

Comprehensive Progress Report

Mission: Working together, we will increase achievement and close the gaps through active engagement for all students.

Vision: Northeast High School educates, empowers, and enables all students to become contributing citizens who can succeed in an ever-changing world. We are committed to having high expectations for all students while fostering a community of respect and responsibility.

Goals:

By June 2021, NEHS will develop a system to support student achievement for all students by decreasing the achievement gap between White students and African-American or Hispanic students by 5%. As we work to decrease the gap, our goal is to also maintain proficiency levels of White students.

By June 2021, Northeast Guilford High School will increase the school performance composite from 36.5% to a minimum of 39.1% with an increase across all content areas.

By June 2021, Northeast Guilford High School will reduce out-of-school suspensions by 10%.

For the 2020-21 school year, Northeast Guilford High School will improve culture, climate, and community by retaining 90% of teachers, increasing teacher attendance by 1.5%, and increasing student attendance by 2%.



! = 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>		Classrooms share some common procedures, routines, and practices. All staff participate in school-wide professional development to learn and practice high-leverage instructional strategies.		Limited Development 09/06/2017		
<i>How it will look when fully met:</i>		By June 2020, Northeast Guilford High School will reduce out-of-school suspensions by 10%.			Stuart Johnston	06/01/2020
Actions				0 of 2 (0%)		
	9/27/19	Systems are in place to review the number of referrals and analyze them to identify patterns or trends in referral data.			Team	11/01/2019

Notes: Team will review data from system to analyze and identify trends/patterns.

9/27/19 Staff consistently implements the discipline system and reinforce the established behavioral expectations.

Team

11/01/2019

Notes:

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
-----	-------	--	-----------------------	-------------	-------------

Initial Assessment: Currently many of our teachers are working together in PLCs to develop unit and lesson plans that are aligned to the standards, as well as create standards-aligned common assessments. However, this is not the case for all courses and will be the focus.

Limited Development
09/23/2016

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met: Each course will have complete unit plans in place that have been aligned to the standards. Each unit plan will consist of lesson outlines, pre & post assessments, lists of skills necessary to demonstrate mastery, and a task or tasks requiring the use of mastery skills for students to complete.

**Objective Met
09/26/19**

Lisa Randall

06/01/2019

Actions

10/5/16 Hold PD to improve function of PLCs

Complete 09/12/2016

Noel Keener

09/30/2016

Notes:

10/5/16 Professional Development on Backwards Planning Unit Design Process

Complete 11/07/2016

Chaundra Rogers

11/30/2016

Notes: Teachers have received training during monthly staff PD from Sept-Nov)on the Understanding By Design model which includes a backwards planning process. Teachers will use the coming months to implement and reflect on the practice.

11/20/17 EOC Data Day- Data day is an opportunity for teachers to examine classroom data, curriculum, identify "bubble students" (names provided) and plan future curriculum and remediation.

Complete 06/01/2019

Lisa Randall

12/01/2018

Notes:

