

Comprehensive Progress Report

Mission:

To foster high student achievement through a strong collaborative school culture that maintains high expectations for all members of the school community.

Vision:

W.A. Hough High School will 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 21.8% in SY2024-25 to 34.6 % in SY2024-25. (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 95.2% in SY2024-25 to 96.2% in SY2025-26. (Aligns to A4.10 and A4.16 and CMS Goal 4)

The percent of EL/LEP students scoring Grade Level Proficient (GLP), on English II End of Course assessment will increase from 38.9% in SY 2024-25 to 44% in SY 2025-26 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of OSS/ISS incidents will decrease from 10% of students in SY 2024-25 to 8% of students in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 2)

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

The school will retain 93% 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 | 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 administrative team has developed a walk-thru tool that is focused on Getting Better Faster, CMS Core Actions, Capturing Kids Hearts and other CMS look-fors. The team has helped all staff develop PDP goals that are focused to their personal growth in collaboration with school growth. | Limited Development 07/30/2024 | | |
| <i>How it will look when fully met:</i> | | The principal and administrative team monitors curriculum and classroom instruction regularly and provides timely, clear constructive feedback to teachers using the Get Better Faster/RELAY. The team also works with staff to develop lessons that address the CMS Core Actions on a daily basis. Principal designs professional development model that deepens content knowledge, instruction, and team building. The percent of teachers who met or exceed expected EVASS growth will be 95% in 2025 - 2026. | | David Farley | 06/30/2026 |
| <i>Actions</i> | | | 0 of 3 (0%) | | |
| | 8/14/25 | 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) | | David Farley | 06/15/2026 |
| <i>Notes:</i> | | | | | |
| | 8/14/25 | The principal will develop and utilize walkthrough form that focuses on core actions including engagement, questioning, academic monitoring, and equitable classroom. | | David Farley | 06/15/2026 |
| <i>Notes:</i> | | | | | |
| | 9/17/25 | The principal will meet with admin and facilitators to create individual teacher and PLC coaching plans. Once these plans are created the Principal will hold one on one meetings with APs and facilitators to discuss PLC meeting structure, Data analyzation, subgroup supports such as ML and EC students, and walkthrough/observation feedback. | | David Farley | 06/15/2026 |
| <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>Hough did not meet the school goal for Math 1. We initially set a 33% CCR target for Math 1; however, based on preliminary data we are at 21.1%." This is a 1.3% increase from the 2022-2023 school year. Administrators were able to provide over 490 walk-throughs providing specific feedback in relation to the Core Actions and GBF over the course of the year, in addition to informal walk-throughs and observations. Work was done towards achieving high school endorsements by hosting an ACT lab that targeted students within 3 points of achieving a 22 on the reading section of the ACT.</p> <p>We experienced successes in actively increasing the amount of instructional coaching and feedback that teachers received. We also were able to train all department chairs and PLC leads in using WIG, lead measures, and remediation plans to strategically increase individual student achievement. ACT Composite Reading scores increased 2.9% leading to more students achieving diploma endorsements. EOC labs were implemented in January as a way to increase remediation and intervention with students.</p> <p>We anticipate needing support from staff in continuing to implement instructional and data focus within PLCs. We also hope to continue to lift professional development on high leverage questioning as a way to increase overall student achievement. An increase in targeted labs will assist with the success of EOC labs.</p> <p>We will address our needs through a variety of opportunities moving into next year, including: the addition of 3 Instructional Facilitators to the Instructional Leadership Team, continued targeted walkthrough feedback, admin alignment on observation indicators, continuation of labs during advisory and continued stakeholder communication regarding the benefits of these labs, staff PD, and monthly ILT meetings.</p> | Limited Development 07/30/2024 | | |

