

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 30, 2025, Northeast Guilford High School will decrease chronic student absences by 5 percentage points, from 38.9% in 2023-24 to 22.9% in 2024-25. (Indistar: A1.07; A4.10; A4.16; D2.05; E1.06) (FAM-S:13; 22;26)

By June 30, 2025, Northeast High School will reduce the number of lost instructional days due to In School Suspension and Out of School Suspension by 10% from 2,811 in 23-24 to 2, 530 in 24-25. (Indistar: A4.06; E1.06; E2.02) (FAM-S:10,22,26,37)

By June 30, 2025, Northeast High School will increase its overall Performance Composite by at least 3 percentage points, from 35.1% in 2023-24 to 38.1% in 2024-25. (Indistar: B2.03; C2.01, A3.01, A3.02) (FAM-S:10;26;32;34)

By June 30, 2025, Northeast High School will actively facilitate MTSS in SIP improving from emerging/developing to operationalizing as evidenced by FAM-S data. (Indistar: B1.03; C2.01, A4.10, A4.06)(FAM-S Area Identified: 4,22, 25, 26, 34)



! = Past Due Objectives

KEY = Key Indicator

Core Function:	Domain 1: Turnaround Leadership
Effective Practice:	Practice 1A: Prioritize improvement and communicate its urgency

A2.01

Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)

**Implementation
Status**

Assigned To

Target Date

Initial Assessment:	<ul style="list-style-type: none"> • Multi-Classroom Leaders (MCL) meet bi-weekly with the principal. To discuss departmental needs/concerns, instructional focus, and data progression. • Multi-Classroom Leaders meet bi-weekly with the departmental assistant principal. To discuss coaching support/feedback provided to teachers, individual teacher concerns, and coaching cycle. • Math MCL, principal, and Assistant principal over Math participate in instructional walkthroughs with National Training Network (NTN) technical partner. • Math MCL, principal, and Assistant principal over Math participate in instructional walkthroughs with district curriculum and instruction math team with zone partner school for integrity walks. • English MCL, principal, and Assistant principal over English participate in instructional walkthroughs with My Perspectives technical partner. • English MCL, principal, and Assistant principal over English participate in instructional walkthroughs with district curriculum and instruction zone literacy coach for school-based integrity walks. 	Limited Development 10/31/2023		
How it will look when fully met:	<p>Consistent Instructional Leadership Team meetings will be held, and team will share an obvious instructional focus, to create alignment.</p> <p>Feedback will be shared consistently with teachers regarding progress, effectiveness, and expectations among ILT team.</p> <p>Student performance data will increase.</p>		KaTrinka Brown	06/30/2025
Actions		0 of 7 (0%)		
10/31/23	Multi-Classroom Leaders (MCL) meet bi-weekly with the principal. To discuss departmental needs/concerns, instructional focus, and data progression.		KaTrinka Brown	06/30/2025
<i>Notes:</i>				

10/31/23	Title I funded: Implement the Opportunity Culture Model for improvement.		KaTrinka Brown	06/30/2025
<i>Notes:</i>				
10/31/23	Multi-Classroom Leaders meet bi-weekly with the departmental assistant principal. To discuss coaching support/feedback provided to teachers, individual teacher concerns, and coaching cycle.		KaTrinka Brown	06/30/2025
<i>Notes:</i>				
10/31/23	Math MCL, principal, and Assistant principal over Math participate in instructional walkthroughs with National Training Network (NTN) technical partner.		Elizabeth Southern	06/30/2025
<i>Notes:</i>				
10/31/23	English MCL, principal, and Assistant principal over English participate in instructional walkthroughs with My Perspectives technical partner.		Shronda Mcmillan	06/30/2025
<i>Notes:</i>				
10/31/23	English MCL, principal, and Assistant principal over English participate in instructional walkthroughs with district curriculum and instruction zone literacy coach for school-based integrity walks.		LaShaunda Brown	06/30/2025
<i>Notes:</i>				
10/31/23	Math MCL, principal, and Assistant principal over Math participate in instructional walkthroughs with district curriculum and instruction math team with zone partner school for integrity walks.		Darrick Pettiford	06/30/2025
<i>Notes:</i>				

	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
	Initial Assessment:	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		
	How it will look when fully met:	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.		KaTrinka Brown	06/30/2025
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.		Katrinka Brown	06/30/2025
<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
Initial Assessment:		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		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		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	06/30/2025
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	06/30/2025		
<i>Notes:</i>						
9/27/19	Teachers participate in regular development opportunities that seek to build their capacity.		Team	06/30/2025		
<i>Notes:</i>						
9/27/19	Teachers begin to facilitate professional development for others to gain leadership experience.		Team	06/30/2025		
<i>Notes:</i>						
Implementation:				10/26/2021		
Evidence	10/26/2021 Lunch and Learn Schedule PLC meeting minutes					
Experience	10/26/2021 During the 20-21 school year teachers engaged in lunch and learn sessions where teachers presented best practices that they use in the classroom.					
Sustainability	10/26/2021 We must continue to revisit our PLC process and guide teachers in effective PLC.					

