

## Comprehensive Progress Report

**Mission:** Mallard Creek High School's mission is to prepare our students to succeed in a global society through a quality education.

**Vision:** Mallard Creek High School's vision is to be a respected C.R.E.E.K. community of excellence -- Community, Respect, Excellence, Equity, Kindness.

- Goals:**
- Increase the percentage of students scoring CCR College and Career Ready on Math 1 assessments from 26% to 57% by June 2029 (Goal 3)
  - Increase the percentage of students on track to graduate from high school who are enrolled, enlisted, or employed from 87.3% in SY2024-25 to 90% by June 2029. (CMS Goal 4)
  - The percent of African American students scoring Grade Level Proficient (GLP) on the Biology End of Course assessment will increase from 41.7% in SY 2024-25 to 45% in SY 2025-26. (Aligns to A4.01, B3.03, and CMS Guardrail 1)
  - The school will retain 90% of licensed classroom teachers throughout the 2025-26 SY (CMS Guardrail 4)
  - The number of students assigned to OSS will decrease from 670 in SY 2024-25 to 636 (a decrease of 5%) in SY 2024-25. (Aligns to A1.07, A4.06 and CMS Guardrail 2)
  - 100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (Aligns to A4.06 and CMS Guardrail 3)



! = Past Due Objectives      KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
KEY	B1.03	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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Instructional Excellence team will effectively implement an expanded menu of instructional best practices, which includes progress monitoring to improve outcomes for students.	Limited Development 09/05/2025		
<i>How it will look when fully met:</i>		As ILT progresses in implementing best instructional practices, students from grade to grade will experience greater depths of learning and increased success in all classes across all levels of content, including Honors and AP.		Jared Thompson	06/30/2026
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	9/5/25	1. The Instructional Leadership Team will review data of existing instructional practices for effectiveness. The Instructional Leadership Team will consider Professional Development that will expand existing effective instructional practices and the implementation of new practices.		Instructional Excellence Team	06/30/2026
<i>Notes:</i>					
	9/15/25	Mallard Creek High School will allocate \$11,675.29 of Title I funds for instructional classroom supplies and materials		Jared Thompson	06/30/2026
<i>Notes:</i>					
	9/29/25	Mallard Creek High School will allocate \$19,923.00 for Extended Day funding to support ACT prep, and tutoring in Math & English courses		Jared Thompson , Beverly Brown, Heidi Campbell	06/30/2026
<i>Notes:</i>					

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>		The SIP goals that this indicator aligns with are:	Limited Development 07/30/2024		

The percent of high school students who score at the College and Career (CCR) level -- a 4 or 5 -- in Math 1 (grades 9-12) will increase from 11% in SY 2021-22 to 18% in SY2022-23 and 25% in SY2023- 24.

MCHS will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 AND SY 2023-24.

Official EVAAS data will not be available until Fall 2024. As of June 2024, we have reviewed EVAAS projected v. actual data and found the following based on preliminary results:

EVAAS Biology -488 students or 97.% of the students with a projection, met or exceeded that projection. 15 students or 3.0% did not.

EVAAS English II- 293 or 89.6% of the students with a projection, met or exceeded that projection. 33 students or 10.1% did not.

EVAAS Math I - 345 students or 100% of the students with a projection, met or exceeded that projection.

EVAAS Math III 435 of 95.8% of the students with a projection, met or exceeded that projection.19 or 4.2% did not.

The implementation of coaching from our Relay PD was a success for our team. After each Relay PD, our ILs completed assigned tasks from Relay in regards to coaching. Admin team utilized Get Better Faster for walkthroughs and post-observation conferences. Additional successes included aligning coaching protocols with a new admin team and allowing for alignments with Core learning walk look-fors to respond to teacher needs.

With the loss of two administrators/ instructional leaders, we experienced challenges with coaching caseloads and who to prioritize as it relates to coaching. Safety and supervision needs in our large comprehensive high school create a constant barrier to ensuring instructional accountability is consistent.

Opportunities that still exist are to continue alignment with coaching conversations and more frequent instructional walks as an administrative team.

