

## Comprehensive Progress Report

**Mission:**

**Our Mission Statement:** To cultivate independent learners by providing meaningful, high quality instruction that is inclusive, engaging, and rooted in a culture where students’ unique experiences and talents are acknowledged and celebrated.

**Our Vision Statement:** To prepare students for academic excellence, personal responsibility, and the self-confidence necessary for success beyond high school.

**Vision:**

**Goals:**

CMS Goal 3: Increase the percent of students scoring CCR on Math 1 EOC from 9.0% to 18.0% by June 2026 (Aligns to A1.01, A2.04, A3.01, B1.03, C2.01 and CMS Goal 3)

CMS Goal 4: The percentage of 12th grade students on track to graduate being enrolled, enlisted or employed will increase from 76.6% to 80% by June 2026. (Aligns to A3.01, A4.16, E1.05 and CMS Goal 4)

Guardrail 1: The percent of students in all represented groups scoring Grade Level Proficient (GLP) on the English II End of Course assessment will increase from 43.1% to 50% by June 2026. (Aligns to A1.01, A2.04, A3.01, C2.01 and CMS Guardrail 1)

Guardrail 2: The number of OSS/ISS incidents will decrease from 1298 in SY 2024-25 to 1233 in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

Guardrail 3: Increase the number of teachers who implement and consistently utilize the CKH curriculum to 75% by June 2026. (Aligns to A1.07, A4.06, B2.01 and CMS Guardrail 3)

Guardrail 4: Increase the retention of teachers by reducing the number of vacancies from 15% in June 2025 to 7% in June 2026. (Aligns to B2.01, C3.04 and CMS Guardrail 4)



! = Past Due Objectives

KEY = Key Indicator

**Core Function:**

**Domain 2: Talent Development**

Effective Practice:		Practice 2B: Target professional learning opportunities			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date

<b>Initial Assessment:</b>	<p>As of September 2025, we are actively working towards exceeding our goal. Successes include:</p> <p>(1) During the 24-25 school year, we saw increases in GLP for both Math 3 and English 2.</p> <p>(2) During the 24-25 school year, we exceeded growth in all subgroups.</p> <p>(3) Teacher Leader Pathway master teachers meet regularly with administrators for the purpose of intentional planning, evaluating common data protocols and receiving targeted feedback through coaching sessions.</p> <p>(4) All instructional leaders actively participate in their biweekly PLC meetings.</p> <p>(5) Teachers receive meaningful feedback on their practice consistently from the Principal and the Instructional Leadership Team.</p> <p>Challenges we currently face lie in (1) ensuring alignment between what the standard requires of scholars and the tasks scholars are asked to complete, (2) increasing the use of academic discourse and (3) providing a student-centered learning environment</p> <p>Opportunities for this indicator for the 25-26 SY would be to (1) designate a professional development teacher leader, (2) offer targeted, customizable professional learning experiences for teachers and (3) schedule monthly all staff PD to address identified gaps.</p>	Limited Development 09/29/2022		
<b>How it will look when fully met:</b>	When this indicator is fully implemented, instructional staff will have gained specific, targeted support that increased effectiveness of classroom instruction and provided high-quality facilitation of the curriculum.		Paula Cook	06/30/2026
<b>Actions</b>		<b>0 of 1 (0%)</b>		
9/12/23	Analyze monthly data (Data analysis and action planning process for benchmark data, common assessments, Mastery Connect, Navigator Portal reports) created by using the most current data to create meaningful professional development for our instructional staff.		Samantha Bauguss	06/30/2026

Notes: While school performance data analysis is a consistent part of our practice around the delivery of instruction, a system for using classroom observation data to determine professional development is needed. Moving forward into 2025-2026 SY, instructional leaders will utilize multiple data points to plan/deliver targeted professional development sessions to staff. With the addition of a professional development facilitator, instructional staff will also have access to a website where professional learning opportunities can be self-selected or assigned. This will be a focus indicator for 2025-2026.

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Instructional Teams use student learning data to identify students in need of instructional support or enhancement. PLCs will evaluate EVAAS projections to identify students on the verge of excellence and create a plan to support academic growth. (CMS Goal 3 and Guardrail 1)	Limited Development 09/25/2025		
<i>How it will look when fully met:</i>		The EOC PLC will meet monthly for the purpose of reviewing current data. Teachers will have an opportunity to discuss the needs of students enrolled in multiple EOC courses to develop a comprehensive plan of support. Content PLCs will meet bi-weekly for the purpose of planning re-engagement opportunities based upon data reviews of multiple assessments, both formative and summative.		Samantha Bauguss	06/30/2026
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	9/25/25	By providing 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 to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours, content PLCs will meet bi-weekly to plan re-engagement opportunities based on Mastery Connect data dives.		Deidre Dunn	06/30/2026

Notes:

9/25/25	The EOC PLC will meet monthly to review data from Mastery Connect, MVPAs and EVAAS to create a comprehensive plan that supports student growth.		Samantha Bauguss	06/30/2026
<i>Notes:</i>				

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>			
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<b>Effective Practice:</b>	<b>Practice 3B: Provide rigorous evidence-based instruction</b>			
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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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<i>Initial Assessment:</i>	This is a new goal for 2025-2026. The intentional use of cycle planning and the use of data remains at the center of all instructional practices. (CMS Goals 3 and 4, CMS Guardrails 1 and 2)		Limited Development 09/27/2025		
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<i>How it will look when fully met:</i>	The intentional use of cycle planning and the use of data remains at the center of all instructional practices. Teachers will be expected to collect and analyze data daily for the purpose of creating student-specific lessons that re-engage scholars in a way to promote mastery of content standards. (CMS Goals 3 and 4, CMS Guardrails 1 and 2)			Paula Cook	06/30/2026
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<b>Actions</b>			<b>0 of 2 (0%)</b>		
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9/27/25	By providing 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, teachers will utilize multiple data points to ensure the needs of all students are met through re-engagement and extension strategies.		Taylor Conner	06/30/2026
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<i>Notes:</i>				
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9/27/25	PLCs will collaborate weekly for the purpose of planning lessons where student tasks are aligned with the learning targets for the standards.		Deidre Dunn	06/30/2026
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<i>Notes:</i>				
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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>		This is a new goal for the 2025-2026 school year. The majority of teachers have implemented varying degrees of the Capturing Kids Hearts framework. Summer work will include the creation of behavior expectations (called The MANE Code), and self-care sessions for staff. (CMS Guardrails 2, 3 and 4)	Limited Development 09/27/2025		
<i>How it will look when fully met:</i>		The Culture Implementation Team will create, implement and monitor the schoolwide culture plan which promotes and supports the physical, social, emotional, and behavioral health of all school personnel. This will include Capturing Kids Hearts strategies, The MANE Code expectations, and self-care sessions for staff. (Guardrails 2, 3 and 4)		Donald Littlejohn	06/30/2026
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	9/27/25	Provide Duty Free Lunch. All schools are required to provide a minimum of 30 minutes for duty-free lunch period on a daily basis for every teacher under G.S 115C-301.1(a)		Theresa Braswell	06/30/2026
<i>Notes:</i>					
	9/27/25	Capturing Kids Hearts will be consistently used throughout the school to support the social-emotional well-being of staff and students to provide a positive school climate, under CMS regulation. JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (B2.01).		Grace Monk	06/30/2026
<i>Notes:</i>					

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
	E1.05	The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. (5181)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		This is a new goal for the 2025-2026 school year.	Limited Development 09/06/2025		
<i>How it will look when fully met:</i>		The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. Teachers will send weekly classroom updates via Parent Square in order to keep families up-to-date on classroom events and scholar progress. Parents will be encouraged to join the PTA and School Improvement Teams. Invitations to participate in schoolwide events will be shared via Parent Square and social media outlets.		Grace Monk	06/30/2026
<b>Actions</b>			<b>0 of 2 (0%)</b>		
9/25/25	Teachers will send weekly class updates to all families, along with targeted messages tied to academic progress using Parent Square.			Donald Clodfelter	06/30/2026
<i>Notes:</i>					
9/25/25	Increase opportunities for parent engagement through the WCHS PTA and IB Parent Group.			Theresa Braswell	06/30/2026
<i>Notes:</i>					