

## Comprehensive Progress Report

**Mission:** Northeastern High School staff, together with our parents and the community, will provide our students with a rigorous and challenging education that is based on data-driven decision making. This strategic approach, based on data AND commitment from each student, will prepare them for graduation from high school and success in the Global workforce. We are convinced that every student can achieve great success when they are provided a support system that is prepared to meet their social, educational, and emotional needs.

**Vision:** Our teachers and staff, in partnership with the community, will prepare our students to reach their full social and academic potential to lead productive lives in a complex and changing world

**Goals:**

The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning.

All teachers will build collective efficacy through the creation, revision, and presentation of hybrid lessons that are relevant purposeful and engaging to students.

The school provides a broad spectrum of communication to the community through social media, virtual meetings, parent square announcements, newsletters, and a consistently updated website.

NHS teachers will demonstrate standards based teaching as measured by an increase in student proficiency on EOCs (Math 1, Biology, English II, Math 3) and growth measures for CTE.

NHS will graduate students on time with mastery of their coursework, appropriate endorsements, and opportunities for scholarships as measured by at least 90% 4 year cohort graduation by 2022.



! = Past Due Objectives      KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers create lesson plans using a variety of formats with common components. Teachers are expected to include standards, learning objectives, and an assessment. Lessons should be available upon request. Teachers are expected to provide teacher-directed whole-class and small-group instruction. The administrative team monitors and observes teachers and feedback is provided through pre and post-conferences and through the evaluation instrument. Some teachers have implemented small-group instruction better than others. These strategies are discussed in PLCs. Teachers have provided more computer-based work since the Pandemic, but some teachers are more confident using Canvas and other digital teaching resources.	Limited Development 05/07/2022		
<i>How it will look when fully met:</i>		Teachers will create lesson plans with learning activities including engaging activities for a diversity of learners. Plans will include measurable and clear learning targets, a link to state standards, and assessments. Assessments will provide opportunities for teachers to differentiate instruction and to provide teacher-directed small group instruction. Each major unit aligned to a pacing guide will be embedded with opportunities for assessment and re-teaching as necessary. Common formative assessments will be used to encourage teacher collaboration and for sharing best practices. The SIT team should identify a goal and a vision for computer-based and independent work. Students should have an opportunity to complete work through existing digital platforms such as Canvas, and other tools appropriate for the subject and the department as identified by the instructional team. Formative assessments, benchmarks, and state assessments will inform instruction, and discussions in PLCs will reflect this focus.		Sarah Byrum	05/31/2024
<b>Actions</b>			<b>0 of 4 (0%)</b>		
	5/7/22	Communicate expectations for creating and sharing lesson plans in a Google Drive.		Sarah Byrum	10/01/2022
<i>Notes:</i>		The instructional coach should communicate expectations and remind teachers about expectations. Teachers may not be required to submit digital or paper copies on a regular basis, but the required components should be clear, and lesson plans should be available upon request.			

5/7/22	Create and implement a teacher walkthrough tool.		Nathan Soule	10/15/2022
	<i>Notes:</i> This walkthrough tool will be reviewed by the instructional team and updated as necessary annually before implementation.			
10/10/22	Review walkthrough data with the administrative team		Nathan Soule	06/15/2023
	<i>Notes:</i>			
5/7/22	Teachers should create formative assessments and common formative assessments. Data should be gathered, updated at least every two weeks, and discussed in PLCs along with plans for providing appropriate instructional support.		Sarah Byrum	09/15/2023
	<i>Notes:</i>			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers meet in regularly scheduled PLCs to review and discuss student data and teaching and learning strategies. Teachers are encouraged to use formative and common formative assessments and benchmark and state testing data sources to inform instruction to identify appropriate student support. Teachers provide differentiation in the classroom and some teachers provide tutoring paid for with Title I resources. A bridge program funded by a separate grant will provide additional support for rising 9th graders in June 2022. Instructional leadership staff has reviewed student academic performance, behavior, and attendance to invite students who would benefit from this additional support. While the plan is to use data to inform instruction, more conversations have continued around ideal schedules and building consistency.	Limited Development 05/15/2022		
<i>How it will look when fully met:</i>		Teachers will meet in PLCs with structured protocols and plans before the year starts to identify data sources and interventions. Common formative assessments will be created and used with fidelity and data feedback strategies will be a regular part of the instructional focus in PLCs and throughout school conversations. Systems for collecting data and aligning data analysis by standards will be established before the start of a new semester, and both in-class and schoolwide supports will be ready in advance.		Jessica Prayer	05/31/2024
<i>Actions</i>			<b>0 of 5 (0%)</b>		
	5/15/22	Teachers will follow a schedule to meet in PLCs with structured protocols and plans before the year starts to identify data sources and interventions.		Jessica Prayer	08/15/2022
	<i>Notes:</i>	The schedules may remain the same throughout the year, but they should be reviewed to ensure they are working.			
	5/15/22	Common formative assessments will be created and used with fidelity and data feedback strategies will be a regular part of the instructional focus in PLCs and throughout school conversations.		Sarah Byrum	08/26/2022
	<i>Notes:</i>				

