

Comprehensive Progress Report

Mission:

The mission of Stewart Creek High School is to help at risk students earn a standard high school diploma and prepare for post-secondary success.

Vision:

The vision of Stewart Creek High School is to provide quality education to all students regardless of their life circumstances, recognizing that at risk students have different needs, learn at different rates, and have diverse learning styles which cause many of these at risk students to drop out of school.

Goals:

85% of students attending Stewart Creek High School, for one semester or longer, will demonstrate reading growth of at least one full year using the Reading Plus program.

All students attending for one+ semesters will increase per semester credit earning rate as compared to their successful credit earning rates prior to entry to the school. Students will only receive credit for a course if they are able to successfully complete the class earning a "C" or higher as the final grade in that course.

Percent of students attending for one semester or longer who achieve a cumulative GPA of 2.0+ or who improve their cumulative GPA by 0.5 grade points will be higher when compared to the percent of these students who entered the school with a GPA of 2.0+.

80% of students attending Stewart Creek High School, for one semester or longer, will demonstrate math growth of at least one full year using the Gains math assessment.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		During the 2018-2019 school year, in some classrooms the rules were enforced and behaviors were managed well and in others the students were able to not meet some of the expectations due to the novice nature of some of our teachers.	Limited Development 03/18/2019		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		100% of our classroom teachers will have a complete understanding of the expectations of rule and procedures and the expectations of effective classroom management will be fully implemented. This will be evident by the seating charts for all classes, posted rules and expectations for assistance and resets and student logs indicating when students are entering and exiting the classroom.	Objective Met 10/16/19	Tamara Wynn	06/28/2021
Actions					
3/18/19	All teachers will have a log for students to sign when they are in need of assistance or have questions for the classroom teacher.	Complete 08/19/2019	Tamara Wynn	06/28/2020	
<i>Notes:</i> Ms Wynn will develop the log and spot check the usage of the logs but it will be the classroom teachers task to insist that it is used.					
3/18/19	All teachers will receive a copy of the expectations that all students will meet to get assistance on assignments and quizzes.	Complete 08/19/2019	Tamara Wynn	06/28/2020	
<i>Notes:</i> Ms Wynn will monitor the usage of these procedures in the classroom.					
9/30/19	All teachers (as needed) will develop a seating chart in the classroom that will updated based on where the students are most productive. nts.	Complete 10/09/2019	Tamara Wynn	06/30/2020	
<i>Notes:</i> The teachers will create the seating chart however Ms Wynn will check on the usage and how often the seating chart is updated to accommodate new stude					
<i>Implementation:</i>			10/16/2019		
<i>Evidence</i>		10/09/2019 The Assistant Principal collects and monitors the classroom seating charts. Seating charts are updated as needed based on students' behaviors.			

Experience	10/09/2019 All teachers have been given instructions and guidelines for implementing classroom management seating charts.			
Sustainability	10/09/2019 The Assistant Principal will continue to monitor the effective use of the seating charts in the classrooms.			

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Curriculum and instructional alignment			
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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
<i>Initial Assessment:</i>		North Carolina has adopted and amended the new NC Standard Course of Study which provide focus on in-depth critical-thinking and problem solving skills. Our school ensures that the core instructional program provided by Apex Learning and strategies are directly correlated to the adopted curriculum. Apex Learning courses serve as the school’s primary curriculum and provides foundational, comprehensive, honors, and advanced placement courses. Apex Learning (accredited by the Commission on Schools of the Northwest Association of Accredited Schools) provides comprehensive online instructional content aligned to the North Carolina Standards.	Full Implementation 03/18/2019		

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Student support services			
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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
<i>Initial Assessment:</i>		Upon enrollment all students develop an Individual Success Plan which includes a graduation plan that reflects the classes that they need to meet their graduation goals. These plans are used to help teachers schedule students for classes and offer instruction that is aligned to the individual needs of the students. Teachers are also given 504 plans, IEPs and ELL plans to assist them in understanding the unique needs of the students in their classrooms.	Full Implementation 03/18/2019		

	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>			<p>The Principal, Assistant Principal, Family Support Specialist, Career Coach, and other school personnel meet with community agencies that provide services to students and families with the goal of encouraging community-based service providers to partner with the school to provide necessary services to students and their families. This link with external sources of supportive services benefit the students in ways listed below:</p> <ul style="list-style-type: none"> ● Providing needed services and resources for students and families, such as: ● Individual, group, and family counseling ● Drug and alcohol abuse prevention ● Crisis intervention ● Mental health evaluations ● Pregnancy counseling and parenting skills ● Probation and truancy services ● Allowing for follow-up and referral to outside agencies as needed ● Having additional role models for students 	Full Implementation 03/18/2019		
	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