	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
Initial Assessment:			<p>Teachers meet in content areas for Professional Learning Communities weekly.</p> <p>Multi-Classroom Leaders meet with Biology, English II, and Maths 1 & 3 for planning and instructional coaching support.</p>	Limited Development 09/23/2016		
How it will look when fully met:			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%.		LaShaunda Brown	06/30/2025
Actions				9 of 11 (82%)		
	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	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.	Complete 10/01/2019	Team	10/01/2019
<i>Notes:</i>				
12/4/20	The leadership team has developed a set of expectations for staff, specifically during remote teaching.	Complete 06/01/2021	School Leadership Team	06/01/2021
<i>Notes:</i>				
12/4/20	All staff get a planning period each day, as well as time in the afternoon, and Friday's to plan lessons and communicate with students and parents.	Complete 06/01/2021	Team	06/01/2021
<i>Notes:</i> Take 10				
12/4/20	The lead teachers in the school hold monthly department meetings to check in with the people in their department on expectations of remote teaching and duties. During this time, they also communicate best practices that relate to that department and share strategies.	Complete 06/01/2021	Department Chairs	06/01/2021
<i>Notes:</i>				
12/4/20	The administrative team and academic coaches do periodic checks to support staff with required expectations for working. The academic coaches support teachers who need assistance.		Team	06/30/2025
<i>Notes:</i>				
12/4/20	PLCs help to sustain the practice for having time to instructional plan with coworkers. PLCs are meant for planning, analyzing data, and plans for revision of lessons based on data.		Team	06/30/2025
<i>Notes:</i>				

	B2.06	The traditional roles of the principal and other administrators are distributed to allow adequate time for administrative attention to instruction and student supports.(5146)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<ul style="list-style-type: none"> Each member of the administrative team is responsible for a content/department. MCL's are assigned to administrator over their respective departments. Evaluation schedule created based on coaching and support cycle including departmental admin and MCL's. Each administrator is responsible for walkthroughs and feedback in their departments bi-weekly. Instructional Leadership Team meets bi-weekly to discuss progress/updates within their departments. Administrative team responsible for a grade level and each year the team loops with their respective cohort group. Counseling and support services are aligned with grade levels and provide support through the four-year cohort time frame. 	Limited Development 11/01/2023			
<i>How it will look when fully met:</i>	<p>All departments will have consistent feedback given with actionable next steps.</p> <p>Consistent professional learning community meetings, with focus on student performance data.</p> <p>Improve in collaboration among departments</p> <p>Improvements in student academic performance.</p>		KaTrinka Brown	06/30/2025	
Actions			0 of 3 (0%)		
11/1/23	Each member of the administrative team is responsible for a content/department.		KaTrinka Brown	06/30/2025	
<i>Notes:</i>					
11/1/23	Evaluation schedule created based on coaching and support cycle including departmental admin and MCL's.		Zachary Jones	06/30/2025	
<i>Notes:</i>					
11/1/23	Each administrator is responsible for walkthroughs and feedback in their departments bi-weekly.		Administrative Team	06/30/2025	
<i>Notes:</i>					

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
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>		<p>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.</p> <ul style="list-style-type: none"> Weekly walkthroughs are conducted with written feedback by the administrative team. Formal observations and feedback are conducted in line with state and district expectations, with all staff receiving three formal evaluations a year. Multi-Class leads provide multiple weekly observations and feedback sessions within their content areas. District Math and Reading specialists conduct feedback walks with school administrative team members to coach staff members on curriculum implementation. 	Limited Development 09/23/2016		
<i>How it will look when fully met:</i>		<p>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.</p> <p>Evidence to determine implementation:</p> <ul style="list-style-type: none"> Growth in staff ratings on formal evaluations. Documented Informal Coaching Logs Improved School Composite Staff retention 		KaTrinka Brown	06/30/2025
Actions			0 of 6 (0%)		
	9/27/19	Struggling staff are put on specific performance improvement plans that address their specific needs.		Team	06/30/2025
	<i>Notes:</i>				
	9/27/19	All new teachers and all teachers with specific development needs are mentored by highly skilled peers.		Team	06/30/2025
	<i>Notes:</i>				

