participate in a PLC reflection by the end of September. All PLCs will take thier assessments before delivering instruction</p>	Limited Development 08/07/2024		
<i>How it will look when fully met:</i>		When fully implemented, the Instructional Leadership Team will leverage the teacher evaluation process to develop multiple layers of teacher support. This will ensure that discoveries made during walkthroughs and evaluations are intentionally addressed.		Travares Hicks	06/30/2026
Actions			0 of 4 (0%)		
	10/1/25	Cougar College will be implemented to support teachers professional development growth.		Shannon Weathers	01/31/2026
	<i>Notes:</i> Teachers will be split into 3 cohorts. Co-hort 1 will be teachers in years 1-3. (Weekly walkthrough based on Cougar College) Co-hort 2 will be teachers in years 4 and beyond. (Bi-Weekly walkthrough based on Cougar College) Co-hort 3 will be our teacher leaders and department chairs. (Every third week and PLC walkthroughs)				

	8/9/24	The Principal will develop walkthrough calendar with strategic look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. (Goal 3, Guardrail 3, FAM-S)		Travares Hicks	03/30/2026	
<i>Notes:</i>						
	8/9/24	The Principal will establish a coaching protocol for the BTS team to utilize in order to ensure new teachers feel supported and are provided with effective coaching and feedback. (Guardrail 3)		Travares Hicks	03/30/2026	
<i>Notes:</i>						
	10/23/24	Beginning Teacher Coaching program Budget: \$48000 Action: The school will use UNCC coaches to work with a cohort of about 20 teachers to help them grow professionally, which will align with our teacher retention.		Travares Hicks	03/30/2026	
<i>Notes:</i> School Smart Goal: The school will retain 90% of licensed classroom teachers throughout the 2025-26, with the exclusion of teachers transferring out the state or going into another profession.						
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			NC Math 1 2024–2025: 19% GLP 2.5% CCR 2025–2026 Target: 29% GLP 12.5% CCR NC Math 3	Limited Development 09/13/2023		

2024–2025: 47.3% GLP | 18.7% CCR

2025–2026 Target: 57.3% GLP | 28.7% CCR

Biology

2024–2025: 22% GLP | 11% CCR

2025–2026 Target: 32% GLP | 21% CCR

English II

2024–2025: 36.8% GLP | 12.3% CCR

2025–2026 Target: 46.8% GLP | 22.3% CCR

4-Year Graduation Rate

2024–2025: 70%

2025–2026 Target: 80%

EL Progress

2024–2025: 11.8%

2025–2026 Target: 21.8%

EVAAS Growth

2024–2025: Met Growth

2025–2026 Target: Exceeded Projected Growth

School Performance Grade (SPG)

2024–2025: 55 (C)

2025–2026 Target: 70 (B)

At Julius Chambers High School, resource allocation is directly tied to our instructional and cultural big rocks—Standards-Based Instruction, Intentional Questioning, Academic Monitoring, Data Chats, Capturing Kids’ Hearts, and Student Connectedness. Financial resources are prioritized to fund extended-day remediation, Cougar College professional development, and supplemental instructional materials aligned to EOC courses (Math 1, Math 3, Biology, and English II). Time resources are structured through our monthly PD cadence (1st Wednesday All Staff, 2nd Wednesday Department/PLC Leads & Cohort 3 PD, 3rd Wednesday Cougar College, 4th Wednesday Department Meetings), ensuring consistent alignment to instructional priorities.

Human resources are strategically assigned through a clearly defined organizational chart and delegation plan. Each Assistant Principal oversees specific grade levels, departments, and operational systems (testing, attendance, transportation, interventions, etc.), while Expanded Impact Teachers, MCLs, and PLC leads drive instructional support within core and high-needs content areas. BMTs, CSAs, and clerical staff are positioned by grade level and zone coverage to maximize supervision, improve student culture, and support instructional time.

Additional alignment occurs through the Classroom Crossroads intervention model and tiered advisory supports, which direct staff time and extended-day efforts toward struggling students most in need of targeted intervention. The MTSS team reviews student data regularly to guide the allocation of resources, ensuring that our highest-need students receive the most intensive supports.