11/20/17	Learning Walks- A group of teachers with common planning will be visiting 2 classrooms for observation for about 10 minutes each. The observations are meant for teachers to reflect on their own practice. The focus of the learning walks is to look for rigor in the classroom which will increase proficiency and growth in all content areas at Northeast.	Complete 12/18/2018	Lisa Randall	12/01/2018
<i>Notes:</i> We have completed a round of learning walks and are currently taking walks for the spring semester.				
Implementation:		09/26/2019		
Evidence	1/31/2017 PD dates were 9/12/16; 10/3/16; 11/7/16.			
Experience	1/31/2017 Teachers completed training during staff PD on backwards planning model. Many were familiar with the process a few were introduced for the first time. All will implement the process during second semester.			
Sustainability	1/31/2017 Additional training and support will be available for those who struggle with implementing the process. Continued discussions in PLCs regarding planning and common assessments will help to drive the need for backwards planning.			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
!	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>			Currently NEHS has an instructional leadership team and department meetings in place. Content areas utilize common planning and PLCs to guide planning and instruction. Teachers use data to determine student proficiency and identify individual areas of need within the curriculum. Interim assessments are given three to four times per year to determine if students learned what was taught, and time for corrective instruction is built into the scope and sequence.	No Development 09/23/2016		
<i>How it will look when fully met:</i>			NEHS will develop a system to support student achievement for all students and decrease the achievement gap between white students and black students and white students and Hispanic students by 5%. In addition to regular interim assessments, teachers use multiple assessments to inform instruction and guide corrective instruction.		Stuart Johnston	06/01/2020
Actions				1 of 3 (33%)		
	10/10/17		Designate funds to provide students with transportation from tutoring and small group sessions twice a week.	Complete 09/11/2017	Noel Keener	09/01/2017
<i>Notes:</i>						
	9/27/19		Teachers track the learning of every student using multiple measures to determine individualized student goals and plans.		Team	10/01/2019
<i>Notes:</i>			Evidence of implementation will be found in PLC notes for each content area.			
	9/27/19		Every teacher differentiates instruction or reteaches key concepts on the basis of formative student achievement data.		Team	12/01/2019
<i>Notes:</i>			Evidence will come from PLC data notes. Lesson plan template and feedback will also indicate literacy and reteaching strategies.			

!	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>			Teachers have been given the school wide intervention plan "Ram Alert" to help identify students with academic and behavioral needs. The Ram Alerts will be reviewed by the Discipline Committee twice a month to help put strategies in place for each student. Data systems exist to track all discipline referrals and interventions.	Limited Development 09/23/2016		
<i>How it will look when fully met:</i>			Teachers are attentive to student's emotional states and providing interventions when necessary. Teachers will use classroom management strategies to positively reinforce procedures and routines by explicitly teaching them. NEHS will have a 5% decrease in referrals for Rule 6 and Rule 8 (inappropriate language and insubordination).		Stuart Johnston	06/01/2020
Actions				5 of 8 (62%)		
	10/10/17		Designate funds from Title 1 to provide professional development for teachers (school culture and climate professional development).	Complete 09/11/2017	Noel Keener	09/01/2017
<i>Notes:</i>						
	8/31/17		Teachers will consistently develop, teach, and reinforce classroom expectations, resulting in students regularly following school-wide policies and procedures.	Complete 06/30/2018	William Cornett	10/23/2017
<i>Notes:</i>						
	8/31/17		Discipline Committee will track and report number of referrals, offenses, at risk students, and referring teachers to identify areas of need.	Complete 10/23/2017	Jason Morgan	10/23/2017
<i>Notes:</i>						
	10/16/17		Team will track monthly discipline report to identify increases or decreases in offenses.	Complete 06/01/2018	Andrew Kinghorn	11/20/2017
<i>Notes:</i> Violation of Rule 8 (Aug-September) 10 incidents Violation of Rule 6 (Aug-September) 6 incidents Violation of Rule 8 (October) 10 incidents Violation of Rule 6 (October) 6 incidents						
	8/31/17		Staff will collaborate and share classroom management strategies.	Complete 06/01/2018	Darrick Pettiford	11/20/2017
<i>Notes:</i> Classroom management strategies are shared through learning walks. Strategies and interventions have been added to the curriculum corner in the staff weekly update. Staff has received professional development based on the 100 Percent book.						