12/4/20	All staff get a planning period each day, as well as time in the afternoon.		Team	06/30/2025	
<i>Notes:</i>					
12/4/20	The lead teachers in the school hold monthly department meetings to check in with the people in their department on expectations of remote teaching and duties. During this time, they also communicate best practices that relate to that department and share strategies.		Department Chairs	06/30/2025	
<i>Notes:</i>					
12/4/20	Title I funded: The administrative team and MCL's do periodic checks to support staff with required expectations for working. The MCL's are assigned teachers to support based on content and performance needs.		Administrative Team	06/30/2025	
<i>Notes:</i>					
12/4/20	PLC's are held weekly to support and protect collaborative planning among co-workers. During PLC's teachers will plan, analyze data, and plan recovery instructional practices as needed based on data.		Team	06/30/2025	
<i>Notes:</i>					
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<ul style="list-style-type: none"> School based leadership team evaluates all funding sources and determine how Title I funding is utilized. Student performance data is reviewed annually to determine the supports needed. Funding utilized for coaching support through the implementation of Opportunity Culture (MCL's: Math, English, Science) Choice School allocation received to support Computer Information Science Academy programing. 	Limited Development 11/01/2023		
How it will look when fully met:		School performance data will improve as a result of coaching support. Student discipline data will decrease as a result of support staff funded through Title I.		KaTrinka Brown	06/30/2025
Actions			1 of 2 (50%)		
11/1/23	School based leadership team evaluates all funding sources and determine how Title I funding is utilized.		Complete 08/15/2023	Darrick Pettiford	08/31/2024

Notes:

11/1/23 SBLT will review spending and needs monthly as a standard agenda item, to ensure on track usage for Title I funding.

LaShaunda Brown

06/30/2025

Notes:

Core Function: Domain 2: Talent Development

Effective Practice: Practice 2A: Recruit, develop, retain, and sustain talent

C1.06	The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

- Beginning Teachers (BT) are paired with a trained, successful veteran staff member.
- BTs meet every two weeks with their mentor to review progress and to discuss concerns.
- BTs receive a peer observation once yearly to complement their formal evaluations and receive written feedback and coaching.
- BTs receive visits and coaching from district new teacher support personnel.
- BTs in Math, Science and ELA receive regular coaching visits from content area MCLs to assist them with lesson planning and delivery.

Limited Development
11/01/2023

Priority Score: 2 Opportunity Score: 3

Index Score: 6

How it will look when fully met:

Beginning teachers will receive regular coaching, feedback and mentoring on a weekly basis from a variety of staff and support personnel. Beginning teachers will implement feedback and coaching to improve their performance on standardized testing and formal evaluations and demonstrate growth year to year. Beginning teachers will complete their licensure process and obtain a SP2 license after completing their BT program.

Zachary Jones

06/30/2025

Actions 0 of 4 (0%)

11/1/23 Beginning Teachers are paired with a mentor teacher.

Team

06/30/2025

Notes:

11/1/23 Beginning Teachers receive regular feedback and coaching from the administrative team, formally and informally each quarter.

Team

06/30/2025

Notes:

11/1/23 Beginning Teachers participate in a peer observation and receive coaching and feedback.

Team

06/30/2025

		<i>Notes:</i>			
	11/1/23	Beginning teachers meet with their mentor teacher at least one a week to discuss concerns and receive support.		Team	06/30/2025
		<i>Notes:</i>			
Implementation:			11/01/2023		
	Evidence	11/1/2023 Mentor Pairing Document.			
	Experience	11/1/2023 This objective was straightforward. The only challenge was ensuring enough qualified staff were available to mentor all new teachers. The new MCL staff were key in achieving this goal.			
	Sustainability	11/1/2023 Continual monitoring that meetings are being conducted and new staff are supported. Continuing to train veteran staff to provide a pool of expert mentors.			
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:

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

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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	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	06/30/2025
Actions			3 of 5 (60%)		
12/4/20	Northeast provides sessions for growth and development through BT Meetings and quarterly teacher meetings. Staff who have an Action Plan will receive buddy teachers to support growth in their struggling area. During remote learning, interviews for vacant positions have been conducted virtually. Staff member from vacant departments are invited to interview new candidates.		Complete 06/01/2020	Admin Team	06/01/2020
<i>Notes:</i>					
12/4/20	Northeast monitors the impact of our school's procedures, protocols, recruiting, evaluating, rewarding and replacing staff by allow members of the ILT to vote on key issues. As a school, we conduct surveys to gain staff input on the decision-making process.		Complete 06/01/2022	Team	06/01/2022
<i>Notes:</i>					
12/4/20	The administrative team will develop a team of staff to support recruiting and rewarding staff. Recruiting team is made up of administrative team, academic coaches, and lead teachers. Rewarding team is the Climate Committee and Academic Coaches. Evaluations and Action Plans are done only by the administrative team. The Academic Coaches have a goal of reducing teacher turnover rate by 2% from 14.1% to 12.1%. %.		Complete 06/01/2022	Team	06/01/2023
<i>Notes:</i>					
12/4/20	Admin Team sends out weekly emails that would include any new hires and/or staff who have left. The Climate Committee plans several events throughout the year to encourage and build a family climate.			Admin Team	06/30/2025
<i>Notes:</i>					
9/29/19	Admin Team will use the support of the Academic Coaches to provide support to any teachers that need content, pedagogy, or emotional support. The Academic Coaches monitor staff retention quarterly through feedback and surveys.			Team	06/30/2025
<i>Notes:</i>					