How it will look when fully met:

When fully implemented, all resources at Julius Chambers High School, financial, time, and personnel, will be seamlessly aligned to our instructional priorities and accountability goals.

Travares Hicks

06/30/2026

Money: Title I and local funds will be fully directed to support core EOC areas (Math 1, Math 3, Biology, English II) through supplemental instructional materials, technology, and extended-day programming. Budgets will consistently reflect allocations for Cougar College PD, literacy integration across content, and MTSS interventions. Every dollar will be tied to a measurable student outcome.

Time: The master schedule, PD cadence, and advisory block will be tightly aligned with instructional priorities. PLC time will be protected and used exclusively for standards-based planning, data analysis, and reteaching cycles. Professional development will directly target teacher growth in intentional questioning, academic monitoring, and literacy. Intervention blocks and extended-day programs will be embedded into the school year calendar and monitored for impact.

Human Resources: All staff will operate within a clear system of distributed leadership. APs, EITs, MCLs, PLC leads, and teacher leaders will each have defined roles that directly advance student learning outcomes. BMTs, counselors, and clerical staff will be strategically deployed to support supervision, student services, and operational efficiency so that instructional staff can maximize time on teaching and learning.

Data-Driven Alignment: The MTSS team and ILT will consistently monitor schoolwide data, reallocating resources quickly in response to student needs. Intervention programs, PD topics, and staffing assignments will all be evaluated against accountability outcomes (GLP, CCR, EL progress, graduation rates, EVAAS growth).

Results: When fully met, resource allocation will directly correlate to

exceeding EVAAS growth, raising the SPG from C to B, improving EOC proficiency by 10+ points, and reducing discipline and chronic absenteeism by 10%. Staff will be able to clearly articulate how their work and time align with school priorities, and students will experience consistent, high-quality instruction across all classrooms.

Actions		0 of 1 (0%)		
9/13/23	<p>Reallocate financial, time, and personnel resources to ensure all instructional priorities—standards-based instruction, intentional questioning, academic monitoring, literacy integration, and MTSS interventions—are fully supported and monitored for impact.</p> <p>Tasks:</p> <p>Review Title I and school-based budgets quarterly to align spending with accountability goals.</p> <p>Protect PLC time for standards-based planning, data analysis, and reteaching cycles.</p> <p>Assign APs, EITs, MCLs, and PLC leads clear instructional leadership roles aligned to EOC performance targets.</p> <p>Deploy BMTs, counselors, and clerical staff strategically to maximize supervision, intervention, and instructional time.</p> <p>Monitor effectiveness through MTSS and ILT meetings, adjusting allocations based on student performance data.</p>		Travares Hicks	06/15/2026
<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
<i>Initial Assessment:</i>		The SIP goal that aligns to this indicator is: We will exceed expected Educator Value-Added Assessment System (EVAAS) growth for our overall school index in SY2025-26 and SY2027-28.	Limited Development 08/07/2024		

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.

Core Instruction (Tier I)

All classrooms implement standards-based instruction aligned to NC Standards.

Teachers plan collaboratively in PLCs, following pacing calendars that identify priority standards and common formative assessments.

Instructional practices emphasize Core Action 3 from CMS: intentional questioning, academic monitoring, and student engagement.

Regular walkthroughs and ILT feedback cycles ensure consistency and alignment.

Targeted Interventions (Tier II)

Students performing below grade-level benchmarks are identified through data chats, district assessments, and classroom performance.

PLCs create skill-based activities for re-teaching and practice, targeting specific gaps.

Small-group sessions are built into advisory and last-20-minute block structures, with a focus on struggling concepts, literacy, and test prep strategies.

Progress monitoring is conducted bi-weekly through exit tickets, iReady, and common assessments.

Intensive Interventions (Tier III)

Students with persistent gaps are provided extended day remediation, credit recovery labs, and individualized learning plans.

Support staff (EC teachers, ML facilitators, BMTs, and counselors) coordinate with classroom teachers to ensure interventions are personalized.

Data teams monitor Tier III student progress weekly and adjust supports as needed.