5/15/22	Systems for collecting data and aligning data analysis by standards will be established before the start of a new semester, and both in-class and schoolwide supports will be ready in advance.		Sarah Byrum	01/19/2023
<i>Notes:</i>				
10/12/22	Data from pre-and post-tests will be reviewed and updates and trends shared with the admin team and instructional coach.		Sarah Byrum	06/15/2023
<i>Notes:</i>				
10/12/22	Data updates and trends from the data spreadsheet and pre-and post-assessments and benchmarks will be shared at staff meetings.		Sarah Byrum	06/15/2023
<i>Notes:</i>				

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>		An MTSS team has been formed. Meetings have occurred at least once per month. The team completed the FAM-S with a district facilitator and some members have attended district MTSS training and support meetings. The NHS MTSS team is small and efforts have mostly centered around identifying data sources, reporting to SIT, visiting a local site with a flex schedule, and proposing options. The team has reviewed and discussed the "Watch List" with students at-risk in the following categories: math and science grades, attendance, and behavior.	Limited Development 05/08/2022		
<i>How it will look when fully met:</i>		Systems will be set up in the school through PLCs and with SIT goals and the school vision to provide effective tiered instruction for all students. The system will include specific steps for gathering data, identifying tiers, creating instruction, continuous assessment, and flexible grouping processes. Monthly discussions with SIT and with the MTSS Subcommittee will include reviewing data and updating student progress. Data (e.g. spreadsheet, charts, changes) must be reported. The discussion should include identifying what is working and what can improve. Specific, evidence-based interventions will be shared in PLCs and in SIT.		Sharon Wilkerson	05/31/2024
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	5/8/22	Create a plan for benchmark and classroom data to be used in a timely way for implementing evidence-based interventions in the classroom and with tutoring and other flexible groups.		Sharon Wilkerson	09/15/2022
<i>Notes:</i>					
	5/8/22	A team will visit a regional high school with an effective flex schedule or "Power Hour" and report back to SIT and then in PLCs		Martha Hoppe	10/15/2022
<i>Notes:</i>		The team may visit more than once school and update a target date accordingly. The visit should occur closer to the beginning of the year to allow for the implementation of ideas.			

	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 and administrative staff have received social and emotional training. School counselors have offered topical small groups for students to discuss challenges and questions about the emotional experience of school and life. A behavior intervention program has been adopted this year called Suite 360 to address student behavior in a positive and proactive way. This approach is designed to address root causes, build relationships, and equip students with skills and strategies. Students discuss their plan and a pledge for improvement with a staff member. In-class strategies for teachers including fostering positive relationships, addressing conflict, and de-escalation continue to be discussed and additional training and support will be helpful.	Limited Development 05/15/2022		
<i>How it will look when fully met:</i>			Teachers and administrative staff will receive continuous social and emotional training to best support students. The safety of the school and students inherently includes social and emotional learning. School counselors will create a yearlong schedule of topical small groups for students to discuss challenges and questions about the emotional experience of school and life. This schedule, including tentative dates and the format, will be created before school starts. The behavior intervention program, Suite 360 will be reviewed for effectiveness and best practices moving forward. Adaptations will be made to maximize the effectiveness of addressing root causes, building relationships, and equipping students with skills and strategies. Students discuss their plan and a pledge for improvement with a staff member. In-class strategies for teachers including fostering positive relationships, addressing conflict, and de-escalation continue to be discussed and additional training and support will be formalized and shared with teachers multiple times throughout the year.		Kevin Chapman	06/12/2023
<b>Actions</b>				<b>0 of 4 (0%)</b>		
		5/15/22	In-class strategies for teachers including fostering positive relationships, addressing conflict, and de-escalation continue to be discussed and additional training and support will be formalized and shared with teachers multiple times throughout the year.		Kevin Chapman	08/15/2022
<i>Notes:</i>						

5/15/22	Teachers and administrative staff will receive continuous social and emotional training to best support students. Plans will be established before school starts.		Kevin Chapman	08/15/2022
<i>Notes:</i>				
5/15/22	School counselors will create a yearlong schedule of topical small groups for students to discuss challenges and questions about the emotional experience of school and life. This schedule, including tentative dates and the format, will be created before school starts.		Kanon Nixon	08/15/2022
<i>Notes:</i>				
5/15/22	The behavior intervention program, Suite 360 will be reviewed for effectiveness and best practices moving forward. Adaptations will be made to maximize the effectiveness of addressing root causes, building relationships, and equipping students with skills and strategies. Students discuss their plan and a pledge for improvement with a staff member.		Shirley Johnson	08/26/2022
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Strategic planning, mission, and vision</b>
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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>		The School Improvement Team meets on the first Wednesday of each month. The MTSS committee meets on the third Wednesday of each month. Each group includes the principal, SIT members, school administrators, and other teacher leaders.	Limited Development 05/15/2022		
<i>How it will look when fully met:</i>		The School Improvement Team will continue to meet on the first Wednesday of each month. The MTSS committee will on the third Wednesday of each month. Each group includes the principal, SIT members, school administrators, and other teacher leaders. Schedules including the dates and times will be shared in advance. Agendas will be shared before each meeting.		Nathan Soule	05/05/2023
<b>Actions</b>			<b>0 of 2 (0%)</b>		
5/15/22		SIT and MTSS schedules including the dates and times will be shared in advance.		Emily Tabolt	05/15/2023



Notes:

5/15/22 Agendas will be shared before each meeting.