<b>How it will look when fully met:</b>	Observations will be conducted regularly, followed up by quality feedback among and between teachers, administration and other observers. The feedback will help calibrate teaching to improve instruction, meet learning goals, and ensure high expectations for all students. Additionally, PLC and individual walkthroughs will occur, new teacher coaching and mentor/mentee support.		Jared Thompson	06/30/2026
<b>Actions</b>		<b>0 of 2 (0%)</b>		
9/5/25	Use effective strategies to coach teachers with planning, including modeling, monitoring, walkthroughs, and providing feedback and support in the areas of academic monitoring and standards-aligned instruction. (FAM-S 29, Guardrail 1) ( English Priority Focus)		Jared Thompson	06/30/2026
<i>Notes:</i>				
9/15/25	The Principal will create and develop a weekly walkthrough schedule using the CMS district look-fors to create a coaching cohort based on the analysis of walkthrough and observation data ( All goals and FAM S-3)		Jared Thompson	06/30/2026
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>				
<b>Effective Practice:</b>		<b>Practice 3A: Diagnose and respond to student learning needs</b>				
	<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

The SIP goal that this indicator aligns with is: that MCHS will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 AND SY 2023-24.

Official EVAAS data will not be available until Fall 2024. As of June 2024, we have reviewed EVAAS projected v. actual data and found the following based on preliminary results:

EVAAS Biology -488 students or 97.% of the students with a projection, met or exceeded that projection. 15 students or 3.0% did not.

EVAAS English II- 293 or 89.6% of the students with a projection, met or exceeded that projection. 33 students or 10.1% did not.

EVAAS Math I - 345 students or 100% of the students with a projection, met or exceeded that projection.

EVAAS Math III 435 of 95.8% of the students with a projection, met or exceeded that projection.19 or 4.2% did not.

Successes were both academic and behavior intervention groups were formed this year, progress monitoring was done to support the implementation and fidelity of these plans. Additionally we had a sound structure of subcommittees in behavior, academics, and SEL.

Challenges were time and personnel to deliver the interventions at a weekly rate, and consistency in both progress monitoring and reflecting on said interventions.

The opportunities that still exist are to address the challenges of alignment of intervention to progress monitoring data (Branching Minds), and using EVAAS data to create intervention time and professional development to impact student growth in the areas where students did not achieve growth.

Limited Development  
07/30/2024

<b>How it will look when fully met:</b>	The MTSS Leadership Team will effectively implement an expanded menu of core, supplemental, and intensive interventions for academic, behavioral, and social/emotional/mental health needs. Progress monitoring data will reflect improvement in student outcomes.		<b>Jared Thompson</b>	<b>06/30/2026</b>
<b>Actions</b>		<b>0 of 2 (0%)</b>		
7/30/24	The MTSS team will continue to use student-specific interventions through progress monitoring students who qualify based on data rules for SEL, academic, and behavior learning to increase student achievement for Tier II and Tier III students. (Goal 3 & 4 Guardrail 1, FAM- S 3)		Abryanna Vidot	06/30/2026
<i>Notes:</i> The I-Ready platform will be used to monitor and track student progress.				
9/15/25	The Student Services team will review D&F reports and complete credit checks to determine which courses have the highest success and failure rates, and to create interventions for academic support. (Goal 4 FAM S-3)		Kristin Souiler, Lorraine Stewart-Ayers, Brenda Ba	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>The SIP goal that this indicator aligns with is: The percent of high school students who score at the College and Career (CCR) level -- a 4 or 5 -- in Math 1 (grades 9-12) will increase from 10% in SY 2024-25 to 19% in SY 2025-26.</p> <p>The continued use of the newly adopted Math I and English II curriculum improved overall outcomes for students. Additionally, data from the benchmarks and unit assessment were used to drive instruction and to form small groups.</p> <p>The opportunities that still exist are continuing to be intentional with leveraging staff, reflections, and updating strategies as needed.</p>	Limited Development 07/30/2024		
<i>How it will look when fully met:</i>		In PLC's, the conversations about curriculum and student work would have addition depth and unpacking, planning, and data utilization practices would consistently be evident. Resources would be observed being used consistently with fidelity as well. After common formative assessments, PLCs will analyze authentic and reliable student data and will identify trends in student progress and make adjustments to instruction when needed. Through this collaborative planning time, targeted coaching and support will be provided to assist teachers in differentiating their instruction for those students.		Heidi Campbell	06/30/2026
<i>Actions</i>			0 of 4 (0%)		
	7/30/24	Instructional leaders, with the support of the SIDI team and Instructional Specialists, will provide professional development and ongoing support for intentional data analysis of common assessment data to drive instructional practices. (Goal 3)		Heidi Campbell	06/30/2026
<i>Notes:</i>					