<p>How it will look when fully met:</p>	<p>This indicator will be fully met when the following criteria are consistently implemented throughout the entire school,</p> <p>Full implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social-emotional instruction that is culturally responsive, strengthbased, and differentiated to meet the learning needs of students.</p> <ul style="list-style-type: none"> • Teachers implementing core curriculum with integrity • Diverse use of best practices and strategies that address different learning styles and needs • Established MTSS team, structures, and processes • Collaboration across general education and support staff (EC, , ML, counselors, etc.) • Focus is on the quality of instruction rather than student deficits • Purposeful tiered instruction is being provided for academics and behavior • Data-driven instruction and decision-making • Accurate identification of student needs to be rooted in data • Decreased number of students enrolled in Credit Recovery 		<p>Larkin Smith</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
	<p>9/25/25 MTSS Leadership Team will review one key data set each week, ensuring that across the month we cover all five critical buckets that are integral to increasing graduation rates:</p> <p>Attendance Discipline/Behavior Retention Current Failures/Credit Recovery Projected Graduation Application/GSI(Goal 4, Guardrail 3)</p>		<p>Marybeth Schaffner</p>	<p>01/31/2026</p>

Notes:

8/9/24 PLC's will follow the school wide PLC protocol to analyze the results of the common assessments to determine student specific interventions and progress monitoring data for tiered intervention supports. (FAM-S 3, Guardrail 1)

Shannon Weathers

06/30/2026

Notes:

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
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Initial Assessment:

At Julius Chambers High School, instructional planning is structured and supported through Professional Learning Communities (PLCs) and the PLC Handbook, which outlines expectations for lesson design, data use, and collaboration. All PLCs use pacing calendars aligned to NC Standards, with a focus on EOC subjects (Math 1, Math 3, Biology, and English II) to ensure units of instruction are directly connected to tested standards and accountability goals.

Instructional teams are further supported through a cohort model of teachers based on experience:

Cohort 1 (Beginning Teachers) receive targeted support around lesson planning, classroom management, and alignment to standards.

Cohort 2 (Developing Teachers) deepen their practice with intentional questioning, data analysis, and reteaching strategies.

Cohort 3 (Teacher Leaders, EITs, MCLs, Department Leads) receive advanced training and lead the work of modeling standards-aligned unit design, facilitating PLCs, and ensuring consistency across their departments.

Through this structure, units of instruction are developed collaboratively, integrating Core Action 3 (intentional questioning, academic monitoring, and student engagement) as non-negotiables. The PLC Handbook provides a common framework for planning, requiring teams to use “Know/Show” charts, common assessments, and reteaching plans as evidence of alignment.

Limited Development
07/30/2024

	Priority Score: 3	Opportunity Score: 2	Index Score: 6			
<p><i>How it will look when fully met:</i></p>	<p>At full implementation, all instructional teams at Julius Chambers High School consistently design and deliver standards-aligned units of instruction that reflect rigorous expectations across every subject and grade level.</p> <p>PLC Handbook Fidelity: Every PLC follows the PLC Handbook with fidelity, using pacing calendars, “Know/Show” charts, and common assessments to ensure that each unit is fully aligned to NC Standards. Evidence of alignment is documented in PLC minutes, lesson plans, and unit overviews.</p> <p>Cohort Model Integration: The cohort system functions seamlessly.</p> <p>Cohort 1 (Beginning Teachers) demonstrate consistent use of standards-aligned lesson templates and benefit from coaching embedded in PLCs.</p> <p>Cohort 2 (Developing Teachers) refine units with intentional questioning, literacy integration, and targeted interventions built into planning cycles.</p> <p>Cohort 3 (Teacher Leaders, EITs, MCLs, Department Leads) not only design highly effective units but also facilitate PLCs, lead data-driven reteaching cycles, and model rigorous instructional practices across the school.</p>				<p>Shannon Weathers</p>	<p>06/30/2026</p>

Core Action 3 Embedded: Units across all subjects consistently embed intentional questioning, academic monitoring, and student engagement strategies as standard practice. Literacy strategies and content-specific interventions are included in every unit, ensuring equitable access for all students, including ML and EC populations.

Alignment to MTSS: Units intentionally integrate Tier II and Tier III supports, with intervention and enrichment tasks pre-planned in each unit. Progress monitoring tools are built into unit design so that reteaching and small-group instruction are timely and systematic.