Implementation:		09/12/2022		
<i>Evidence</i>	9/12/2022			
<i>Experience</i>	9/12/2022			
<i>Sustainability</i>	9/12/2022			

Core Function:	Domain 2: Talent Development			
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Effective Practice:	Practice 2B: Target professional learning opportunities			
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	A1.03	The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<ul style="list-style-type: none"> School Master Schedule created with a common planning for like content areas, and departmental collaboration time. Professional Learning Community meetings occur weekly. Department meetings held once a month. School Based Leadership team meetings held monthly. Instructional Leadership team meetings held bi-weekly. 	Limited Development 10/31/2023		
How it will look when fully met:		<ul style="list-style-type: none"> Collaboration will be evident through classroom observations, and like content being taught among like course/subject areas. Course pacing guides, common assessment completion and/or data, classroom observation/walk through data. 		KaTrinka Brown	06/30/2025
Actions			1 of 3 (33%)		
	10/31/23	Master schedule will be created to allow common planning for like content areas.	Complete 08/18/2023	Administrative Team	06/10/2024
	<i>Notes:</i>				
	10/31/23	Professional Learning Team Meetings will be held weekly, to ensure planning, data analysis, collaboration occurs weekly.		Administrative Team	06/10/2025
	<i>Notes:</i>				
	10/31/23	Department meetings held once a month.		Administrative Team	06/10/2025
	<i>Notes:</i>				

	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:		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		
How it will look when fully met:		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.			LaShaunda Brown	06/30/2025
Actions				2 of 3 (67%)		
	9/29/19	Student data are consistently used as the basis for decisions around instruction.		Complete 06/01/2020	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.		Complete 06/01/2020	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	06/30/2025
<i>Notes:</i>						

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2C: Set clear performance expectations			
	C1.03	The LEA/School has established, communicated, and provided to employees clear goals and measures for employee's performance and provide targeted training or assistance for any employee receiving an unsatisfactory evaluation or warning.(5154)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> At NEHS school expectations and goals are communicated as part of the opening staff meeting. Professional development to orient all staff to the evaluation tool used to judge their job performance. The leadership team review school performance at the September/October staff meeting with personnel and clearly communicates performance targets for the upcoming school year in several categories including School Composite, EOC scores, Attendance and Behavior. School goals are clearly communicated and used in the creation of each teachers school, department and personal PDP goals. Teachers receive regular feedback and coaching from the administrative team, as well as the MCL and department leadership for their area of content. Staff that fails to meet expectations are moved to a monitored plan and receive regular performance coaching about lesson design classroom management and facilitation until growth is demonstrated. 	Limited Development 11/01/2023		
<i>How it will look when fully met:</i>		<p>At NEHS staff will be fully trained and oriented to school goals and the evaluation tool used by NCDPI.</p> <p>Staff will clearly understand their role in achieving academic and behavior goals.</p> <p>Staff that need more intensive support will receive regular coaching and feedback by the administrative team as well as experts within their own content.</p> <p>Evaluations will be timely and staff that perform unsatisfactorily will receive targeted coaching until their performance improves.</p>		KaTrinka Brown	06/30/2025
Actions			2 of 4 (50%)		
	11/1/23	Staff are trained on school expectations, performance data, and evaluation tools.	Complete 08/21/2023	Team	09/01/2023
<i>Notes:</i>					

11/1/23	Staff will review school performance data and will take part in the creation of annual professional development goals at the school, department and personal level that align with school needs.	Complete 09/12/2023	Team	09/30/2023
<i>Notes:</i>				
11/1/23	Teachers will receive regular formal and informal written feedback and opportunities for performance coaching from school leadership. Teachers in ELA, Math and Biology will receive regular coaching from their MCL.		Team	06/30/2025
<i>Notes:</i>				
11/1/23	Teachers who are given unsatisfactory ratings on the NCDPI evaluation rubric will be moved onto monitored plans and be given targeted coaching until performance improves.		Team	06/30/2025
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
	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>		<p>APEX is offered for students who are off cohort and/or have been unsuccessful in passing courses.</p> <p>Northeast utilizes the Learning Hub- Guilford County Schools funded- that provides afterschool tutoring opportunities for students who are in need of social, emotional, or academic support.</p>	Limited Development 11/01/2023		
<i>How it will look when fully met:</i>		<p>Student academic performance will increase.</p> <p>Students will show positive academic growth.</p> <p>Teachers will refer students to learning hub, and/or stay after school for individual teacher tutorials.</p>		LaShaunda Brown	06/30/2025
Actions			0 of 2 (0%)		
	11/1/23	Counselors and Graduation Coach will review transcripts and enroll qualifying students into the APEX platform.		Northeast	06/30/2025
<i>Notes:</i>					
	11/1/23	Learning Hub staff will partner with content area teachers to get students registered to attend the Learning Hub.		Northeast	06/30/2025
<i>Notes:</i>					

		A3.02	Instructional Teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs.(5111)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<ul style="list-style-type: none"> All staff involved in professional development in order to understand IEP's and student accommodations. Exceptional Children (EC) department meetings occur twice a month in order to ensure compliance is being met. Student schedules created based on performance data, personality, and teacher EVAAS data. EC teacher schedules created to ensure compliance, support, and student needs are met. EC teachers use Fast Bridge and NWEA data to progress monitor. 	Limited Development 11/01/2023		
How it will look when fully met:			<p>Gaps will be closed between EC and their non-disabled peers.</p> <ul style="list-style-type: none"> Students EC goals are progressing and being updated annually. Student performance data. 		William Goode	06/30/2025
Actions				0 of 1 (0%)		
	11/1/23		Exceptional Children (EC) department meetings occur twice a month in order to ensure compliance is being met.		William Goode	06/30/2025
<i>Notes:</i>						
		A3.05	The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<ul style="list-style-type: none"> Common Assessments are given at the end of each unit (weekly/bi-weekly). District Interim Assessments are given three times a year for all EOC courses. NWEA is given three times a year for Math and Reading. 	Limited Development 11/01/2023		
How it will look when fully met:			<p>Students will show continues progression towards meeting mastery on objectives.</p> <ul style="list-style-type: none"> Interim Assessment data. Power-Bi NWEA results Common Assessment data results 		Shronda Mcmillan	06/30/2025
Actions				0 of 3 (0%)		
	11/1/23		Common Assessments are given at the end of each unit (weekly/bi-weekly).		Multi-Classroom Leaders	06/30/2025

Notes:

11/1/23 District Interim Assessments are given three times a year for all EOC courses.

Shronda Mcmillan

06/30/2025

Notes:

11/1/23 NWEA is given three times a year for Math and Reading.

Darrick Pettiford

06/30/2025

Notes:

Core Function:

Domain 3: Instructional Transformation

Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction				
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>		<ul style="list-style-type: none"> Classroom procedures/management plans submitted yearly. Professional development regarding district discipline code of conduct. Professional development on disciplinary procedures: difference between major/minor offenses. Discussion/evaluation on previous year disciplinary data, to create proactive measures for student behaviors. Create expectations and meeting schedule for Student Management Team. Professional development on de-escalation strategies and Educators Handbook Re-Launch of Positive Behavior Intervention and Support All staff participate in school-wide professional development to learn and practice high-leverage instructional and classroom management strategies. Disciplinary data and progress is shared monthly in staff meetings. Disciplinary data is discussed weekly in administrative (to include YDC, Dean of Students, and administrators) meetings for monitoring/discussions, for proactive measures 	Limited Development 09/06/2017			
		Priority Score: 2	Opportunity Score: 1	Index Score: 2		
<i>How it will look when fully met:</i>		<p>By June 2024, Northeast Guilford High School will decrease the amount of loss instructional time due to In/Out of School Suspensions by 10%.</p> <ul style="list-style-type: none"> Discipline data reports Educator Handbook data/reports Office Referral Summaries Decrease in major referrals vs. minor referrals 		LaShaunda Brown	06/30/2025	
Actions			4 of 8 (50%)			
	12/4/20	Leadership Team completes walk throughs for teachers who need additional support in the area of classroom management. Leadership Team provides feedback and next steps for struggling teachers.	Complete 06/01/2021	LaShaunda Brown	06/01/2021	

<i>Notes:</i>				
10/31/23	Staff consistently implements the discipline system and reinforce the established behavioral expectations.	Complete 03/13/2024	Maria Miller	11/30/2023
<i>Notes:</i>				
12/4/20	Instructional time is maximized through consistent and efficient structures for class opening, homework collection, within-class transitions, and formative assessments.	Complete 06/01/2020	LaShaunda Brown	06/01/2024
<i>Notes:</i>				
11/1/22	Title I funded: Hired Youth Development Coordinator (YDC) to support students/teachers with behavioral concerns in/outside of the classroom. Providing early interventions and support to/for students prior to disciplinary concerns. The YDC also leads the mentoring group-sisterhood.	Complete 08/01/2023	Zachary Jones	06/30/2024
<i>Notes:</i>				
9/27/19	Create a system to review the number of referrals and analyze them to identify patterns or trends in referral data.		Maria Miller	06/30/2025
<i>Notes:</i> Team will review data from system to analyze and identify trends/patterns.				
10/31/23	Re-Launch Positive Behavior Intervention and Support		Darrick Pettiford	06/30/2025
<i>Notes:</i>				
10/31/23	Discipline data will be reviewed, discussed, and disaggregated monthly with the staff during faculty meetings.		Zachary Jones	06/30/2025
<i>Notes:</i>				
12/4/20	Title I funded: Multi-Classroom Leaders support team teachers in creating, monitoring, and refining as needed learning opportunities for staff to create and positively reinforce expectations for engagement in the classroom setting.		LaShaunda Brown	06/30/2025
<i>Notes:</i>				
Implementation:		10/31/2023		
Evidence	10/20/2021 Schoolwide PDP plan SLT Walkthrough form			
Experience	10/20/2021 Leadership team completed virtual walkthroughs during remote learning to provide feedback and support to teachers. Northeast implemented a schoolwide professional development plan led by our academic coaches.			

Sustainability		10/20/2021 We must continue to focus on high quality professional development and supporting the needs of our BT teachers.			
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:		<ul style="list-style-type: none"> • Implementation of Opportunity Culture, to include multi-classroom leaders for English, Math, and Science. • MCL's work with teachers to create/plan lessons, locate appropriate resources, monitor/support content delivery, and collaboratively support teachers with disaggregating student performance data. • Align administrative team instructional focuses to departmentalize for monitoring, evaluation, and accountability measures. • Utilize the Open Up Math Curriculum. • Utilize the My Perspectives literacy framework. • Coaching support from technical partners with National Training Network (Math) • Coaching support from technical partners with My Perspectives (Literacy) • Partner with district STEM department to align Science practices within the building to district guidelines and expectations. • Utilize common assessments to evaluate student understanding/mastery of content covered, and design remediation plans to support student discrepancies. • MCL's utilize Power-Bi to work with teachers to determine instructional needs through data analysis. 	Limited Development 11/01/2023		
How it will look when fully met:		<p>Lessons will be fully aligned to state standards, as evidence through classroom walk through data.</p> <p>Teacher formal/informal observations will yield high levels of student engagement, with appropriate student outcomes.</p> <p>Academic discourse will be evident in the classroom.</p> <p>Student performance data will be more closely aligned with the district/state results.</p>		KaTrinka Brown	06/30/2025
Actions			1 of 7 (14%)		
	11/1/23	Implementation of Opportunity Culture, to include multi-classroom leaders for English, Math, and Science.	Complete 11/15/2023	KaTrinka Brown	08/30/2023

<i>Notes:</i>			
11/1/23	MCL's work with teachers to create lessons, locate appropriate resources, monitor/support content delivery, and collaboratively support teachers with disaggregating student performance data.		Administrative Team 06/30/2025
<i>Notes:</i>			
11/1/23	Utilize the Open Up Math Curriculum.		Elizabeth Southern 06/30/2025
<i>Notes:</i>			
11/1/23	Utilize the My Perspectives literacy framework.		Shronda Mcmillan 06/30/2025
<i>Notes:</i>			
11/1/23	Utilize the STEM Scopes (Science) curriculum.		Kiesha Brown 06/30/2025
<i>Notes:</i>			
11/1/23	Coaching support from technical partners with National Training Network (Math)		Elizabeth Southern 06/30/2025
<i>Notes:</i>			
11/1/23	Coaching support from technical partners with My Perspectives (Literacy)		Shronda Mcmillan 06/30/2025
<i>Notes:</i>			

	D2.09	All students receive adequate, up-to-date equitable access to technology. (6828)	Implementation Status	Assigned To	Target Date
Initial Assessment:	<p>All students at NEHS have been assigned functional Chromebooks and chargers.</p> <p>All classrooms have access to instructional technology and tools such as SWIVLs and Document Cameras are available to all staff.</p> <p>Additional tools such as Ipads are available for use in all classrooms.</p> <p>A clear plan for maintaining students devices, replacing damaged units and loaning out devices to students is in place.</p>	Limited Development 11/01/2023			
How it will look when fully met:	All students have a school provided Chromebook and charger. All staff have access to projectors, document cameras and other requested instructional technology to deliver their lessons. Students and staff have a clear understanding how to use tools like Canvas to give students access to their curriculum.		Zachary Jones	06/30/2025	
Actions			2 of 3 (67%)		
11/1/23	Create and utilize a plan for maintaining student device access through maintenance, repair, replacement and loaners.		Team	06/08/2025	
	<i>Notes:</i> Review progress monthly.				
11/1/23	Distribute Chromebooks to all students.	Complete 10/01/2023	Media Specialist	10/01/2025	
	<i>Notes:</i>				
11/1/23	Distribute technology to all instructional staff including Laptops, Board Projectors, Document Cameras, Canvas Access, Etc.	Complete 10/01/2023	Team	10/01/2025	
	<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
A1.09		The school expects students to participate in activities to develop skills outside of the classroom (e.g., service learning, clubs, athletics, enrichment opportunities, internships).(5090)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> Hired a Youth Development Coordinator (YDC) Robotics Club created, with summer internship opportunities for students. Signature Career Academy, Information Systems Technology. Clubs created to support students outside of the classroom: Technology Student Association, Sugar and Spice mentorship, Marching Band, NJROTC, Drama Club, Student Government Association, dance team Learning Hub Athletics: Football, cheerleading, volleyball, basketball, soccer, baseball/softball, track and field, etc. 	Limited Development 10/31/2023		
<i>How it will look when fully met:</i>		Students will be actively engaged in extracurricular activities outside of school that promotes positive behavior and connections with school/community.		Maria Miller	06/30/2025
Actions			1 of 3 (33%)		
10/31/23	Title I funded: Hired a Youth Development Coordinator in order to create/coordinate external opportunities for students outside of the classroom.		Complete 08/14/2023	Maria Miller	06/10/2024
<i>Notes:</i>					
10/31/23	Create a process for students to conduct career exploration in order to provide opportunities for students to explore possible post-secondary plans.			Angela Williams	06/30/2025
<i>Notes:</i>					
10/31/23	Increase enrollment in Computer and Information Systems Technology Academy. Through recruitment and showcasing student engagement in programming.			Angela Williams	08/30/2025
<i>Notes:</i>					