	9/27/19	Teachers encourage all students to name their emotions and find appropriate ways to manage stress and pressure.		Team	10/01/2019	
<i>Notes:</i>						
	9/27/19	All staff receive professional development on how to implement the social-emotional and career skills curriculum.		Team	12/01/2019	
<i>Notes:</i>						
	3/19/18	Students will receive support in mentoring clubs. Mentoring clubs are designed to reduce office referrals and provide students emotional support and interventions. The mentoring programs are also designed to improve academics by checking on attendance and work completion.		Team	06/15/2020	
<i>Notes:</i>						
	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:		Northeast has transitioned to assigning counselors and administrators by student's last name. This will ensure that students keep the same counselor/administrator during their time at Northeast.	No Development 09/06/2017			
How it will look when fully met:		All students are known well by multiple adults. Adults meet frequently to identify individual student needs and work together to support and monitor individual student progress, behavior, and social emotional development. Students not making progress at the anticipated pace are given extra support in class; differentiation is implemented in every classroom.		Lauren Grubbs	06/01/2020	
Actions						
<i>Notes:</i>						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
!	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school.	Limited Development 09/23/2016		
<i>How it will look when fully met:</i>			The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.		Noel Keener	06/01/2020
Actions				0 of 1 (0%)		
	9/2/17	The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district.			Noel Keener	06/01/2020
<i>Notes:</i>						

!	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>			Northeast High School has an Instructional Leadership Team that consists of department chairs from each department, administration, and instructional support staff. The group meets twice each month. The leadership team and/or a small group of leaders demonstrate alignment to and support for the school mission, vision, and values.	Limited Development 09/23/2016		
<i>How it will look when fully met:</i>			Staff demonstrates a shared understanding of how standards translate to rigorous expectations of student work and ensure that they are defining mastery consistently.		Darrick Pettiford	06/01/2020
Actions				0 of 3 (0%)		
	9/27/19		Grade-level and content teams review the standards together to analyze what students need to know to demonstrate mastery of each standard and what students would need to be able to do to demonstrate mastery of a standard.		Team	10/01/2019
<i>Notes:</i>						
	9/27/19		Teachers participate in regular development opportunities that seek to build their capacity.		Team	10/01/2019
<i>Notes:</i>						
	9/27/19		Teachers begin to facilitate professional development for others to gain leadership experience.		Team	10/01/2019
<i>Notes:</i>						

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>			Professional Learning Communities have been established and teachers have received training, as well as provided expectations for each meeting. A detailed PLC duty schedule and meeting schedule has been developed and distributed.	Limited Development 09/23/2016		
<i>How it will look when fully met:</i>			Functional, effective, impactful instructional leadership (ILT), school improvement (SIT), and academic (PLC) teams will meet regularly and continue to develop, implement, assess, monitor, and adjust instructional strategies. Teams will incorporate literacy skills into daily lesson plans. Student proficiency in EOC subject areas will increase by 5%.		Stuart Johnston	06/01/2020
Actions				6 of 7 (86%)		
	10/5/16		Train all teams on the process and expectations of that team structure	Complete 05/01/2017	Charles Hinson	06/09/2017
			<i>Notes:</i> Teachers received training during staff meetings and PLC meetings on the expectations of the various teams as well as data analysis processes throughout the school year.			
	10/5/16		Develop team process and expectations.	Complete 01/23/2017	Charles Hinson	06/09/2017
			<i>Notes:</i> The school improvement team, in conjunction with the ILT developed baseline expectations and processes for all teams to follow and distributed the document to all staff.			
	10/5/16		Monitor teams and provide feedback	Complete 06/09/2017	Noel Keener	06/09/2017
			<i>Notes:</i> Teams were monitored by administration throughout the year. Feedback was provided and resources given when necessary.			
	9/26/17		Provide staff with needs assessment survey. ERG will be knowledgeable of staff's needs.	Complete 10/04/2017	Noel Keener	10/23/2017
			<i>Notes:</i>			
	9/26/17		Curriculum facilitator will arrange dates that ARC representative will meet with teachers.	Complete 09/29/2017	Lisa Randall	10/23/2017
			<i>Notes:</i>			
	10/10/17		Teachers will meet in PLCs weekly for EOCs, bi-weekly for core subjects and monthly for all other subject areas. Teachers will analyze common assessments and discuss academic strengths and weaknesses.	Complete 11/01/2017	Noel Keener	10/23/2017
			<i>Notes:</i>			