9/5/25	<p>Math Master and English Teachers in PLCs will plan, provide support, feedback, and modeling. The Biology PLC will use the newly adopted curriculum standards with fidelity.</p> <p>All PLCs will ensure that resources provided are used for data to inform planning of ( pre-unit assessments), including engaging students in tracking their progress using data with regular conferencing and reflection. With the consideration of the use of small groups.</p>		Cidoni, McLeod, Campbell Brown	06/30/2026
<i>Notes:</i>				
9/15/25	<p>Mallard Creek High School will use \$271,117.64 of Title I funds (including benefits) for instructional hires to reduce class sizes, and an additional \$17,266.60 of Title Funds will be used to pay for a TLP Differential stipend, supporting English PLC coaching.</p>		Jared Thompson	06/30/2026
<i>Notes:</i>				
9/29/25	<p>To provide a duty-free lunch period for every teacher daily. The NC SBE's statutory provision 115C-105.27(B)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period daily for every teacher under G. S. 115C-301.1(a) (Aligns to A4.06)</p>		Jared Thompson	06/30/2026
<i>Notes:</i>				

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>		The current implementation efforts focused on SEL learning. During the 25-26 SY, we will shift implementation efforts, focusing on Capturing Kids' Hearts to address the social and emotional learning needs of students.	Limited Development 07/30/2024		
<i>How it will look when fully met:</i>		SEL and behavior interventions will be tiered, and protocols will be in place for these interventions. With the use of Capturing Kids Hearts and other supplemental and intensive interventions, and the Mallard Creek High School Behavior Matrix, we should be able to effectively engage students in interventions that improve healthy habits of the mind and habits of learning.		Jared Thompson	06/30/2026
<i>Actions</i>			<b>0 of 5 (0%)</b>		
	7/30/24	The administrative team and teachers will implement MCHS tiered attendance intervention plan to increase student attendance. (Goal 4 & Guardrail 3) Attendance plan: <a href="https://docs.google.com/document/d/1fHPThcXnoDrgUWkaTzpnQUnNcmRxOjwN4A9NnVmZeww/edit?tab=t.0">https://docs.google.com/document/d/1fHPThcXnoDrgUWkaTzpnQUnNcmRxOjwN4A9NnVmZeww/edit?tab=t.0</a>		Reba Brown	06/30/2026
<i>Notes:</i>					
	9/5/25	1. Implement Capturing Kids Hearts and the Maverick Way (MCHS Behavior Matrix), which uses Leadership, Culture, and Instruction to guide student behavior in the classrooms, hallways, bathrooms, cafeteria, bus lot, courtyards, and other common spaces. (FAM-S 30, Guardrail 3) 2. The administrative team and teachers will implement the MCHS tiered attendance intervention plan to increase student attendance. (Goal 4 & Guardrail 3)		Kenneth Crump Adam Kelley	06/30/2026
<i>Notes:</i>					

9/12/25	Mallard Creek High School will use \$39,696.30 (including benefits) of Title I funds to hire a BMT ( Behavior Modification Technician) to reduce OSS infractions and support students in managing their emotions, and to support behavior interventions, minimizing the loss of instruction.		Kenneth Crump Jared Thompson	06/30/2026
<i>Notes:</i>				
9/29/25	Provide a positive school climate, under CMS regul4.06 CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06)		MCHS Administrative Team	06/30/2026
<i>Notes:</i>				
9/29/25	To provide a duty-free lunch period for every teacher daily. The NC SBE's statutory provision 115C-105.27(B)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period daily for every teacher under G. S. 115C-301.1(a) (Aligns to A4.06)		Jared Thompson	06/30/2026
<i>Notes:</i>				