


Comprehensive Progress Report

Mission: Our mission is to deliver high-quality education that equips students with the knowledge, skills, and mindset needed for lifelong success. We are committed to placing students at the center of every decision, using data to guide improvements, and fostering a culture of continuous learning. Through dedicated teaching, strong partnerships with families, and a disciplined approach to operations, we aim to close achievement gaps and inspire academic excellence. We take responsibility for every student's progress and hold ourselves to the highest standards of performance and integrity.

Vision: We envision a school community where every student is empowered to succeed academically and personally through a supportive, disciplined, and caring environment. Our vision is to be the top choice for families by cultivating excellence in education and character development. We aim to foster a culture where resilience, growth, and high expectations are the norm, not the exception. By aligning our daily actions with integrity and student focus, we aspire to create lasting impact beyond the classroom.

- Goals:**
- Goal 1: Eliminate opportunity gaps by 2027
 - Goal 2: Improve school and district performance by 2027
 - Goal 3: Increase Educator preparedness to meet the needs of every student by 2027

 Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator

Core Function:			NC SBE Goal 1:			
Effective Practice:			Eliminate opportunity gaps by 2027			
		G1.01	School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.(7390)	Implementation Status	Assigned To	Target Date
Initial Assessment:			In 2023-2024 we implemented NHA's Behave with Care behavior framework and data collection system. Behave with Care tracks both positive and negative behaviors and directly emails parents as incidents are recorded. We hold bi-annual professional development on this program and have monthly grade level meetings to discuss data. We have 2 ABSS positions this year to increase support for teachers and students. All classrooms review student behavior expectations and handbook rules at BOY. Each classroom develops a social contract that remains posted and is referred to as needed. We implement BSP plans for students with over 10 referrals in 20 days. We offer incentive programs and recognition assemblies for students who receive positive behavior points.	Limited Development 10/08/2024		
How it will look when fully met:						
Actions						
Notes:						
		G1.02	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:			We added NWEA testing this year to better see specific needs across K-12. We use MClass data in K-3 to monitor student progress in Reading. The NHA curriculum offers common assessments on ELA and Math standards that align with NC Check-Ins and EOGs. We use these data sources to determine which students are served by our Reading and Math Interventionists and which students will be served by classroom teachers. We have Intervention blocks across K-8 which offer 45 minutes of math or ELA support to all identified students. Our MTSS team also works with all teachers to monitor which students need Tier 3 support. The MTSS team is also part of our SIT team.	Limited Development 10/08/2024		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>Objective - integrated data-based problem solving for student attendance, academic, behavior, and social and emotional outcomes occurs across areas and grade levels.</p> <p>Yearly goal - Integrated data-based problem solving by a team occurs:</p> <ul style="list-style-type: none">• in at least 3 areas• in at least 75% of grade levels• at least two tiers. <p>Evidence: Meeting minutes from data-based, problem solving meetings (i.e., SIT, MTSS leadership team, PLC/Grade level/Department meetings, etc.) indicate problem solving is occurring</p> <ul style="list-style-type: none">• Observation of data-based problem solving occurring with fidelity• Multiple sources of data used• Formal decision rules			Misty Griffon (2024)	06/05/2026
Actions			1 of 2 (50%)		
6/23/25	A new Dean will be placed in charge of MTSS monitoring and feedback to ensure consistency between all grade levels.		Complete 06/23/2025	Jordan Bovais (2024)	07/01/2024
Notes:					
10/24/24	Have regular MTSS meetings to discuss student need.			Misty Griffon (2024)	06/06/2026
Notes:					
Implementation:			06/23/2025		
Evidence	6/23/2025				

<i>Experience</i>	6/23/2025			
<i>Sustainability</i>	6/23/2025			

Core Function:	NC SBE Goal 2:
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Effective Practice:	Improve school and district performance by 2027
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		G2.01	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:			Our staff use SchoolConnect to communicate with all parents, sending weekly newsletters and additional information regarding curriculum and ways parents can support students. Our principal also communicates weekly via phone messages and email. We have bi annual conferences with parents and offer open house/walk the schedule in the fall. We do Voice of the Parent surveys in both the fall and spring to receive parent feedback.	Limited Development 10/08/2024		
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How it will look when fully met:			<p>Goal: Create and environment where families feel valued a welcome</p> <p>Actions:</p> <p>Increase communication from leadership and staff so that families become more familiar with staff members and their roles.</p> <p>Monthly opportunities for families to engage with school community</p> <p>Meaningful volunteer opportunities offered in all three buildings.</p> <p>Evidence: VOP survey improvement from Fall to Spring</p>		Taishika Knight (2024)	06/05/2026
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Actions				0 of 1 (0%)		
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10/24/24	Home and School Connection Meetings Virtually and/or in person to allow for family feedback and employees interaction with home				Taishika Knight (2024)	06/05/2026
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Notes:

		G2.02	Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students.(5106)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our K-8 curriculum has been chosen by NHA to align with state standards, allow for multiple pathways and address the needs of every learner. Each unit and lesson offers research based practices and modifications for EL/IEP students. We use formative assessments bi-weekly to monitor student progress. This allows us to adjust pacing if necessary and also implement NHA 'Response to Data' action plans for struggling students. NHA provides intervention resources to reduce barriers to access for students who need additional support.	Limited Development 10/08/2024		
How it will look when fully met:						
Actions						
Notes:						

Core Function:	NC SBE Goal 3:
Effective Practice:	Increase Educator preparedness to meet the needs of every student by 2027

		G3.01	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
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Initial Assessment:	Each year we use the EOG aggregate data to inform our SIT and professional development needs. Once those overall needs are identified, the school administration team looks at achievement data and observation data monthly. Assessment data is discussed weekly by grade level teams and monthly by subject area PLCs to pinpoint classroom needs. The Deans conduct regular 15-30 minute observations of teachers, either weekly, bi-weekly or monthly depending on identified need.	Limited Development 10/08/2024		
How it will look when fully met:	<p>Establish consist, data driven decision making process by regaularly reveiwing school performance data and calssroom observation data.</p> <p>Action Step:</p> <p>Schedule monthly review of school wide performance data by subject and grade band (PLCs)</p> <p>Use data analysis to identify patterns in student performance.</p> <p>Use data analysis to determine professional development needs</p> <p>Schedule monthly review of classroom observations (Deans)</p> <p>Use data analysis to determine coaching and professional development needs.</p> <p>Evidence:</p> <p>PLC meeting minutes</p> <p>Observation Checklists</p> <p>PD sign-in sheets</p>		Allison Mabe (2024)	06/05/2026
Actions		0 of 1 (0%)		
10/24/24	Weekly PLC meetings with staff and leadership		Allison Mabe (2024)	06/06/2026
Notes:				

		G3.02	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our Deans are trained to coach and model specific teaching strategies to all teachers. Deans meet weekly or bi-weekly with their direct reports to discuss what coaching is needed. In addition, NHA provides content leaders who provide additional coaching to Deans and teachers in both the fall and spring. Our teachers	Limited Development 10/08/2024		
How it will look when fully met:						
Actions						
Notes:						