

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.
NHS will graduate students on time as measured by at least 90% 4 year cohort graduation by 2026.
Northeastern High School will Exceed Growth and increase a letter grade by providing excellent teaching through use of PLCs, a common lesson plan format, monitored instruction, and weekly examination of data for the 2023-2024 school year.



! = 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>	<p>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.</p>	Limited Development 05/07/2022			
<i>How it will look when fully met:</i>	<p>Teachers will use a common planning format that requires identification of standards, essential questions, assessments, and learning activities. Assessments will include both formative and summative assessments and teachers will use backward planning to understand learning target met/not met.</p> <p>Each major unit is aligned to a pacing guide and will be embedded with opportunities for assessment and re-teaching as necessary. Common formative and summative assessments will be used to encourage teacher collaboration and for sharing best practices. Formative assessments, benchmarks, and state assessments will inform instruction, and discussions in PLCs will reflect this focus.</p> <p>Lesson plans will also address the question of, "What do we do when students do not demonstrate their understanding?" so that teachers include reteaching concepts as needed.</p> <p>Lesson plans will be submitted on a Canvas platform and will be reviewed by administrators weekly.</p> <p>Lessons will be observed regularly through the formal NCEES system and via daily walkthroughs by administrators.</p>		Amy Fyffe	05/31/2024	
Actions			0 of 4 (0%)		
8/3/23	Staff members will meet with Dan Mulligan. Mr. Mulligan will review the importance of a common lesson plan format and will assist the school with creating/updating the lesson plan currently in use.		Administrators	03/18/2024	

	<i>Notes:</i>			
5/7/22	Communicate expectations for creating and sharing lesson plans in the Canvas platform. Review and provide feedback to teachers weekly.		Administrators	05/31/2024
	<i>Notes:</i> Administrators will share these requirements with teachers during the teacher workdays August 21-25, 2023 and will be reinforced throughout the year.			
5/7/22	Teachers should use common assessments. Data should be gathered, updated at least every week, and discussed in PLCs along with plans for providing appropriate instructional support.		Administrators	05/31/2024
	<i>Notes:</i> EOC teachers have benchmarks provided. They will meet weekly and will review assessment data at least every two weeks. Math teachers will also have IXL which can assist with common assessment and pre/post assessments as needed.			
10/10/22	Walkthroughs will be conducted daily with at least 3 per administrator being logged each day. Data will be reviewed with Administrators in weekly Administrator PLC.		Administrators	05/31/2024
	<i>Notes:</i> Administrators will use the district provided walkthrough application as long as it is provided prior to the start of school.			

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 required to use formative and common formative assessments and benchmark and state testing data sources to inform instruction to identify appropriate student support.	Limited Development 05/15/2022		
<i>How it will look when fully met:</i>		<p>Teachers will meet in planning period meetings at least once each week to review student data including attendance, grades, and parent contacts, and lesson plans.</p> <p>EOC PLCs with structured protocols and agendas will occur weekly during designated Enrichment periods. Common formative assessments will be created and used with fidelity and data feedback strategies will be a regular part of the instructional focus in EOC PLCs. Teachers are expected to bring appropriate data to each meeting and to share as required. Additionally, they are required to share how student interventions are occurring during classes.</p> <p>The school will use Title I outreach funds to share school goals and updates to the goals at least quarterly throughout the year.</p>		Amy Fyffe	05/31/2024
<i>Actions</i>			2 of 4 (50%)		
	6/27/23	PLC training-administrators will participate in training during the summer to further advance the use of PLCs with teachers.	Complete 07/13/2023	Amy Fyffe	06/13/2023
<i>Notes:</i>		The training provided by an outside contractor will serve as the launch point for teacher training throughout the year. Additional training may be needed periodically throughout the year.			
	5/15/22	EOC teachers will meet in specific PLC meetings during the enrichment block at least once each week. They will also participate in district PLC once per month to share with other EOC teachers. Teachers will adjust lessons to reflect the data they collect on a weekly basis.		Administrators and Instructional Coach	05/31/2024
<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.		Administrators	05/31/2024

Notes: Pre and post tests may occur more often than monthly and will be shared when the information is available.

10/12/22 Data updates and trends from the data spreadsheet and pre-and post-assessments and benchmarks will be shared at staff meetings and with EOC PLCs.

Data regarding goals and benchmarks will be shared with parents throughout the year at least quarterly. This is part of the Title I Parent Outreach funding.

Complete 06/22/2023

Administrators

05/31/2024

Notes:

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>		<p>As part of its monthly duties, the School Improvement Team members meet monthly to review student data such as attendance, behavior, and grades. This watchlist is part of weekly PLCs so that all teachers have a part in identifying students who are need of additional tiers of assistance.</p> <p>The team has also put in place actions that will assist some students at an elevated level. E2 is a time for students who are behind in one or more credits to take credit recovery and to receive a local elective for the enrichment time.</p>	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 Team 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, Planning Blocks, and in SIT.		Jonathan Snead	05/31/2024
Actions			0 of 2 (0%)		
	5/8/22	Share data weekly during EOC PLCs and Planning Block meetings		Administrators	05/31/2024
		These groups will meet weekly to review attendance, behavior, and grades.			
		<i>Notes:</i> These teams will meet for half of a planning period weekly and will update student Watchlists and use the time to review students needing assistance through tutoring, telephone calls, and additional supports.			

