

Comprehensive Progress Report

Mission:

Education will be centered on the rigorous and relevant curriculum infused with STEM education and a focus on building positive relationships between students, parents, staff and community.

Vision:

Teaching and learning is our core business that is used to prepare students for post-secondary opportunities and STEM careers.

Goals:

Goal 3: Goal 3: Required Goal The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 13.3% in SY2024-25 to 26% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 3)

Goal 4: The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 97.6% in SY2024-25 to 98% in SY2025-26.. (Aligns to A4.10 and A4.16 and CMS Goal 4)

Guardrail 1: The percent of students scoring Grade Level Proficient (GLP) in Biology: 46.1% in SY2024-2025 to 51% in SY 2025-2026 (EC)13% to 18% in SY 2025-2026, & ML 29.5% to 35% SY 2025-2026. We will increase our SWD subgroup letter grade from an F to a D or higher in 2025-2026 overall (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

Guardrail 2: The percent of OSS/ISS incidents will decrease from 18.8% in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

Guardrail 3: 100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

Guardrail 4: The school will retain 90% of licensed 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	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>		As of August 2025, preliminary results indicate there was an increase in SWD school composite in both GLP (6.9%) and CCR (7.4%). Math and ELA differentials were used to recruit and retain highly effective teachers. These teachers had been successful in both supporting the Cardinal block and coaching teachers within the EOC PLCs. This year, utilizing the MCLs and Master teachers to support student learning will have a positive impact on student achievement. A challenge is the human resources to provide adequate support. Additionally, transportation has impacted the number of students able to participate in extended learning tutoring after school in person. An opportunity to address this challenge will include utilizing Title I funds to purchase additional positions to support instruction.	Limited Development 09/28/2023		
<i>How it will look when fully met:</i>		Students will have access to smaller group and one on one instructional. This will allow for more individualized support. Performance gap will decrease as student achievement increases for students participating in extended learning program.		Tanya Branham	06/30/2026
<i>Actions</i>			0 of 5 (0%)		
	3/16/25	The administrative team, in conjunction with our ML department, will utilize the services of Sandra LaPlante, CEO, and her company, Papaya Tutor, accessing and using \$32,793 in Title I Funds to pay for such services. Services provided will include targeted and intentional tutoring in the dedicated area of Math I. Specifically, the tutoring will be provided on a virtual basis, one-to-one setting, with Spanish-speaking tutors who hold teaching credentials in the targeted subject area. Tutoring will occur weekly beginning October 2025 to support and prepare our ML students for the End of Course exam. This initiative aligns with A2.04 and B3.03 and Goal 3.		Taylor Waddell	06/10/2026
<i>Notes:</i> this will begin October 2025					

9/28/23	Within the 2025-2026 school year, our school identified the following resource inequity: Instructional time needed to support students' needs. As a result, our school plans to mitigate this inequity by being more intentional and specific with the use of the Enrichment Block as an extension of learning. (Aligns with Goal 2)		Brian Hitt 9/2022	06/30/2026
<i>Notes:</i>				
8/7/24	A Behaviors Modification Technician (BMT) has been hired through Title I funds. Specifically, this position will be utilized to support Tier 2 and Tier 3 behavioral interventions, specifically targeting 9th & 10th grade students. Additionally, the BMT will provide targeted support and interventions to students, and work with administration to ensure restorative practices are embedded within disciplinary practices. The budgeted amount for this initiative is \$35,792.52. (Guardrails 1.3 and 3.3)		Brian Hitt 9/2022	06/30/2026
<i>Notes:</i>				
9/25/24	Title I funds will be utilized to support ongoing professional development, covering the varied workshop expenses and PD contracts, so that teachers and staff can participate in meaningful and purposeful professional development, specifically tailored to improve practice and ensure the modalities and strategies teachers utilize are effective and impactful. This initiative is aligned to district Goals 3 and 4 as we seek to significantly improve the Math outcomes for students in our building, as well as to ensure our students are ready to be enrolled, enlisted, or employed upon graduation. Approx. cost of conference for 10 staff members to attend will be a total \$30,000.00 for Model School Conference. (Breakdown Flight, Registration, Meals, and Hotel.		Tanya Branham	06/30/2026
<i>Notes:</i>				
9/25/24	Title I funding will be utilized to ensure that teachers and staff have readily available access to supplies and materials, including but not limited to, those materials that are used specifically for instruction in the classroom. This initiative aligns directly to district Goal 3, as well as Guardrail 1 (ensuring equity in our instructional practices). Budgeted Title I funds \$14,753.44 for materials and supplies.		Brian Hitt 9/2022	06/30/2026

Notes: Percent of high school students who score at CCR on Math 1 EOC will increase from 13.3% in 24-25 to 18% in 25-26.
 We will meet or exceed expected (EVAAS growth for our overall school index in 25-26.
 The budgeted amount for this initiative is a total of \$6,649.83.
 \$2,013.60 (Barnes & Nobles) will be used to purchase the Bronx Masquerade, this will increase student engagement and students will gain a deeper understanding and appreciation of poetry, improve their writing skills, and engage with important social themes. Success can be measured through a combination of participation, analysis, written reflection, and assessment scores.

\$2,176.68 (Staples) & \$1,830.18 (Direct School Supplies)
 \$1,164.09 (ODP Business Solution) \$743.31 & \$1,655.46 (Laminating & Binding Solutions Inc.) Laminator-\$2,954.68 (School Specialty)\$7,299.00 (Variquest) \$11,074.93 (Direct School) Optical Wireless Bluetooth Multi Trac Led Tablet Mouse \$455.76 (ODP Business Solutions) Wacom Intuos Wireless -\$1,299.90 (ODP Business Solution) Graphics Drawing Supplies; supplies \$27,877.61 (Direct School Supplies) & \$3,633.90 (Staples) Case of papers \$19,841.61 (AIJ); supplies for the new poster maker (starter kit) \$14,560.74 (Variquest) will be used for instructional purposes within the classroom for teacher instruction that is whole class and small group instruction for EOC core classes.
 \$7,074.04 Lenovo Chromebook Gen 4 (CDW-G) is to be used as a backup for students and staff.

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
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<p>Initial Assessment:</p>	<p>For the 2024 -2025 school year POB had a increase overall in both GLP and CCR. (GLP went from 31.8% to 37.5% and CCR 7.7% to 13.3%.) The goal was 18% CCR by the end of the 2024-2025 school year. POB had success with the Hispanic and EL/LEP sub-group as there was an 8.9% increase in CCR for Math I where we ended at 13.3% CCR . Goal is to increase to 18% with this subgroup. POB implemented tiered interventions through Cardinal Block. This 35 mins. of time was used as additional time to meet the diverse learning needs of students. During the second semester, peer tutoring was added to support students during Cardinal Block. In addition, teachers worked within the instructional block for small group instruction with the support of an additional teacher who supported the Math I team. Math I teachers also provided tiered instruction through extended learning. Teachers utilized various data sources such as unit assessments, MAP data, and benchmark assessments to identify areas of growth and areas in which students mastered objectives. An area of challenge continues with attendance and students getting to school on time to maximize learning and increase student engagement. Staffing to support MTSS was a challenge as well. Opportunities for MTSS and Branching Minds PD will benefit the Math I team. In addition to Title I funds, staffing for MCL and EIT 2 teachers.</p>	<p>Limited Development 08/02/2024</p>		
<p>How it will look when fully met:</p>	<p>When this objective is met, there will be at least a 5% increase in CCR for all subgroups. There will be an intentional focus on the core instruction to support the objectives that are data-driven. An increased number of teachers will have a better understanding of using Branching Minds to identify and track students to support their needs. There will also be an increase in student engagement.</p>		<p>Tanya Branham</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>8/7/24</p>	<p>Instructional coaches will attend weekly PLC meetings to support teachers with instruction based on data. Coaches will also be utilized for small-group instruction. (Aligns with Goal 3 and Goal 4)</p>		<p>Toguchi/Knickerbocker</p>	<p>06/10/2026</p>
<p>Notes:</p>				

