

## Comprehensive Progress Report

**Mission:**

Maximize academic achievement and help build better citizenship for every student.

**Vision:**

Provide a platform to graduate successful, engaged, conscientious citizens into a global society.

**Goals:**

The percent of high school students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Math 1 EOC (grades 9-12) will increase from 6.8% in SY2021-22 to 15.9% in SY2022-23 and 25% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of graduates earning a state high school endorsement will increase from 34.3% in SY2021-22 to 54.7% in SY2022-23 and 75% in SY2023-24. (Aligns to A4.16 and CMS Goal 3))

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 14.4% in SY2021-22 to 9.4% in SY2022-23 and 4.4% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)

Duty-Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)

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 providing 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)

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)

We will meet or exceed the expected Educator Value-Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

The percent of students reporting a positive self-engagement will increase from 19% on the Fall 2021 Panorama Screener (in Grades 6-12) to 29.5% in SY2022-23 and 40% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)



! = Past Due Objectives

KEY = Key Indicator

|                            |              |   |                              |                    |                    |  |
|----------------------------|--------------|---|------------------------------|--------------------|--------------------|--|
| <b>Core Function:</b>      |              | <b>Dimension A - Instructional Excellence and Alignment</b>   |                              |                    |                    |  |
| <b>Effective Practice:</b> |              | <b>Curriculum and instructional alignment</b>   |                              |                    |                    |  |
| <b>KEY</b>                 | <b>A2.04</b> | <b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b> | <b>Implementation Status</b> | <b>Assigned To</b> | <b>Target Date</b> |  |

**Initial Assessment:**

We will ensure we are providing standards-aligned instruction using our district curricula and resources in all subject areas. We will be utilizing the Canvas platform as well as other district-provided resources. Supporting teachers in the implementation of their curriculum through multiple delivery models will be a priority for us.

In terms of PLCs and planning:

100% of the PLCs meet twice a week to discuss and unpack standards, create common assessments, and craft standards-aligned units of study and daily lessons.

Duty-Free Instructional Planning Time for Teachers: The NC SBE's statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week (A2.04).

The Master Schedule has been created to allow common planning times in core subject areas.

We will use IB and general school funds to purchase support for standards-aligned instruction:

subs for extended planning

any additional platforms/digital tools purchased (ex: Turn it In)

PD or resources including positions related to instruction and curriculum implementation (ex: Facilitator for instruction)

Extended Employment funds used for instruction or curriculum development (ex: tutoring, credit recovery, attendance recovery, and Saturday courses)

Enrichment/Off-Campus Learning Opportunities

Limited Development  
08/11/2022

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| <p><b>How it will look when fully met:</b></p> | <p>This indicator will be fully met when the following criteria are consistently implemented throughout the entire school in an in-person setting:</p> <ul style="list-style-type: none"> <li>Implementation of district curricula with integrity</li> <li>Evidence of the Core Actions</li> <li>Strong PLC processes and procedures in a place rooted in backward design/instructional planning approach</li> <li>Collaborative PLCs with lessons and strategies being modeled regularly</li> <li>Differentiation and scaffolds planned intentionally</li> <li>Common vocabulary and academic language being used across content areas and grade levels</li> <li>Discussion around standard alignment and what mastery looks like</li> <li>Student growth and achievement data should be increasing for all subgroups without gaps</li> <li>100% of the PLCs meet twice a week to discuss and unpack standards, create common assessments and craft standards-aligned units of study and daily lessons. PLC leads meet monthly for professional development and leadership moves.</li> <li>Duty-Free Instructional Planning Time for Teachers: Teachers will be assigned one duty on a rotational basis and scheduled to meet PLC planning and school safety requirements.</li> </ul> |  | <p>Stephanie Hood<br/>5/5/2020</p> | <p>06/15/2024</p> |
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| <b>Actions</b> | <b>0 of 1 (0%)</b> |  |  |
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| 8/11/22 | Increase monitoring of data analysis and action planning systems and processes to ensure all teachers adhere to the guidelines set through lead teacher meetings and classroom walkthroughs. |  | Amy Pasko<br>8/7/2020 | 01/24/2024 |
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| Notes: |  |  |  |
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| <b>Core Function:</b> | <b>Dimension A - Instructional Excellence and Alignment</b> |
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| <b>Effective Practice:</b> | <b>Student support services</b> |
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| 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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| <b>Initial Assessment:</b>              | <p>The MTSS team has been established. We have implemented several initiatives to address CORE behavior and academic support. The systems for MTSS implementation have been well developed. Professional development for tiered instructional strategies will be provided throughout the year for teachers.</p> <p>All training and implementation efforts can be accomplished within the current budget.</p>  | Limited Development<br>08/11/2022 |                                     |            |
| <b>How it will look when fully met:</b> | <p>MTSS intervention process will be fully implemented through the use of a variety of several systems. Student progress will be monitored through the Branching Minds Platform for students in grades 9-12 and Mastery Connect.</p> <p>Full implementation of this objective is indicated by the following:</p> <p>Teachers implementing core curriculum with integrity</p> <p>The diverse use of best practices and strategies that address different learning styles and needs</p> <p>Teachers provide students with data to self-monitor progress through the use of Mastery Connect.</p> <p>90% of PLCs use Mastery Connect.</p> <p>Collaboration across general education and support staff (EC, TD, EL, counselors, etc.)</p> <p>67.5% of students will take at least one college-level course by June 2023 an increase from 59.9% the previous year.</p> <p>54.7% of students will receive at least one DPI endorsement by June 2023 an increase from 34.3% the previous year.</p> |                                   | Jazzmin Oates<br>8/24/18            | 06/15/2024 |
| <b>Actions</b>                          |  | <b>0 of 1 (0%)</b>                |                                     |            |
| 8/11/22                                 | Ensuring that we are using district tools for communication and monitoring of our MTSS process.  |                                   | Mark Maleck-<br>Assistant Principal | 01/24/2023 |

Notes:

|                            | 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> |     |       | Implementation of student leadership and student/staff connection opportunities by providing the following:<br><br><ol style="list-style-type: none"><li>1. ButtahFly Girls Group</li><li>2. Viking Men of Honor</li><li>3. Save Promise Club</li><li>4. Freshman Academy</li><li>5. Sophomore Alliance</li><li>6. Viking VIP</li><li>7. Implementing SEL lessons</li><li>8. Sources of Strength Project</li></ol> Currently, general school funding will be used to purchase items to recognize students and staff. | Limited Development<br>08/11/2022 |             |             |

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| <p><b>How it will look when fully met:</b></p> | <p>1. The VIP girls group will have 100% of their participants meet or exceed their predicted scores in Math 1/Math III by January 2023 or May 2023. They will have decreased incidents entered into Powerschool and a decrease in ISS/OSS for the 2022-2023 school year.</p> <p>2. SEL Lessons will be given weekly.</p> <p>3. Bullying Prevention, Title IX, and Say Something App Reporting System training is implemented through computer-based training for faculty and staff, followed by student canvas-based training and classroom discussion.</p> <p>4. Freshman Academy Absenteeism will decrease by 10% for in-cohort Freshmen by January 2023 or May 2023.</p> <p>6. Sophomore Alliance will decrease by 10% for in-cohort Sophomores by January 2023 or May 2023.</p> <p>Full Implementation of this indicator will be as follows:</p> <p>SEL curriculum with the explicit instruction that is being implemented with integrity.</p> <p>Collaboration across general education and support staff (EC, TD, EL, counselors, etc.)</p> <p>Purposeful tiered instruction is being provided</p> <p>Accurate identification of student's needs to be rooted in data</p> <p>Teachers utilize culturally relevant and culturally proficient strategies, language, and practices</p> <p>A safe and welcoming environment is provided for all students</p> |                           | <p>Jazzmin Oates<br/>8/24/18</p> | <p>06/15/2024</p> |
| <p><b>Actions</b></p>                          |   | <p><b>0 of 2 (0%)</b></p> |                                  |                   |
|  | <p>8/11/22 Sources of Strength Project will be implemented for staff and students to prevent suicide and strengthen Social and Emotional awareness.</p>   |                           | <p>Stephen Taperek</p>           | <p>01/24/2023</p> |
|  | <p><i>Notes:</i></p>  |                           |                                  |                   |
|  | <p>8/11/22 Expansion of the SEL committee to develop opportunities for student and staff wellness.</p>  |                           | <p>Torie Wheatley</p>            | <p>01/24/2023</p> |

Notes:

|                            | 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> |     |       | <p>We have developed a variety of transition plans to support student progress from grade to grade and level to level including:</p> <ol style="list-style-type: none"><li>1. High School counselors and EC Teachers meet with Middle School counselors meetings for vertical alignment of an appropriate plan of articulation of students.</li><li>2. Spring meetings with feeder school for exposure to the programming offered.</li><li>3. Magnet and Viking Training Camp Orientation provided for incoming Freshman</li><li>4. Developed a Master Schedule created to include common planning across core content areas to provide an opportunity for verticle alignment across grade levels.</li><li>5. During the Master Schedule creation teachers provided input for course recommendations and student placement for higher level course work.</li><li>6. In the IB Program Development Plan a goal was added to increase the number of students moving from MYP to DP/CP</li><li>7. Continued implementation of the Freshman Academy and Sophomore Alliance to ensure students are progressing academically and behaviorally.</li></ol> | Limited Development<br>08/11/2022 |             |             |