		A4.10	The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.(5128)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>The schoolwide tutoring schedule allows students and families to access teacher tutorials.</p> <p>Learning Hub is available for students two days a week after school for instructional support.</p> <p>Learning Hub is available for students before school for instructional support for athletes.</p> <p>In the spring, each student participates in a scheduling meeting with their counselor.</p> <p>EC teachers provide progress monitoring ongoing for students on their caseload.</p> <p>MCL's pull small, targeted groups based on data and collaboration with team teachers.</p>	Limited Development 11/01/2023		
How it will look when fully met:			Increase in student achievement outcomes.		LaShaunda Brown	06/30/2025
Actions				1 of 4 (25%)		
	11/1/23		Schoolwide tutoring schedule allows students and families to access teacher tutorials.	Complete 10/09/2023	LaShaunda Brown	10/31/2023
<i>Notes:</i>						
	11/1/23		Title I funded: MCL's pull small, targeted groups based on data and collaboration with team teachers.		LaShaunda Brown	06/30/2025
<i>Notes:</i>						
	11/1/23		Learning Hub is available for students two days a week after school for instructional support.		LaShaunda Brown	06/30/2025
<i>Notes:</i>						
	11/1/23		In the spring, each student participates in a scheduling meeting with their counselor.		Kanesha Fields	06/30/2025

Notes:

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.		Shronda Mcmillan	06/30/2025
Actions			0 of 3 (0%)		
	2/28/22	Mentor Teams develop mentoring programs for students with SEL difficulties and long-term plans to support these students year to year.		Kristina Zemaityte	06/30/2025
<i>Notes:</i>					
	2/28/22	Student support team (graduation coach, CDC, counselors, dean of students, social worker, admin) case manages students who are off cohort and works with them individually to recover credits and graduate on time.		Zachary Jones	06/30/2025
<i>Notes:</i>					
	2/28/22	Student support team and mentor team identifies students who may need additional support based on current log (Ram Alerts) in data and discipline/academic data from previous years.		Zachary Jones	06/30/2025
<i>Notes:</i>					

	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
Initial Assessment:	<ul style="list-style-type: none"> Daily discipline reports to whole staff, sent (ISS and OSS lists) Weekly & monthly check-ins with Tier 2 & Tier 3 students. Conduction of safety drills monthly (fire, lockdown, etc.) A school safety plan and emergency operation plan have been created and explained to staff to address emergency situations. Radio responses to classroom and school wide issues. Administrators, Dean of Students and YDC consistently roaming hallways and building to ensure safety of students. Use of AltaAware to monitor the campus and ensure safety. 	Limited Development 11/01/2023			
How it will look when fully met:	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. Students are regularly connected with their counselors. Students are regularly attending mentoring program based on MTSS needs. Safety drills, safety plans and emergency operations will continue to be distributed and shared with all staff.		Maria Miller	06/30/2025	
Actions			7 of 8 (88%)		
11/1/23	Radio responses to classroom and school wide issues.	Complete 08/29/2023	Maria Miller	08/29/2023	
<i>Notes:</i>					
11/1/23	Administrators, Dean of Students and YDC consistently roaming hallways and building to ensure safety of students.	Complete 08/29/2023	Maria Miller	08/29/2023	
<i>Notes:</i>					
11/1/23	Use of AltaAware to monitor the campus and ensure safety.	Complete 08/28/2023	Zachary Jones	08/29/2023	
<i>Notes:</i>					
11/1/23	Conduction of safety drills monthly (fire, lockdown, etc.)	Complete 08/28/2023	Zachary Jones	08/29/2023	
<i>Notes:</i>					
11/1/23	Daily discipline reports to whole staff, sent (ISS and OSS lists)	Complete 08/30/2023	Maria Miller	09/04/2023	
<i>Notes:</i>					
11/1/23	Weekly & monthly check-ins with Tier 2 & Tier 3 students.	Complete 09/01/2023	Maria Miller	09/04/2023	
<i>Notes:</i>					
11/1/23	A school safety plan and emergency operation plan have been created and explained to staff to address emergency situations.	Complete 08/21/2023	Zachary Jones	09/04/2023	
<i>Notes:</i>					