8/31/17	Staff will be provided resources and professional development to incorporate literacy instruction daily.		Team	10/01/2019
<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>	Principals conduct walkthroughs and provide feedback to teachers. Performance expectations are clear, and they match the job responsibilities and design. The performance management system includes team and individual goals for each staff member that align to the school-wide goals and priorities.			Limited Development 09/23/2016		
----------------------------	--	--	--	-----------------------------------	--	--

<i>How it will look when fully met:</i>	Implement a system for offering consistent support and follow-up to gauge improvement that includes formal and informal feedback from members of the leadership team, master teachers, and other school leaders.				Noel Keener	06/01/2020
---	--	--	--	--	-------------	------------

Actions				0 of 3 (0%)		
----------------	--	--	--	--------------------	--	--

9/27/19	Nonaligned or poorly performing staff are closely monitored through additional reviews of work and observations.				Team	10/01/2019
---------	--	--	--	--	------	------------

Notes:

9/27/19	Struggling staff are put on specific performance improvement plans that address their specific needs.				Team	10/01/2019
---------	---	--	--	--	------	------------

Notes:

9/27/19	All new teachers and all teachers with specific development needs are mentored by highly skilled peers.				Team	10/01/2019
---------	---	--	--	--	------	------------

Notes:

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>			Currently, we use data in SIT discussions to determine areas of need and make recommendations for improvement. NEGHS currently uses observation data to identify overall teacher strengths and weaknesses. Staff professional development surveys are created and reviewed to help drive the PD process.	Limited Development 09/23/2016		
<i>How it will look when fully met:</i>			Teachers use a corrective instruction action planning process to identify trends in student misconceptions, identify why students may not have learned the concept, and plan to create a revised approach to instruction and assessment using the data. Teacher teams have deep and frequent conversations about formative student data and about strategies to adjust instruction for every student.			06/01/2020
Actions				0 of 3 (0%)		
	9/29/19		Student data are consistently used as the basis for decisions around instruction.		Team	06/01/2020
			<i>Notes:</i>			
	9/29/19		Staff have data on the achievement gap in their school and use those data to intentionally prioritize closing the gap.		Team	06/01/2020
			<i>Notes:</i>			
	9/29/19		Teacher teams frequently analyze data for root causes. On the basis of this analysis, students are regrouped and targeted, and the curricular scope and sequence is revisited throughout the school year. Teachers review data to reteach and remediate.		Team	06/01/2020
			<i>Notes:</i>			
Core Function:			Dimension C - Professional Capacity			

Effective Practice:			Talent recruitment and retention	Implementation Status	Assigned To	Target Date
!	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)			
<i>Initial Assessment:</i>			LEA Response: It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance. School Response: Currently there are protocols in place for evaluating, recruiting and hiring staff. We currently recognize staff accomplishments weekly and monthly. New staff receive support from department leaders, mentors, and/or a staff "buddy" as well as from the CF and Administration. Staff receives timely, written feedback to drive improvement.	Limited Development 09/23/2016		
<i>How it will look when fully met:</i>			Multiple stakeholders, including students and community members, have the opportunity to participate in the hiring process. Teachers routinely attend hiring fairs and events and tap their own networks to recruit staff. Highly effective teachers are asked to formally develop and support teachers on their teams who are not as strong.		Darrick Pettiford	06/01/2020
<i>Actions</i>				0 of 3 (0%)		
	11/15/19		Increase teacher attendance by using incentives such as RAM bucks and recognition.		Team	10/01/2019

Notes:

11/15/19 Increase student attendance by recognizing students and following attendance protocol from social worker.

Team

10/01/2019

Notes:

9/29/19 Structures are in place to support teacher retention by creating opportunities for growth and development.

Team

06/01/2020

Notes: