

Comprehensive Progress Report

Mission:

To empower our students by providing them with the tools and support necessary to be successful in the 21st century.

Vision:

To develop global citizens who are confident and creative problem solvers.

Goals:

A4.01 The percent of students proficient in each of the EOCs for the 2024/2025 school year are English 2 48.3%, Biology 40.9%, Math 1 24.9%, and Math 3 51%. Our goal is to raise the proficiency by 3% each year for the next 4 years. Through data analysis students will receive targeted intervention and enrichment during RISE time.

A 4.06 Students will receive fewer referrals for students out of class, disrespect, disruption, and insubordination. By 2029 referrals for these incidence will have been reduced 5% per year through the implementation of a mentoring program.

B 3.03 All students will be engaged through classroom instruction. Administrative walkthroughs will document if there is student engagement for all Bullseye walkthroughs and by the end of the 2026 year there will be engagement in 75% of walkthrough observations. This will increase 5% per year for the next 4 years.

D 1.02 EL Student vocabulary will be enhanced by collaboration between teachers and ESL staff and EL students will increase the percent of students proficient on EOC exams from 14% to 24% by May 2029.



! = 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
Initial Assessment:			2025 / 2026 The principal and administrative team, to include the instructional coach, complete walk through observations of teachers during class and leave feed back using the <i>Bullseye</i> system.	Limited Development 09/24/2025		
How it will look when fully met:			When fully implemented the administrative team will conduct a walkthrough observation of each teacher weekly and leave feedback in Bullseye. Teachers who do not demonstrate engagement in 3 consecutive observations will be given resources or instructional coaching to increase student engagement. The data in Bullseye will show student engagement in 75% of observed classrooms by the end of the 2026 school year and the percent will increase by 5% per year for 4 years so that the team will observe engagement in 95% of classrooms at the end of 2029.		Frederick Clarida	05/28/2029
Actions				0 of 3 (0%)		
	9/24/25	The administrative team will complete observational walkthroughs and leave teacher feedback in Bullseye.			Frederick Clarida	05/15/2026
Notes:						
	9/25/25	Global data on engagement will be shared by the principal at each faculty meeting.			Frederick Clarida	05/15/2026
Notes:						
	9/25/25	The administrative team will refer teachers to the instructional coach for assistance in designing engaging lessons.			Frederick Clarida	05/15/2026
Notes:						

	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
Initial Assessment:			Within the 2023-24 school year, our school identified the following resource inequity, (insert inequity), as a result, our school plans to mitigate this inequity by (insert action). Currently at the start of 2025-2026	Limited Development 10/05/2025		
How it will look when fully met:			Each teacher with a student identified as EL will provide to the ESL staff academic vocabulary words to be used during focused EL instruction.		Stephanie McMillan-Dorman voted in 25/26	05/28/2029
Actions				0 of 2 (0%)		
	10/13/25		Each semester the teachers will use Ellevote to determine if they have students in the EL program. If the teacher has EL students, the teacher will provide the ESL staff with vocabulary words relating to each unit of instruction.		Stephanie McMillan-Dorman voted in 25/26	05/28/2027
<i>Notes:</i> Dr. Dorman will ensure that the teachers are aware of their responsibility to provide unit vocabulary.						
	10/13/25		A shared drive will be created to provide unit vocabulary to the ESL staff from the teachers. Monthly the folder will be checked to see that there is current vocabulary.		Ginean Royal Appointed 25/26	05/28/2027
<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

Initial Assessment:	2025/2026 Core teachers have common planning based on subject and PLC has returned to planning time. Teachers give county created progress checks every 3 weeks and analyze the data in SchoolNet to identify students who need remediation and enrichment. 2024 / 2025 District has created common formative assessments and pacing guides for the core curriculum. Mrs. Royal is creating a system to pullout students who are not succeeding at the CFA for additional instruction. PLC moved to after school, Tuesday or Wednesday by department and facilitated by administrators. Data is collected in documents by subject area in a Shared Google Drive. Teachers meet in PLC's to identify students who need enrichment or more instruction on standards. Teachers then plan a way to meet those student needs. In 2021 / 2022 we returned to face to face PLC meetings. A new teaching coach was hired to replace the previous one who was promoted to assistant principal. The PLC meetings are held during common planning time each Tuesday for core classes (Social Studies, English, Math, and Science) and the other subjects must work out their meeting times. Within the subject the teachers create teams for each class (biology or math 2) create and administer common formative assessments. The assessments take place every 3 weeks during the school year and the data from the assessment is analyzed and discussed by the team. Students are then given remediation or enrichment depending on their demonstrated mastery. The data and plans for the PLC are maintained in a shared Google Drive and monitored by the instructional coach. Teachers have requested further training in the PLC process, particularly the teachers who are new to the building since 2020.	Limited Development 10/29/2021		
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How it will look when fully met:		RISE will be used effectively for student remediation and enrichment. Students will be grouped based upon data from progress checks, other formative assessments, including teacher observation, summative assessments, and EVAAS and given relevant, standards based work. The percent of students proficient in each of the EOCs for the 2024/2025 school year are English 2 48.3%, Biology 40.9%, Math 1 24.9%, and Math 3 51%. Our goal is to raise the proficiency by 3% each year for the next 4 years.		Stephanie McMillan-Dorman voted in 25/26	05/15/2026
Actions			0 of 3 (0%)		
11/15/24	Classroom walk-through observations by the administrative team will be extended to RISE time to observe teachers using data informed grouping.			Frederick Clarida	05/15/2026
<i>Notes:</i>					
11/15/24	MTSS Team Meets Monthly 3rd Thursday			Frederick Clarida	05/15/2026
<i>Notes:</i>					
9/25/25	Teachers will include RISE specific lessons in the weekly lesson plans.			Ginean Royal Appointed 25/26	05/15/2026
<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
Initial Assessment:			Teachers have access to the guidance department and the school social worker. In addition, we have a family / life instructor as part of our military connection. The school is using the resources from "Say Something." to allow students access to additional resources. Teachers have indicated a desire to have more training in how to best integrate SEL into their classes. 23/24 Character Strong is available to all the teachers to use in their classrooms. Mr. Bacong created lesson plans for SEL to use during RISE time. 24/25 Implement "Leader in me" will begin.	Limited Development 10/29/2021		
How it will look when fully met:			Two mentoring programs will be built to reduce referrals by 2% each year for the next four years. The first program will match students identified as at risk based on retention, behavior referrals, or attendance with an adult in the building for mentoring. The second will pair upperclassmen with freshman for mentoring during their first year of high school.		LaTasha Cromwell	05/15/2027
Actions				0 of 2 (0%)		
	9/25/25	Students will be identified as at risk based upon retention, behavior referrals, and attendance and paired with an adult mentor.			LaTasha Cromwell	05/15/2026
Notes:						
	9/25/25	Upperclass students will be paired freshman to mentor them for their first year of high school			LaTasha Cromwell	05/15/2027
Notes:						