Emily Tabolt

05/15/2023

Notes:

**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
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<b>Initial Assessment:</b>	The team will discuss this progress at a future meeting.	Limited Development 11/28/2021		
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<b>How it will look when fully met:</b>	The team will discuss this at a future meeting.		Nathan Soule	06/12/2023
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**Actions**

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
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<b>Initial Assessment:</b>	We review benchmark and EOC data in PLCs. We have a walkthrough tool.	Limited Development 05/27/2022		
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<b>How it will look when fully met:</b>	Teachers will review EOC data before school starts to help with planning and support. Walkthrough forms will be shared with teachers in advance. Data will be used for planning and prioritizing.. Data feedback strategies and common formative assessments will be planned in advance.		Nathan Soule	06/16/2023
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**Actions**

Notes:

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
<i>Initial Assessment:</i>		We use Teacher Match to review candidates and setup interviews. We use NCEES to evaluate staff and replacing staff usually happens with vacancies.	Limited Development 05/27/2022		
<i>How it will look when fully met:</i>		More proactive measures will be adopted including job fairs, and communication with the central office about specific needs for the school. Evaluation procedures will include monitored or directed plans as necessary and discussions among the administrative staff before school starts will assist with clear expectations and following up.		Nathan Soule	06/15/2023
<i>Actions</i>					
Notes:					

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>		<p>Our school is clean and custodians are committed to maintaining the safety and appearance of Northeastern.</p> <p>Security cameras. Are there gaps? Should this be addressed?</p> <p>We may have obstacles blocking supervision.</p> <p>Increasing supervision. Enforcing late students has helped.</p> <p>When students are in a non-structured time, we do increase supervision.</p> <p>Our doors do lock and we have limited space for students to enter and exit.</p> <p>Should continue to increase hallway presence during transition time.</p>	Limited Development 11/01/2021		
<i>How it will look when fully met:</i>		<p>Negative consequences for students will be combined with positive strategies for teaching socially appropriate behaviors and with strategies that address any external factors that might have caused the behavior.</p> <p>An evidence-based behavioral intervention program will be implemented. Students removed from class or accumulating multiple offenses will be assigned an intervention.</p> <p>Procedures are understood by teachers, parents, and students.</p>	Objective Met 10/12/22	Nathan Soule	06/15/2023
<i>Actions</i>					
	11/28/21	Discuss a proposed plan and share updates from the district on metal detectors	Complete 02/15/2023	Nathan Soule	02/02/2022

*Notes:* This will be a collaborative discussion with the district.

11/28/21	An SEL behavioral intervention program will be purchased and used consistently. Negative consequences for students will be combined with positive strategies for teaching socially appropriate behaviors and with strategies that address any external factors that might have caused the behavior.	Complete 03/15/2023	Shirley Johnson	03/02/2022
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*Notes:*

11/28/21	We will complete at least three school beautification projects	Complete 06/15/2023	Monica Manzer	06/01/2022
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*Notes:*

11/28/21	All Students will receive Say Something training and reminders about the process and how to use the application will be shared with students and staff.	Complete 03/16/2023	Shante Branch	06/01/2022
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*Notes:*

11/30/21	Get a quote for vape detectors. Install in key areas and monitor.	Complete 06/15/2023	Deputy Wooten	06/01/2022
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*Notes:*

11/28/21	Share student handbook including reminders about procedures, expectations, and consequences with students, teachers, and parents.	Complete 06/15/2023	Antonio Moore	08/02/2022
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*Notes:*

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>		We use Parent Square, email, and social media. Parents are regularly informed about any major event through multiple methods. Title I has used to this year for resources parents can use to understand how to support their child. Plans for freshmen orientation and open houses will include more conversations and planning with parents. Family engagement will be a focus for the school. District survey data will be reviewed and practices implemented based on data.	Limited Development 05/27/2022		
<i>How it will look when fully met:</i>		Title I will continue to be used for resources parents can use to understand how to support their child. Plans for freshmen orientation and open houses will include more conversations and planning with parents. Family engagement will be a focus for the school. District survey data will be reviewed and practices implemented based on data.		Nathan Soule	08/15/2024
<b>Actions</b>					
Notes:					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Community Engagement			
KEY	E2.02	The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The team has discussed various social media outlets and accessibility for teachers and staff. The team will read Wise Ways and discuss in a future meeting.	Limited Development 11/28/2021		
<i>How it will look when fully met:</i>		The team discuss this in a future meeting.		Anna McCarthy	06/12/2022
<b>Actions</b>					

Notes: