

Comprehensive Progress Report

Mission: The faculty and staff of Seventy-First High School are committed to providing a **safe and caring** school environment that **promotes high academic success**, prepares students for global competition and interaction with diverse groups, and provides a foundation for good citizenship.

Vision: The Seventy-First Community **strengthens the academic success** of scholars which enhances their ability to S.O.A.R. (**Seek Opportunities to Achieve and Rise**) in **real-life experiences**.

Goals:

By creating a positive and welcoming environment for our scholars, faculty, and community we will increase the four-year cohort graduation rate by 2% each year. 2021-2022: 81.8 % 2022 - 2023: 83.4% 2023-2024 Goal: 85%

Using Data Cycles, SFHS will increase Math 1 End of Course proficiency by 3% over the next two years.

Increase ACT and ACT WorkKeys composite score by 3% each year over the next 3 years. Seventy-First High 2018-19: 47.1 2019-20: NA 2020-21: 44.1 2021-22: 25.9 2022-23: 34.7 The ACT/WorkKeys (AWA) Indicator is the percentage of twelfth graders who met either the UNC System Minimum 19 composite on The ACT or Silver or better on the WorkKeys assessment. * The UNC System Minimum Composite requirement changed from 17 to 19 in the 2021-2022 school year.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
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>		To ensure a deep understanding of the North Carolina Standard Course of Study for every grade course, Seventy-First High School has a focused lens on aligned instruction. As a result of our focus on depth of instruction through the use of rigorous grade-level resources and implementation of High Yield Instructional Strategies, our scholars will deepen their understanding of the content, concepts, and skills. Additionally, scholars will be able to retain, apply, and transfer what they have learned. A continued focus on Aligned Instruction and the use of High-Quality Resources will ensure our teachers are equipped with the tools to expose our scholars to continuous robust learning	No Development 10/08/2023		

experiences.

At Seventy-First High School, teachers use Mastery Connect to administer standards-aligned assessments. English II, Math I, Math III, and Biology teachers use the assessments in Mastery Connect for data cycles to administer Pre, Interim, and Post assessments. These assessments help drive instruction and ensure consistent implementation of instructional strategies.

Teachers in all subject areas meet weekly during Professional Learning Communities (PLCs) to disaggregate data, determine the next steps for instructional focus, and target instruction for maximum growth and proficiency. PLCs are held every Tuesday and Thursday during content planning periods.

Our Teachers:

- Have high expectations for scholarly learning
- Provide scholars with grade-level appropriate instruction
- Develop and implement lesson plans that are aligned with the North Carolina Standard Course of Study

PLCs:

Professional Learning Community teams are working together on units of instruction. Specifically, Math 1 will meet on Tuesdays and Math 3 will meet on Thursdays, and English and Biology will meet on Wednesdays.

<p>How it will look when fully met:</p>	<p>Once fully implemented, teachers will be expected to consistently prioritize in-depth instruction by utilizing grade-appropriate resources and focusing on rigor. Additionally, they will implement High Yield Instructional Strategies to ensure scholars gain a deeper understanding of the content, concepts, and skills being taught.</p> <p>During PLCs, all teachers will participate in data-driven discussions. English II, Math I, Math III, and Biology teachers will use common assessments to identify scholars' academic skills and tailor their instruction accordingly. Teachers will employ effective teaching strategies, such as Distributed Summarizing, High Order Thinking Skills, and Numbered Heads Collaborative Pair, with consistency.</p> <p>As a result of the pre-, mid-, and post-assessments, teachers will have the ability to identify and prioritize instructional interventions. They will feel confident in comprehending the significance of the data and how it pertains to each scholar. Additionally, teachers will be able to devise targeted strategies for improvement and utilize small-group instruction to accommodate those who may be struggling.</p> <p>Teachers can use the MTSS process to provide strategies and interventions for students who need help or enrichment.</p>		<p>Quantisha Spencer</p>	<p>05/31/2024</p>
<p>Actions</p>		<p>1 of 3 (33%)</p>		
<p>10/8/23</p>	<p>Teachers will use Mastery Connect Assessments to identify problematic content and standards and review results with each class.</p> <p>Teachers can use disaggregated benchmark assessments to identify patterns in student data and adjust content delivery and scaffolding accordingly.</p>	<p>Complete 10/27/2023</p>	<p>Quantisha Spencer</p>	<p>05/24/2024</p>
<p><i>Notes:</i> Teachers will invite students to attend tutoring sessions, conduct small-group instruction for selected students, and utilize High Yield Instructional Standards to address their academic needs. Additionally, Math I teachers will display data walls in the classroom for each assessment, sharing the results with students and working together as a class to set a growth target for the next assessment.</p>				
<p>10/8/23</p>	<p>Mr. Donovan Harbison, Math Coach from the National Training Network (NTN) will provide Math I teachers with 18 days of instructional support during the year.</p>		<p>Quantisha Spencer</p>	<p>05/31/2024</p>

Notes: The National Training Network Math Coach, Donovan Harbison will model the pervasive use of the 3 High Yield Instructional Strategies for Math I teachers.

He will also provide support in the following areas:

Standards-Aligned Instruction

Consistent use of CCS approved & aligned resources

The 5 Practices for Orchestrating Productive Mathematics Discussions

Data Cycle Analysis

10/8/23 As a team, EOC teachers will analyze data from Mastery Connect Unit Assessments (Pre, Interim, and Post) and benchmarks.

Quantisha Spencer

05/31/2024

Notes: All EOC teachers will administer assessments in Mastery Connect to provide data-driven instruction for scholars.

All teachers will provide extra academic support twice a week after school for students who need one-on-one instruction and scaffolding.

Content-level teachers will also meet to analyze data twice a month from the Pre, Interim, and Post assessments.

Teachers will use Mastery Connect to group students based on content mastery for small-group instruction.

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
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
<i>Initial Assessment:</i>		At Seventy-First High School, we prioritize continuous school improvement to ensure the success of our students. Our approach to achieving this goal is through shared leadership, where everyone is involved in the process. We use data to make informed decisions about student progress and tailor our teaching methods accordingly. Our teachers work together to unpack the standards and ensure that the lessons are aligned with them. They also use high-yield instructional strategies and follow data cycles to evaluate student learning. PLC meetings are held once every week during planning periods, while department meetings are held once every month.	Limited Development 10/15/2023		
<i>How it will look when fully met:</i>		Once fully implemented, all scholars will have access to fair and equal learning opportunities. The instructional processes and procedures will be visible and implemented throughout the building, not only in classrooms. Professional Learning Communities (PLCs) will also be utilized to ensure optimal planning and collaboration, guaranteeing that the academic needs of every scholar are met. In addition, active engagement and participation will be emphasized in PLCs and department meetings. Faculty and staff will be able to implement instructional takeaways immediately, and meeting agendas and minutes will reflect meaningful discourse and contributions.		Quantisha Spencer	05/31/2024
<i>Actions</i>			0 of 3 (0%)		
	10/15/23	The Instructional Leadership team will meet twice a month to analyze school-wide data and review progress toward proficiency. The instructional leadership team will also review lesson plans and provide feedback on the components and content of the plans.		Quantisha Spencer	05/31/2024
	<i>Notes:</i>	10/16/23 The administration team aims to enhance teachers' skills and abilities, and involve teacher leaders in the instructional team. They will also analyze data across all content areas and conduct thorough data analysis during monthly meetings.			

10/15/23	The Instructional Leadership team will establish a systematic process within our instructional framework to ensure that every scholar achieves significant learning gains. All members of the school will actively participate in implementing this process.		Quantisha Spencer	05/31/2024
<p><i>Notes:</i> 10/16/23 Department Leaders will report the PLC progress during the SIT meeting by answering the following questions:</p> <ol style="list-style-type: none"> 1. What are scholars learning in each content area? 2. How will we know they have mastered the content? 				
10/15/23	PLCs are designed to plan and prepare for standards-aligned instruction. Teachers will read and annotate guides/manuals/lesson plans. Teachers' lesson plans will consistently and intentionally detail when, where, and how.		Quantisha Spencer	05/31/2024
<p><i>Notes:</i> 10/16/23 Teachers are actively participating in PLCs and Vertical team meetings with county curriculum specialists. Teachers are analyzing data with district curriculum specialists and implementing instructional strategies presented by the county curriculum specialists.</p>				

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
	D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Based on the results of a survey given to the faculty/staff of SFHS with a new incoming Principal; along with the NCTWS, there was a need to create a welcoming school climate that will be evident based on patterns of school life experiences and reflect norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organizational structures.	Limited Development 08/02/2022		
<i>How it will look when fully met:</i>		<p>Seventy-First High School strives to create an environment that is positive and welcoming. When fully met, there will be evidence of conducive learning and working space for students and staff. To accomplish this task, there will be four areas of focus:</p> <ul style="list-style-type: none"> • Safety (established rules and norms; physical safety; social-emotional safety) • Relationships (respect for diversity; school connectedness/engagement; social support and leadership) • Teaching and Learning (social and emotional; support for learning; professional relationships) • Institutional Environment (physical environment). 		Travis Greene	05/31/2024
<i>Actions</i>			0 of 3 (0%)		
	8/2/22	The Administration and Guidance team will hold expectation meetings for every grade level to outline Seventy-First High School's policies, procedures, and goals for student academics and behaviors.		Travis Greene	05/31/2024

Notes: The administration will meet with every grade level within the first week of school.

The guidance department will meet with every grade level to explain graduation requirements, and scholarship opportunities and meets with students to help select classes for their pathway, and to meet graduation requirements.

The guidance department will meet with each senior individually to ensure they stay on track for graduation.

There will be Falcon Nest Meetings (All Counselors) to assist with college prep - two per quarter.

9/27/22 School Counselors will conduct surveys and disaggregate the data from the surveys. The survey information will also be shared with the School Improvement Team to determine the impact the school culture and climate have on our students and staff.

Tiara Parker

05/31/2024

Notes: School counselors meet with the Instructional Leadership Team to plan for the next steps.

9/27/22 Teachers and Staff will greet students as they enter the building daily. Faculty and staff will ensure there is a safe and caring learning environment.

Travis Greene

05/31/2024

Notes: Teachers are and will continue to be in the building, on duty, and by their doors as the students are released each morning and greeting students.

Teachers will be by their doors in between every class change visible, vigilant, and vocal to move to their next class.

Classroom Actions:

Routines and practices are set to build classroom community and relationships.

All participants are encouraged to speak and are respectfully heard (Equity of Voice).

All degrees of participation are welcomed and acknowledged (Inclusion)

All engage in and contribute to a “for the good of the group” experience (Collectivism).

Positive supports for behavior are utilized.

Expectations for behavior are communicated in clear, concise, and positive ways that all students understand.