| | Priority Score: 2 | Opportunity Score: 2 | Index Score: 4 | | |
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| How it will look when fully met: | PLC's using the CMS Core action model and the GBF model for lesson planning, analysis of student work, and data dives. All lessons are driven by standards and evidence of rigor and student engagement during walkthroughs and observations. The percent of high school students who score at the College and Career level in Math I will be 30.0% in 2025-2026, The percent of EL students will increase their GLP to 44% in 2025-2026. | | | William Gomola | 06/30/2026 |
| Actions | | | 0 of 4 (0%) | | |
| 8/14/25 | The administrative and ILT team will target an area of focus for each PLC. The area of focus (critical thinking, academic monitoring, data analysis, engagement) will become part of the team's PDP goals and be included as a point of emphasis in each weekly PLC meeting. (Goal 2, FAM-S 29) | | | William Gomola | 06/15/2026 |
| <i>Notes:</i> | | | | | |
| 8/14/25 | The administration along with PLCs will analyze pre EVAAS data and benchmark data to provide differentiated instruction and remediation opportunities through Instructional Labs to meet the needs of all students (Goal 1) | | | William Gomola | 06/15/2026 |
| <i>Notes:</i> | | | | | |
| 8/27/25 | 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. (Aligns to A2.04) | | | William Gomola | 06/15/2026 |
| <i>Notes:</i> | | | | | |
| 9/17/25 | Hough Admin and Facilitators will focus on supporting school wide PLCs in their implementation of district curriculum through ensuring standards aligned lesson and unit planning are the focus of the PLCs. | | | David Farley | 06/15/2026 |
| <i>Notes:</i> | | | | | |
| Implementation: | | | 08/14/2025 | | |
| Evidence | 8/14/2025 | | | | |

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| <i>Experience</i> | 8/14/2025 | | | |
| <i>Sustainability</i> | 8/14/2025 | | | |

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| 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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Initial Assessment:

We compared our Fall 2023 Panorama Survey data to our Spring 2023 data, we have seen an increase from 56% to 57% regarding our students' sense of self-efficacy and an increase from 60% to 64% with our students' positive feelings. Additionally, we have seen an increase from 59% to 61% in terms of our students' emotion regulation. Despite seeing many positive increases in our Panorama data, we saw an increase in our disproportional OSS data. Our percentage of suspensions among African-American students increased from 19.2% in 22-23 to 22.9% in 23-24. However, we saw an excellent decrease in our Chronic Absenteeism rate of 12.15% to 9.83%.

Hough High School sponsored several events to support the overall health of our students. We hosted a Mental Health Summit, guest speakers to address the dangers of drugs, the BMX No Hate/ Bullying Prevention Assembly and many others to address the social emotional needs of our students. As part of our school's attendance plan, we built in several incentives to motivate students to come to school.

The data showed our highest instances of chronic absenteeism occurred with our SWD and LEP students. Our goal will be to incorporate additional incentives to target these groups of students and ensure that we have translated communication available for families to be well-informed about the challenges and concerns that arise from chronic absenteeism. The challenge with the percentage of suspensions among African-American students will require student input and involvement to foster a sense of belonging.

In a focus on improving our disproportionate suspension data among our African-American students, it will be important to continue utilizing Sources of Strength to foster positive relationships among students and their trusted adults. Additionally, we will be adding the Capturing Kids Hearts programs which will hopefully contribute to the positive interactions and sense of belonging at school for all students. Eliminating standard courses and grouping students together in honors courses will also provide another opportunity for all students to interact with different cohorts of students.

After coming off a strong year of being named a CKH Rising Star we look to continue on that path by creating more buy in from our staff and students of implementing the CKH model. The school has completed many summer and workday trainings that have allowed us to implement a strong start to the 25-26 SY.