	9/27/23	Students have been placed in groups if they need to take additional credits to get caught up in specific courses. These students work on CR during the E2 time.		Amy Fyffe	05/31/2024	
		<i>Notes:</i> Mrs. Johnson who works on credit recovery and with students gaining initial credit will monitor the cohort groups each week. Staff members assigned to the groups will also monitor student work.				
	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>	Currently students are provided weekly SEL lessons during Enrichment time. This is a new program where students are able to gain support at least weekly or even daily as needed.	Limited Development 05/15/2022			
	<i>How it will look when fully met:</i>	Students will continue to have access throughout the school year with some specific lessons being included as needed based on activities occurring during the school day. For example, staff members will be asked to teach a lesson about making good decisions and finding an adult they can trust to help avoid confrontations or fights.		Terrie Wilson	05/31/2024	
	Actions		0 of 2 (0%)			
	5/15/22	Students will have weekly SEL lessons through their E2 classes.		Terrie Wilson	05/25/2024	
		<i>Notes:</i> Northeastern High School has implemented E2 which serves a variety of purposes. One of which is to provide weekly SEL lessons for students. Staff members have access to lessons which are planned for them on a weekly basis.				
	5/15/22	Students in ISS will be required to complete a brief lesson as part of the restorative process to be ready to move back into the classroom.		Jonathan Snead	05/31/2024	
		<i>Notes:</i> Used by the Restorative Facilitator.				

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>		The School Improvement Team meets on the second Tuesday of each month. The MTSS committee meets on the fourth Tuesday of each month. Each group includes the principal, SIT members, school administrators, and other teacher leaders.	Limited Development 05/15/2022		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		<p>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.</p> <p>A smaller and more flexible group consisting of teachers, administrators, counselors, and parents may also meet to facilitate specific interventions for specific students.</p> <p>The Restorative Facilitator, Counselor, and/or administrator meets with students to plan re-entry with students who have been assigned OSS.</p>		Amy Fyffe	05/31/2024
<i>Actions</i>			0 of 3 (0%)		
	5/15/22	SIT and MTSS schedules including the dates and times will be shared in advance.		Michael Ratzlaff	05/31/2024
		<i>Notes:</i>			
	9/27/23	The MTSS Team will review the Watchlist and comments from PLCs to develop potential actions for students needing elevated services.		Administrators	05/31/2024
		<i>Notes:</i> The MTSS team will meet monthly while the smaller subgroup may meet more or less frequently depending on student needs.			

9/29/23	Students who have received OSS for particularly egregious behaviors (fighting, insubordination, aggressive behaviors) must meet with a parent/guardian and one or more of the following school personnel: administrator, counselor, and restorative facilitator. This team will work toward a re-entry plan that helps students make decisions that allow the returning student to make a fresh start in the school.		Administrators	05/31/2024
<i>Notes:</i>				
Implementation:		06/27/2023		
Evidence	6/27/2023 Meeting schedule, meeting notes, and agendas are evidence.			
Experience	6/27/2023 The SIT met regularly and published the meeting dates as required. Invitations were provided to staff should they wish to attend.			
Sustainability	6/27/2023 Continue to post meeting dates for the school community and for parents who may wish to attend.			

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
Initial Assessment:		We review benchmark and EOC data in PLCs. We have a walkthrough tool.	Limited Development 05/27/2022		
How it will look when fully met:		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.		Amy Fyffe	06/14/2024
Actions			0 of 1 (0%)		
9/29/23		PLCs will work together to review the watchlist and will review assessment data for both teacher made and standardized benchmarks.		Teachers and administrators	05/31/2024

Notes: After teacher review assessments and align them with the standards, they will then analyze the results of the assessments to see if students have mastered content and at what levels.

EOC teachers will review teacher assessments and EOC benchmarks to determine what standards need to be addressed again.

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>Students and staff will engage in a House Cup competition among the 4 grade levels.</p> <p>Procedures are understood by teachers, parents, and students.</p>		Sarah Byrum	06/07/2024
<i>Actions</i>			1 of 4 (25%)		
	11/28/21	Students will receive their handbooks during the first week of school. Staff members will reinforce the ideas contained in the the student handbook	Complete 09/01/2023	teachers	08/28/2023

<i>Notes:</i>			
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.		Administrators 03/02/2024
<i>Notes:</i>			
10/17/23	Students and staff members will participate in a House Cup which will celebrate successes along the process toward a culminating celebration.		Staff members 06/01/2024
<i>Notes:</i> The House Cup has been established and shared with staff and students. Roll out was during Homecoming week. https://docs.google.com/document/d/18OotWJTOXFtirEqmfSeQ6h1KtuRQrPVVArLsBLhzC1g/view			
11/28/21	Share student handbook including reminders about procedures, expectations, and consequences with students, teachers, and parents.		Antonio Moore 08/30/2024
<i>Notes:</i>			

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		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<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. Staff will develop parent nights revolving around strengthening communication conversations and planning with parents. Family engagement will be a focus for the school.	Objective Met 06/27/23	Amy Fyffe	08/15/2024
Actions					
	2/13/23	Parents are notified as required by Title I law of meetings and information pertinent to students.	Complete 06/01/2023	Kristina Iacono	06/05/2023
<i>Notes:</i>					
Implementation:			06/27/2023		
Evidence	6/27/2023	Title I compact and notifications on Parent Square and Facebook.			
Experience	6/27/2023	Parents were notified throughout the school year as required.			
Sustainability	6/27/2023	This is an action that is required every year. For the upcoming year, we will begin early to make contact with parents and to ensure staff members have completed their part of the compact.			