8/7/24	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, content, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. (Goal 4 and FAM-S 3)		Hitt	06/10/2026
<i>Notes:</i>				
9/25/24	In support of our MTSS interventions and work, Title I funding will be utilized to access computer software and supplies that are specifically targeted to support students in their tiered interventions with Math and Literacy platforms, such as Quizzez. Aligns with Goal 3 and guardrail 3. The budget for this initiative is \$19,948.55		Peter Knickerbocker	06/30/2026
<i>Notes:</i> 3/11/2025: Additional funds will be used to purchase kidney tables and chairs will be used in Math I classrooms for small group instruction to support students and their learning. This will provide students, teachers, and assistants space in a classroom for instruction. Success will be measured from formal and informal assessments in which data will show increase in student performance.				
8/7/24	Student Services will review monthly D/F reports, absenteeism reports, and GSI reports showing which courses have the highest amount of failures to create academic supports and interventions for PLCs. (Goal 4 and Guardrail 3)		Goodman	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
<p><i>Initial Assessment:</i></p>			<p>For the 2024 -2025 school year POB had a increase overall in both GLP and CCR. (GLP went from 31.8% to 37.5% and CCR 7.7% to 13.3%.) The goal was 18% CCR by the end of the 2024-2025 school year. POB had success with the Hispanic and EL/LEP sub-group as there was an 8.9% increase in CCR for Math I where we ended at 13.3% CCR . Goal is to increase to 18% with this subgroup. Cardinal Block was used for flexible grouping allowing for students to receive additional support based on data from unit assessments, benchmark assessments, and classroom observations. As we consider the challenges that lie ahead this school year to meet the district goal of 26% CCR in Math I for the 25-26 school year. We are starting the school year where_____ students are predicted to NOT be proficient. This represents an uphill climb for our teams. Another challenge that exist is having all staff members understand how to fully utilize assessment data to drive instruction at a high level. The last challenge is with attendance which negatively impacts students' performance when students are regularly late to class or attend class. Opportunities for growth through the use of Title I funds are the use of instructional coaches.</p>	<p>Limited Development 07/18/2024</p>		

How it will look when fully met:	Teachers will implement core instruction with fidelity. To ensure quality instruction is occurring on a daily and consistent basis, our professional learning communities (PLCs) will utilize data collected to be able to differentiate instruction to meet the diverse learning needs of students. This will include weekly meetings to review, discuss and implement curricula aligned to the specific content standards of each course. To ensure teachers are able to accurately monitor student performance, classroom teachers will utilize data trackers in which students take ownership to reflect on their own progress. The platform to be used is Mastery Connect. Additionally, data from weekly walkthroughs from administration and MCLs for literacy and math will be used to support teachers with feedback and coaching. The walkthrough form has been agreed upon through collaboration of the POB admin team, and is aligned to district goals. When this objective is met, all students will perform at a minimum of a level 3 on all EOC testing. We will also see a positive increase in level 4s & 5s.		Tanya Branham	06/30/2026
Actions		0 of 5 (0%)		
9/27/25	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.		Peter Knickerbocker	08/25/2025
<i>Notes:</i>				
7/18/24	The administrative team will develop and execute a school-wide data analysis protocol for PLCs to analyze and review attendance and common assessment data at least once a week. (FAM-S 29)		Tanya Branham	06/30/2026
<i>Notes:</i>				
7/18/24	The administrative team and academic coaches will conduct weekly walkthroughs to ensure curriculum alignment and increase student engagement with a focus on rigorous and intentional instruction coupled with positive student outcomes. (Aligns with Guardrail 1)		Tanya Branham	06/30/2026
<i>Notes:</i>				
8/2/24	PLC leads will utilize a common agenda template and ensure there is 100% participation of all team members and all members have a role to play in the PLC. (Aligns with Goal 3 and guardrail 1)		Tanya Branham	06/30/2026

Notes:

9/25/24 Title I funding will be utilized to provided teachers and staff with extended employment and curricular planning time, so as to ensure that students have opportunities beyond the school day to engage in meaningful work time with teachers to support learning and curriculum mastery. Teachers will have access to the OnBase Curriculum to support their endeavors via Extended Day. This aligns to Guardrails 1 and 4, ensuring students have equitable access to high quality teaching. The budget for this initiative is \$22,000.

Tanya Branham

06/30/2026

Notes: 2/26/25: Additional funds will be provided for extended employment during the month of June for EOC teachers and instructional coaches as they reflect on their data from 2024-2025 school year to determine areas of strengths and areas for growth within their instruction. Each PLC will begin their planning of units to address both whole group and small group instruction.

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>		POB created a goal around high school graduation. In the 2024-2025 school year POB had a 97.7% graduation rate. The goal is to increase to 98% for the 2025-2026 school year, where students are enrolled, enlisted, or employed. Through 1:1 meetings that are done by the counselors, this allows stakeholders to know how to support students with their goals. The Next Step Ready Advisor is available to support students with the college application process and scholarships. Through the CTE department, the Career Development Coordinator provides information for internships and other opportunities in the workforce. There is a heavy focus on WorkKeys and ACT as both are leveraged for POB students in their success for the next steps in transitioning.	No Development 09/05/2022		
<i>How it will look when fully met:</i>		<p>When this objective is fully met, students will have a stronger understanding of the opportunities available to them as they transition from one grade to the next as well as after graduation, the transition to college, the military, or the workforce.</p> <p>On a regular basis, counselors and CDC will continue to present grade-level information to students beyond registration. This will include, but not be limited to, updates on pathways completion, access to career, collegiate, and armed forces information.</p>		Tanya Branham	06/12/2026
<i>Actions</i>			0 of 5 (0%)		
	9/30/22	The attendance committee will provide intentional and targeted support for 9th and 10th graders by reviewing caseloads of chronically absent students and implementing appropriate actions and supports for these students to improve attendance outcomes. (Goal 3 and goal 4)		Goodman	06/10/2026
<i>Notes:</i> This action will be supported by the student service department.					