Limited Development
07/30/2024

| | Priority Score: 1 | Opportunity Score: 2 | Index Score: 2 | | |
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| How it will look when fully met: | Through the use of numerous social and emotional initiatives such as Sources of Strength, Capturing Kids Hearts, other CMS related opportunities all Staff at Hough will be attentive and active in students emotional states and arrange for supports and interventions when needed. | | | William Gomola | 06/30/2026 |
| Actions | | | 0 of 3 (0%) | | |
| 8/27/25 | Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06) | | | William Gomola | 06/15/2026 |
| <i>Notes:</i> | | | | | |
| 8/27/25 | Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06) | | | William Gomola | 06/15/2026 |
| <i>Notes:</i> | | | | | |
| 9/17/25 | The Schools focus with Capturing Kids' Hearts and SOS is to make the program more teacher and student driven. We will complete this by establishing Process Champion committees, Walkthroughs, Teacher Celebration, Teacher Affirmation, and Student Shout-Outs, we are creating spaces for teachers to lead, collaborate, and inspire one another. Our collective leadership will grow teacher capacity, strengthen buy-in across the school, and ultimately build a stronger, more connected culture for both staff and students. | | | Daniel Monroe | 06/15/2026 |
| <i>Notes:</i> | | | | | |
| Implementation: | | | 08/27/2025 | | |
| Evidence | 8/27/2025 | | | | |
| Experience | 8/27/2025 | | | | |

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| <i>Sustainability</i> | 8/27/2025 | | | |
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| Core Function: | Domain 4: Culture Shift |
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| Effective Practice: | Practice 4C: Engage students and families in pursuing education goals |
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| | 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:

Hough successfully used multiple platforms to keep all stakeholders informed. These included ParentSquare, School Website, Blackboard, numerous social media platforms, Teams, and in person meetings.

TWCS Data:

95% of staff strongly agree / agree that this school encourages parent/guardian involvement

91% of staff strongly agree / agree that parents & guardians know what is going on this school

94% of staff strongly agree / agree that teachers provide useful information about student learning

We were able to demonstrate success with our Communication Committee which met monthly and included representation from each department. Committee would provide updates about curriculum and events happening across the school. The committee would produce a Quarterly Newsletter that was shared with all stakeholders. Some other areas of success were Parent Square and our Social media platforms. We also had success in the initiatives of Senior of the Week, Husky of the Month, Crystal Apple, SOS Mentor of the Month and we were able to engage parents, students, & staff with this celebratory news on various platforms.

The Hough team is seeking someone to really own the communications for all platforms. Each team member has contributed as much as possible but finding one unified administrator that understands all platforms is key to necessary success.

Opportunities continue to exist to grow our communication. We continue to expand into the social media world as well as exploring all the functions of Parent Square. The Hough student leadership team continues to focus on communication so that all students are involved in Hough. To start the year this focus will be on our rising 9th grade class and new students during their introductory meetings.

Limited Development
07/30/2024

| | Priority Score: 2 | Opportunity Score: 2 | Index Score: 4 | | |
|---|---|----------------------|--------------------|---------------------|-------------------|
| How it will look when fully met: | <p>The team will see an increase in parent communication from classroom teachers, support staff and the school as a whole about what is going on with their child's grades, schedule, and activities. This will be done through the use of user friendly ParentSquare and phone communication.</p> <p>The team will use the TWCS Community Support and Involvement data to determine if process in place are making a positive impact on the staff and school as a whole.</p> | | | David Farley | 06/30/2026 |
| Actions | | | 0 of 2 (0%) | | |
| 8/14/25 | 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. (Goal 1, Guardrail 3) | | | David Farley | 06/15/2026 |
| <i>Notes:</i> | | | | | |
| 8/14/25 | School administration in partnership with student services and school leadership will hold multiple events with support/resources for our student stakeholder to ensure access for all families in leveraging our existing tools for student academic support. (Goal 1) | | | David Farley | 06/15/2026 |
| <i>Notes:</i> | | | | | |
| Implementation: | | | 08/14/2025 | | |
| Evidence | 8/14/2025 | | | | |
| Experience | 8/14/2025 | | | | |
| Sustainability | 8/14/2025 | | | | |