

Comprehensive Progress Report

Mission: Our mission is to develop students' capacity to:
 Think with discernment and ingenuity
 Communicate with empathy and tolerance
 Act with integrity and purpose

Vision: *CSS students will use humanity to be effective communications, critical thinkers, collaborators and creators who impact the ever changing global society.*

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



! = 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:

Charlotte Secondary has updated it's parent/student handbook and Board Discipline Policy to create and outline tiered expectations and consequences. Students, parents and staff all have access to all documents. These documents were reviewed during the first week of school with all students. On the CSS website, we have a parent resource tab where these specific documents are located a long with the Parent Bill of Rights document.

The school counselor at CSS will conduct assemblies to address the social and emotional needs of students and the school. She will provide social and emotional support in small groups as well as on an individual basis. The level of support will be tiered based on school, grade level or school wide needs.

CSS has partnerships with outside Mental Health agencies for students and parents who have greater social and emotional needs. Both agencies work with CSS and their families on accommodating schedules that best meets the needs of the family. Students are offered in-person and/or virtual meetings.

Limited Development
10/21/2024

<p>How it will look when fully met:</p>	<p>101When CSS has fully met its behavioral objective, a positive, respectful, and collaborative culture will be evident in the total school environment. Students will demonstrate self-control and respect others, both in the classroom and during unstructured times like lunch and transitions. Teachers and administrative staff will observe that students are engaged in learning, with minimal disruptions and can work in collaborative groups. Students will utilize problem solving skills that lead to a safe, kind and inclusive environment. Students will feel safe and a sense of community. Students will take accountability for their actions and provide solution that solve their problems. The overall school culture will be productive, respectful and the school community will demonstrate school pride.</p> <p>Evidence will be surveys, discipline reports, reduction in the number of OSS</p>		<p>Bob Joseph (elected 2024)</p>	<p>06/30/2027</p>	
<p>Actions</p>		<p>0 of 2 (0%)</p>			
<p>11/2/24</p>	<p>Middle and high school students will participate in school assemblies which will address the behavioral needs of the school.</p>		<p>Clevonne Phelps (elected 2024)</p>	<p>06/15/2025</p>	
<p><i>Notes:</i></p>					
<p>11/4/24</p>	<p>SEL lessons will be delivered based on the needs of the school.</p>		<p>Clevonne Phelps (elected 2024)</p>	<p>06/15/2025</p>	
<p><i>Notes:</i></p>					
	<p>G1.02</p>	<p>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)</p>	<p>Implementation Status</p>	<p>Assigned To</p>	<p>Target Date</p>

<p>Initial Assessment:</p>	<p>For the 2024-25 school year, CSS went to a 4-day school week for students and a 5-day work week for teachers. Students attend school Monday through Thursday. Fridays are designated for teachers and administrators to analyze student data. Assessments such as tests, quizzes, and exit tickets are examined to identify error trends in student work. During this time teachers meet individually with an administrator to review data on that weeks standards. Error trends are identified and lesson plans are adjusted to resolve these errors. These lesson adjustments are presented in the following weeks class time and designated daily intervention time. During each teachers individual time, teachers are required to have lesson plans, pacing guides and that weeks completed standards as well as a graded formal and/or informal assessments. Administrators complete the Friday Data Meetings sheet for accountability.</p> <p>Fridays are also reserved for vertical alignment, cross curricular instruction and planning and professional development. General education and special education teachers who co-teach have designated time for planning and differentiating instruction to meet the needs of all our students.</p> <p>Administrators conduct classroom walkthroughs on a daily basis to observe teacher's classroom management, lesson delivery, and accountability in addressing error trends discussed in Friday Data Meetings. Each classroom teacher who teaches a tested subject, will have a walkthrough at a minimum of once every two weeks. These walkthroughs provide consistency across all classrooms, regarding expectations of both teachers and students.</p>	<p>Limited Development 10/21/2024</p>		
<p>How it will look when fully met:</p>	<p>When fully met, CSS's report card grade will improve to a letter "C" or better. CSS will use End of Grade and End of Course assessments, improved proficiency scores, met or exceeded growth in all tested subjects to determine completion of this indicator.</p>		<p>JoHannah Miller (elected 2024)</p>	<p>06/15/2027</p>
<p>Actions</p>		<p>1 of 2 (50%)</p>		
<p>10/21/24</p>	<p>Create Power Hour Intervention Time into Master Schedule.</p>	<p>Complete 10/21/2024</p>	<p>JoHannah Miller</p>	<p>08/01/2024</p>
<p>Notes:</p>				

10/21/24	Implement weekly data dives in order to increase student outcomes.		Bob Joseph (elected 2024)	05/30/2025
<i>Notes:</i>				