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| <b>How it will look when fully met:</b> | When this objective is fully met our Master schedule will continue to have intentional planning time to focus on grade-to-grade and level-to-level transitions. Promotion rates and graduation rates will exceed district standards. The goals set for increased participation in Advanced Course work and Highschool endorsement will exceed district goals. |                    | <b>Amy Pasko<br/>8/7/2020</b>       | <b>06/15/2024</b> |
| <b>Actions</b>                          |   | <b>0 of 1 (0%)</b> |                                     |                   |
| 8/11/22                                 | <p>Increase the number of Vertical planning opportunities by providing the following:</p> <ol style="list-style-type: none"> <li>1. Quarterly Meetings with Middle School Counselors at our feeder school</li> <li>2. Add Vertical planning to our meeting schedule.</li> </ol>   |                    | Misty Sweat-<br>Assistant Principal | 01/24/2023        |
| <i>Notes:</i>                           |   |                    |                                     |                   |



| Core Function:                          |         | Dimension B - Leadership Capacity  |                                   |                                     |             |
|---|---------|--|-----------------------------------|-------------------------------------|-------------|
| Effective Practice:                     |         | Monitoring instruction in school   |                                   |                                     |             |
| 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>              |         | <p>The administration, instructional support, and teacher leaders monitor classroom instruction through walkthroughs and formal evaluations on a regular schedule. All expectations and processes for planning and instructional delivery have been established, however, we are updating our processes based on data. Monitoring content-based work and reinforcing effective instructional practice is a priority focus.</p> <p>If funding is needed general funds will be used to support this objective/indicator.</p>   | Limited Development<br>08/11/2022 |                                     |             |
| <i>How it will look when fully met:</i> |         | <p>This objective is fully met when school leaders, teachers, and staff maintain a relentless focus on instruction. Regular, short classroom observations will give school leaders opportunities to view instruction throughout the school. School leaders will provide support to teachers regarding performance through formal and informal communication methods to create a cycle of continuous improvement.</p> <p>Full implementation of this objective will be indicated by the following:</p> <p>Principal is highly visible and regularly present in classrooms and PLCs both in-person and virtually.</p> <p>Teachers receive meaningful feedback on their practice consistently from the principal and school leaders throughout the year from formal and informal observations and walkthroughs</p> <p>Principal is an instructional leader who fosters strong collaborative practices and processes that ensure all students are engaged in standards-aligned instruction</p> <p>Principal and school leaders engage in a regular coaching cycle with staff; communication and feedback is transparent, honest, and rooted in best practice</p> |                                   | Jazzmin Oates<br>8/24/18            | 06/15/2024  |
| <i>Actions</i>                          |         |  | 0 of 2 (0%)                       |                                     |             |
|   | 8/11/22 | Implementation of Coaching and Feedback structures and processes   |                                   | Mark Maleck-<br>Assistant Principal | 01/24/2024  |

Notes:

8/11/22 Implement PLC processes for data analysis and instructional strategies including but not limited to interventions, engagement strategies, and standard alignment.

Jazzmin Oates  
8/24/18

01/24/2024

Notes:

**Core Function: Dimension E - Families and Community**

**Effective Practice: Family Engagement**

| 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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| <i>Initial Assessment:</i> |  | <p>All staff regularly communicate with families about our expectations of them and the importance of the curriculum of the home through a variety of methods. These methods include conferences, grade-level meetings, parent information sessions, individual contact, and external media sources. Teachers help each student's family to be aware of what they can engage in outside of school to encourage their child's academic success at each age and grade level. The following list is some of the established protocols for communication with parents.</p> <ol style="list-style-type: none"> <li>1. Weekly Viking Vine parent newsletter</li> <li>2. Weekly Connect messages</li> <li>3. Open House</li> <li>4. IB Parent Information sessions</li> <li>5. Magnet program parent nights (2x per semester)</li> <li>6. Quarterly In-person/ Virtual Parent University Meetings</li> <li>7. Remind messaging system</li> <li>8. Combined PTSA Meetings and Viking Talks</li> </ol> <p>As needed general school funds will be used to purchase other communication tools to ensure communication within the school community.</p> | Limited Development<br>08/11/2022 |  |  |
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| <p><b>How it will look when fully met:</b></p> | <p>The connection between the school and the home will be focused on engaging families in their child's academic progress. A consistent message of expectations is communicated through direct contact and through external media. Effective parent engagement will be comprehensive in nature, with the school consistently interfacing with parents consistently over the course of the school year.</p> <p>Full implementation of this objective will be met by the following indicators:</p> <p>Consistent two-way communication tool is being leveraged</p> <p>Collaborative relationships; all voices matter</p> <p>Resources and support are made available to parents regularly in support of student learning</p> <p>Language is not a barrier; open access</p> <p>Transparent communication</p> <p>Parent survey results are high in participation and engagement</p> |                           | <p><b>Stephanie Hood</b><br/><b>5/5/2020</b></p> | <p><b>06/15/2024</b></p> |
| <p><b>Actions</b></p>                          |   | <p><b>0 of 1 (0%)</b></p> |  |                          |
| <p>8/11/22</p>                                 | <p>We will provide equitable systems and processes to increase parent and community engagement by providing the following opportunities:</p> <ol style="list-style-type: none"> <li>1. Quarterly Parent University</li> <li>2. Use of our Bi-lingual family advocate</li> <li>3. Use of a variety of communication tools ie. Remind, Connect Ed, Social Media</li> </ol>  |                           | <p>Amy Pasko<br/>8/7/2020</p>                    | <p>01/24/2023</p>        |
| <p><i>Notes:</i></p>                           |   |                           |  |                          |