Instructional Leadership Monitoring: APs, ILT, and instructional coaches use walkthrough data, PLC artifacts, and student performance metrics to confirm alignment and impact. Adjustments to units are made proactively based on assessment data, rather than reactively.

Consistent Results: At full implementation, students experience rigorous, engaging, and standards-aligned instruction in every classroom. All teachers can articulate what they are teaching, why it matters, and how student learning will be measured. Units of instruction drive consistent gains in EOC performance, EL progress, and overall school accountability outcomes.

Actions

0 of 3 (0%)

7/30/24 We will develop and implement a school-wide PLC protocol for unpacking standards and how standards should be delivered to identify coaching needs and for ensuring standards aligned instruction. (Goal 3, Goal 4, and FAM-S 29)

Shannon Weathers

01/23/2026

Notes: PLC Meeting Minutes
EOC PLC leads will lead all content teams through this process weekly

9/29/25	Duty-Free Instructional Planning Time for Teachers: The NC SBE's statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week (A2.04).		Travares Hicks	03/30/2026
<i>Notes:</i>				
9/29/25	API and ILT will facilitate differentiated PD to all staff on instructional expectations, the unpacking standards PLC protocol and how they connect to our JCHS core action walkthrough tool to ensure effective core academic practices. (Goal 3, Goal 4, and FAM-S 29)		Shannon Weathers	03/30/2026
<i>Notes:</i>				
Implementation:		02/12/2025		
Evidence	2/12/2025 https://docs.google.com/forms/d/e/1FAIpQLSc7qUzMXc5m3muTZyGo18Y67HTVWW0IIZkhtjjHP6ilfm8DA/viewform			
Experience	2/12/2025 We have experienced success using the PLC Protocol Document in EOC and non-EOC PLCs. Using this documents keeps are PLCs aligned and ensures quality instruction. 2/12/2025			
Sustainability	2/12/2025 Consistency and making sure with the change of staff members, we maintain our procedures and processes. 2/12/2025			

Core Function:		Domain 3: Instructional Transformation		
Effective Practice:		Practice 3C: Remove barriers and provide opportunities		
	A4.10	The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.(5128)	Implementation Status	Assigned To
				Target Date

Initial Assessment:

The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.

At Julius Chambers High School, academic supports are structured through the MTSS process. Students are monitored using Navigator Portal, EVAAS, assessment data, and PLC progress checks to identify those at risk.

Tier I: Advisory, standards-based instruction, and SEL supports for all students.

Tier II: Small-group interventions during class/advisory and targeted reteaching based on data.

Tier III: Extended-day tutoring, Classroom Crossroads intervention model, and credit recovery labs for students most off-track.

Co-curricular activities, athletics, and clubs are intentionally connected to the school's cultural priorities (Capturing Kids' Hearts, Clubs & Connectedness, Cougar College) to increase engagement and reduce dropout risk. Counselors, ML facilitators, EC staff, and the graduation coach provide individualized support, while the MTSS team meets regularly to review data, adjust interventions, and monitor student progress toward graduation.

Limited Development
09/25/2025

How it will look when fully met:	At full implementation, Julius Chambers High School will have a seamless MTSS framework where every student is systematically monitored and receives timely academic, social-emotional, and behavioral supports aligned to their needs.		Shannon Weathers	06/30/2026
Actions		0 of 1 (0%)		
9/25/25	<p>Implement a comprehensive MTSS process to provide tiered academic supports (tutoring, interventions, credit recovery, and co-curricular engagement) that ensure all students remain on track for graduation.</p> <p>Tasks:</p> <p>Use Navigator Portal, EVAAS, and assessment data to identify students at risk of course failure or off-track for graduation.</p> <p>Schedule and monitor Tier II small-group interventions during advisory and instructional blocks.</p> <p>Expand Tier III supports through extended-day tutoring, Classroom Crossroads, and credit recovery labs.</p> <p>Align counselor, graduation coach, ML, and EC support plans with MTSS data to individualize interventions.</p> <p>Track and leverage student participation in athletics, clubs, and co-curricular activities as engagement strategies tied to academic success.</p> <p>Hold biweekly MTSS team meetings to review progress and reallocate resources.</p>		Marybeth Schaffner	06/14/2026
<i>Notes:</i>				