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:	<p>CSS is committed to keeping parents informed and engaged by providing regular updates on curriculum, learning objectives, and expectations. CSS has on-going communication with parents via Talking Points, emails, phone calls and face-to-face scheduled conferences. At the beginning of the year, parent, teachers and students sign a learning compact. This learning compact outlines each stakeholder's responsibility. On the Charlotte Secondary's website, we have created a parents resource page. On this page, we have shared websites and learning resources that parents can use at home. During curriculum night, parents can sit in their students classes to learn standards their students will be learning. Teachers share their class syllabus which outlines learning targets and objectives.</p>	Limited Development 10/21/2024		
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How it will look when fully met:	<p>Parent expectations are outlined in the Student/Parent Handbook. Progress reports are sent home biweekly and report cards are sent home quarterly. Behavioral logs are kept. Behavioral calls are made at home for referrals. Proactive calls are made to homes are contacted regarding attendance and regarding failing grades. Encouragement of parental involvement is encouraged through Talking Points platform to alert families on how they can be involved in volunteering, donating, participation in school events, etc.</p>		Daphne Pauldin (elected 2024)	06/15/2027
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Actions		0 of 2 (0%)		
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11/2/24	All parents will have access to Talking Points.		daphne pauldin (elected 2024)	06/15/2025
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<i>Notes:</i>						
11/2/24	The school website will maintain and update the parent resource page.			Theresa Joseph (elected 2024)	06/15/2025	
<i>Notes:</i>						
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
<i>Initial Assessment:</i>	General and special education teachers work together to develop meaning lessons to meet the needs of all students. Teachers plan units or activities that promotes flexibility, allowing teachers to address various learning goals in their classroom. Through differentiated instruction, scaffolded activities, and inclusion model, these approaches help ensure that AIG, ELL, and IEP students all have meaningful access to learning experiences tailored to their unique needs. This goal will continuously be supported through professional development			Limited Development 11/04/2024		
<i>How it will look when fully met:</i>	When fully met, CSS's report card grade will improve to a letter "C" or better. CSS will use End of Grade and End of Course assessments, improved proficiency scores, met or exceeded growth in all tested subjects to the mentioned sub groups to determine completion of this indicator.				Charmelle Thomas (elected 2024)	06/15/2027
Actions				0 of 2 (0%)		
11/4/24	General and special education teachers will participate in lesson planning to ensure the needs of all students are being met.				Jessica Garris Wilson (elected 2024)	06/15/2025
<i>Notes:</i>						
11/4/24	Teachers will participate in professional development around differentiated instruction.				Charmelle Thomas (elected 2024)	06/15/2025
<i>Notes:</i>						
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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<p>Initial Assessment:</p>	<p>For the 2024-25 school year, CSS went to a 4-day school week for students and a 5-day work week for teachers. Students attend school Monday through Thursday. Fridays are designated for teachers and administrators to analyze student data. Assessments such as tests, quizzes, and exit tickets are examined to identify error trends in student work. During this time teachers meet individually with an administrator to review data on that weeks standards. Error trends are identified and lesson plans are adjusted to resolve these errors. These lesson adjustments are presented in the following weeks class time and designated daily intervention time. During each teachers individual time, teachers are required to have lesson plans, pacing guides and that weeks completed standards as well as a graded formal and/or informal assessments. Administrators complete the Friday Data Meetings sheet for accountability.</p> <p>Fridays are also reserved for vertical alignment, cross curricular instruction and planning and professional development. General education and special education teachers who co-teach have designated time for planning and differentiating instruction to meet the needs of all our students.</p> <p>Administrators conduct classroom walkthroughs on a daily basis to observe teacher's classroom management, lesson delivery, and accountability in addressing error trends discussed in Friday Data Meetings. Each classroom teacher who teaches a tested subject, will have a walkthrough at a minimum of once every two weeks. These walkthroughs provide consistency across all classrooms, regarding expectations of both teachers and students.</p>	<p>Limited Development 11/02/2024</p>		
<p>How it will look when fully met:</p>	<p>When fully met, CSS's report card grade will improve to a letter "C" or better. CSS will use End of Grade and End of Course assessments, improved proficiency scores, met or exceeded growth in all tested subjects to determine completion of this indicator.</p>		<p>JoHannah Miller (elected 2024)</p>	<p>06/15/2027</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>11/2/24</p>	<p>Accountability sheet will be created for weekly data meetings.</p>		<p>Bob Joseph (elected 2024)</p>	<p>01/15/2025</p>
<p>Notes:</p>				

11/2/24	Accountability sheets will be developed for Walk throughs.		Daphne Pauldin (elected 2024)	01/15/2025	
<i>Notes:</i>					
11/2/24	Teachers and administrators will participate in weekly data meetings.		Bob Joseph (elected 2024)	06/15/2025	
<i>Notes:</i>					
	G3.02	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		CSS is dedicated to the growth and success of our teachers and staff by providing high-quality, ongoing, differentiated professional development. We understand that student growth and proficiency are connected to the professional development of the teachers who deliver their instruction. Our professional development is relevant and tailored to meet the needs of our school. CSS has designated Friday's to invest in our teachers professional growth, strengthen our ability to deliver standard aligned education, plan evidence based interventions based on analyzed data and to foster a collaborative school culture.	No Development 11/04/2024		
<i>How it will look when fully met:</i>		When fully met, CSS's report card grade will improve to a letter "C" or better. CSS will use End of Grade and End of Course assessments, improved proficiency scores, met or exceeded growth in all tested subjects to determine completion of this indicator.		Daphne Pauldin (elected 2024)	06/15/2027
Actions			0 of 2 (0%)		
11/4/24	Administration will create surveys to acquire teachers input for professional development.		Charmelle Thomas (elected 2024)	06/15/2025	
<i>Notes:</i>					
11/4/24	Administration will have on-going professional development around data driven instruction.		Angela McMurchie (elected 2024)	06/15/2025	
<i>Notes:</i>					