11/1/23	MTSS team meets monthly to review student data and implement intervention for students for behavior and academics.		Maria Miller	06/30/2025
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift			
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning			
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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
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Initial Assessment:	<ul style="list-style-type: none"> Student behavior patterns are tracked via Educator's Handbook and reviewed as part of the MTSS process twice a month. Students identified as needing higher levels of support are assigned a mentor and/or invited to be part of the school mentoring groups. Classroom and school expectations are clearly posted and frequently referenced around the school building and in every classroom. Clear processes are in place for referring students to counseling services. 	Limited Development 09/23/2016		
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How it will look when fully met:	Student behavior is minimal and addressed primarily with restorative practices. Teachers clearly understand their role in this process and work closely with students to address their needs. Students that require additional support have regular contact with mentors and support personnel and there is a general decrease in the number of MTSS Tier 2 and Tier 3 referrals.		Zachary Jones	06/30/2025
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Actions		0 of 5 (0%)		
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10/10/17	Designate funds from Title 1 to provide professional development for teachers (school culture and climate professional development).		KaTrinka Brown	06/30/2025
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Notes:

10/16/17	Team will track monthly discipline report to identify increases or decreases in offenses and share this information with the staff at monthly staff meetings.		Maria Miller	06/30/2025
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Notes:

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.		Maria Miller	06/30/2025
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Notes:

12/4/20	Mentor Team will create and implement data decision rules to guide the process for escalating students to Tier 2 and 3 levels of support within the MTSS framework.		Zachary Jones	06/30/2025	
<i>Notes:</i>					
12/4/20	Teachers explicitly use SEL strategies, both in face to face and remote settings, to help students engage in class, manage emotions, and build relationships with and among students.		Zachary Jones	06/30/2025	
<i>Notes:</i>					
	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
Initial Assessment:		<ul style="list-style-type: none"> Weekly ConnectEd messages sent home by Principal Brown Canvas Parent announcements by teachers Remind 101 Group for Seniors Website maintained by media specialist 	Limited Development 11/01/2023		
How it will look when fully met:		<ul style="list-style-type: none"> Website will be updated weekly with current events Weekly ConnectEd messages sent home by Principal Brown Canvas Parent announcements by all teachers Quarterly community & parent events at the school Newsletters sent in multiple languages 		KaTrinka Brown	06/30/2025
Actions			0 of 3 (0%)		
11/1/23	Quarterly Family Check in		Darrick Pettiford	06/30/2025	
<i>Notes:</i>					
11/1/23	Fully current website with all school happenings		Media Specialist	06/30/2025	
<i>Notes:</i>					
11/1/23	Newsletter with resources sent to families in multiple languages and methods to increase access		KaTrinka Brown	06/30/2025	
<i>Notes:</i>					

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
	E1.01	ALL teachers maintain a file of communication with parents/guardians.(5177)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All teachers have been provided with the directive that contact logs must be maintained throughout the school year. A communication log template was provided to staff to document conversations with parents about student academic performance. Staff have been trained on the use of Educator's Handbook to document communication regarding student behavior concerns.	Limited Development 11/01/2023		
<i>How it will look when fully met:</i>		Staff will keep an up to date log regarding contact with parents and families and will furnish that log as requested during coaching and feedback conversations. As a result of maintaining regular communication student performance on quarterly grades will improve.		Zachary Jones	06/30/2025
Actions			2 of 3 (67%)		
	11/1/23	Create and share expectations regarding parent contact logs with staff as part of the opening of school process.	Complete 09/01/2023	Team	09/01/2023
<i>Notes:</i>					
	11/1/23	Create and share a contact log template for staff use.	Complete 09/01/2023	Team	09/01/2023
<i>Notes:</i>					
	11/1/23	Review contact logs as part of the evaluation process to ensure staff are maintaining regular communication with parents and families.		Team	06/30/2025
<i>Notes:</i>					

	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
Initial Assessment:			<ul style="list-style-type: none"> Title I annual parent meeting Title I parent Compact and Family Engagement documents are shared each year. Title I Parent Curriculum Nights Parent Teacher Conferences Northeast Insider (newsletter) sent out multiple times a year. ConnectEd communication sent to parents regarding events. 	Limited Development 11/01/2023		
How it will look when fully met:			<p>Parents will be actively engaged in the learning process and supporting students outside of school.</p> <p>Student performance will increase.</p> <p>Increased attendance at curriculum nights and parent events.</p>		LaShaunda Brown	06/30/2025
Actions				0 of 3 (0%)		
	11/1/23	Title I annual parent meeting			LaShaunda Brown	06/30/2025
<i>Notes:</i>						
	10/23/24	Connect Eds (phone messages) are sent to parents weekly with updates regarding important events and resources			KaTrinka Brown	06/30/2025
<i>Notes:</i>						
	11/1/23	Title I parent Compact and Family Engagement documents are shared each year.			LaShaunda Brown	10/31/2025
<i>Notes:</i>						