10/6/22	Student service department conducts grade-level meetings that are aligned with the overall goals of the school to provide students with support for academic progress and social-emotional health. (Goal 3 and Goal 4))		Horton	06/10/2026
<i>Notes:</i>				
8/10/23	The POB College and Career Advisor will support students in their 11th and 12th grade years to prepare them for college and career readiness, as well as citizenship and service; by providing workshops, college and career fairs, as well as opportunities for students to participate in meaningful presentations. (Goal 4)		Goodman	06/10/2026
<i>Notes:</i> As a full magnet school, all POB students are provided the opportunity to career fairs that are held within the building throughout the school year.				
8/8/24	With the use of Title I funds, Mastery Prep will be purchased for ACT Boot camp sessions and WorkKeys Assessment Boot Camp. Students will take a mock ACT to determine areas to study. Teachers will incorporate content strategies within their content area. This also includes the purchase of workbooks. 2025-2026 Budgeted for \$14,000.00. \$1644.12 will be used for ACT online prep license (Goal 4, Interim 2 and Title 1 funds)		Goodman	06/10/2026
<i>Notes:</i>				
9/25/24	Title I funds will be utilized to support students as they begin their path to transitioning beyond high school. In this regard, students will have access to college visits, and varied other field trips that directly correlate to career exploration and academic success. Aligns with Goal 4 and Guardrail 3. This budget for this initiative is \$10,000.		Keith Hargrave	06/30/2026
<i>Notes:</i> 2/18/2025: Students have been able to attend college visits through CIS and through our CDC in which funds did not have to be used and were allocated to supplies and PD.				

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>		Another success was the various PD sessions led by teachers around engagement in the classroom which was well received by staff based on feedback and Insight data. We decreased our suspensions by 1% from 19.8% to 18.8%. As the school moves to Capturing Kids Hearts, a challenge may be the buy-in from all staff to do with fidelity in the classroom. However, the opportunities that exist as we move into the 25-26 school year are that we can capitalize on our strong work in resolving disciplinary incidents without resorting to suspension. We have not compromised the safety and security of our school, even though we managed to decrease suspensions. Another opportunity is the continued implementation of Capturing Kids Hearts and implementation of Sources of Strength, as well as the addition of a BMT and counselor through Title I funds.	Limited Development 08/08/2024		
<i>How it will look when fully met:</i>		When this objective is fully implemented, there will be evidence of a decrease in classroom referrals and an increase in which students will have an adult advocate/trusted adult on campus to which he/she can reach out as needed. There will be full implementation of Capturing Kids Hearts with evidence of social contracts that are being followed through by both the students and teachers. Counselors will consistently provide guidance lessons to all grade levels and incorporate the health, social, and emotional well-being of our students.		Brian Hitt 9/2022	06/30/2026
<i>Actions</i>			0 of 4 (0%)		
	9/27/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.		Peter Knickerbocker	08/25/2025
<i>Notes:</i>					
	9/27/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.		All Staff	01/23/2026
<i>Notes:</i>					

8/8/24	The administrative team will create and facilitate a structured professional development plan for teachers to execute Capturing Kids Hearts to enhance the school culture. (Guardrail 3 and FAM-S 31) In addition, books will be purchased for staff and students to use within class during SEL or small group sessions.		Tanya Branham	06/30/2026
<i>Notes:</i> The Mindful Guide to Conflict Resolution book \$287.80 will purchase through Barnes and Noble. Process Champions will review data from 24-25 school year and use data to reflect and plan action steps to improve the implementation of CKH. Summer Employment=\$4,980.48				
8/8/24	Utilize Navigator for monthly data points and monitor the progress of student attendance as well as discipline. (Goal 4, Guardrail 3 and FAM-S30)		Tanya Branham	06/30/2026
<i>Notes:</i> 8/8/2025: BMT and Counselor through Title I funds will also support this indicator.				