Initial Assessment:	All students participate in a 3-day orientation where they meet staff, work with the Career Coach and learn about the educational model, procedures, and school expectations. Students are given intentional plans of support that are progress monitored by the teachers which helps the students with meeting their graduation requirements. As the students get closer to graduation they meet more often with the Career Coach who helps them ensure they are on track and assist them with their post graduation plan and making a successful post secondary transition.	Full Implementation 03/18/2019		
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Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Stewart Creek Charter High School has an established Improvement Team and a management company that provides support and guidance in strategic planning and improvement.	Full Implementation 03/18/2019		
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The Leadership Team and/or School Improvement Team meets monthly to discuss the school's progress toward meeting goals and the implementation of initiatives that make a difference in the lives of the students and staff at the school.	Full Implementation 03/18/2019		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school is current working on a consistent schedule for team meetings that are held with specific targeted staff. At times, outside factors interfere with the schedule and alternative dates are not rescheduled into the calendar. There are several new employees at the school this year and some continuing employees in new roles.	Limited Development 03/18/2019		
<i>How it will look when fully met:</i>		At full implementation the school teams are well established and meeting on a consistent recurring schedule. The meetings will have agendas and next step goals, and will provide evidence of the action items to be uploaded into NCSTAR.		Coralisa Ford	06/30/2021
<i>Actions</i>			0 of 1 (0%)		
	5/1/19	The SIP team will decide which school teams are necessary to improve the functions of the school and then assign school team members.		Coralisa Ford	06/30/2021
<i>Notes:</i>		The teams will be developed at the start of the school year, and an enrollment and retention team will be established and all teams are reviewed at the end of the school year.			

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>		We have informal and formal observations that occur in the classroom with the teachers and recorded in the IObservation platform. This platform is a place where teachers and school leaders can review and discuss the outcomes of walkthroughs and observations.	Full Implementation 03/18/2019		

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
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	
<i>Initial Assessment:</i>		All school personnel have access to school-wide and classroom data this is updated. daily. Currently teachers and staff "can" review the data but there is no specific plan of action for any part the data and the data is not reviewed regularly on any recurring schedule.	Limited Development 03/18/2019			
<i>How it will look when fully met:</i>		At full implementation a school-wide data dive will be conducted to review the data and make decisions about what needs to be done to ensure continuous school improvement is occurring.		Tamara Wynn	06/28/2020	
Actions			0 of 1 (0%)			
	3/18/19	Set up meetings to review the data reports, school daily reports and the progress towards the goals set by Option-C Accountability.		Tamara Wynn	06/30/2021	
<i>Notes:</i>						

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date	

Initial Assessment:

The steps in the recruitment and hiring process generally follow the steps below, but may be modified slightly for particular positions:

- A nationwide search is conducted, including referrals from board members, job postings on teacher-teacher.com, LinkedIn, Indeed.com, and other pertinent publications.
- The Principal reviews all resumes for staff.
- Screening interviews are conducted by phone to ensure the right fit for the teacher to the job with the School.
- Interviews are conducted with the Principal.
- Background and extensive reference checks are conducted.
- Upon the return of a successful background check, an offer of employment is extended to the candidate, offering a compensation and benefits package competitive with the local job market for teachers and support staff.

The School has a system and process for evaluating teachers, rewarding and when a teacher is going to be replaced, the school works closely with Human Resources to post positions and begin the hiring process

Full Implementation
03/18/2019

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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
<i>Initial Assessment:</i>		During the 2018-19 school year, parents/guardians were informed of school activities, school policies and expectations and curriculum offerings in initial meetings. The also used robo-calls, and social media posts to keep parents/guardians informed .	Limited Development 03/18/2019		
<i>How it will look when fully met:</i>		100% of our parents will be invited to a parent orientation at the school and will receive regular communication about our expectations and how they can support their child with the curriculum at home. As evidence we will provide agendas for parent orientations, curriculum nights, and monthly newsletters.		Madelyn Peguero	09/30/2020
Actions			0 of 3 (0%)		
3/18/19		The assistant principal will develop monthly newsletters that will provide parents and guardians with information about the school and how they can assist their child in meeting their academic goals.		TBA	06/28/2020
<i>Notes:</i>					
3/18/19		The Orientation Specialist will schedule and conduct parent orientations so that all students and parents are aware of expectations and how success can be had at the school		Wayne Burch	06/28/2020
<i>Notes:</i>					
3/18/19		We will hold quarterly curriculum nights to inform parents of school expectations and assist them with strategies that can be used at home to help the students be more successful at meeting their academic goals.		Madelyn Peguero	06/28/2020
<i>Notes:</i>					