

Comprehensive Progress Report

Mission: Northern Guilford High School empowers lifelong learners who exhibit wisdom, hope, and integrity.

Vision: Northern Guilford High School will equip and prepare all graduates with a career plan, apprenticeship, enlistment agreement, or acceptance letter to a post-secondary school.

Goals:

By June 30, 2024, Northern Guilford High School will increase its overall Performance Composite by at least 3 percentage points, from 65.1 in 2022-23 to 68.1 in 2023-24.

By June 30, 2024, Northern Guilford High School will decrease chronic student absences by 5 percentage points, from 32% in 2022-23 to 27%.

By June 2024, The principal will be actively involved in and facilitate MTSS implementation moving Northern Guilford High School from the Emerging to Operationalizing rating on the EOY FAM-S survey.

By June 2024, The essential elements of MTSS implementation are defined and understood by school staff, moving Northern Guilford High School from the Emerging to Operationalizing rating on the EOY FAM-S survey.



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The school has established policies addressing electronic devices, tardies, and the dress code. Teachers are expected to teach from bell to bell and engage students in the learning process. Hall passes will be mandatory for students in the halls between classes. We will also implement tardy sweeps this year.	Limited Development 09/11/2017		
<i>How it will look when fully met:</i>			All teachers will have functional classroom management strategies that will engage all learners and hold students accountable for their choices and learning. Establishing and posting classroom rules and procedures as well as teachers providing students instruction and reinforcement for understanding and following the rules and procedures. During the 23/24 school year teachers and administrators will track student behaviors and implement a plan to counteract those behaviors at the beginning of the 24/25 school year.		David Zochol/English/Chair	06/06/2025
<i>Actions</i>				0 of 2 (0%)		
	8/6/19		Systems are in place to review the number of referrals and analyze them to identify patterns or trends in referral data.		David Zochol	06/06/2025
<i>Notes:</i>						
	9/6/22		Each department will submit evidence of building positive classroom culture with data every two weeks. Expectations and behaviors checklists will also be reviewed in Hawksnest. These will be measured in each department accordingly.		David Zochol	06/06/2025
<i>Notes:</i>						

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Instructional Teams develop standards-aligned units of instruction for each subject and grade level.	Limited Development 08/08/2016		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			During PLC collaborative planning time, grade level teams will review content standards and instructional pacing guides. Instructional Teams develop standards-aligned units of instruction for each subject and grade level. Recurrence is yearly.		Jo Adams	06/09/2025
Actions				0 of 2 (0%)		
	8/6/19	All lessons will include the standard being taught using student friendly language, I Can statement, and/or an Essential Question.			Jo Adams	06/09/2025
Notes:						
	8/6/19	All assessments will have questions identified with the standard/objective number being assessed.			Jo Adams	06/09/2025
Notes:						
Implementation:				06/21/2018		
Evidence			6/21/2018			
Experience			6/21/2018			
Sustainability			6/21/2018			

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
Initial Assessment:			Few teachers are using a tiered instructional system to reach all levels of learners. The district is implementing MTSS training for all staff through webinars that will be facilitated by the admin team during staff meetings.	No Development 08/08/2016		
How it will look when fully met:			By June 2024, students will receive targeted instruction of supplemental supports in the areas of behavior, social-emotional, attendance, math, and reading based on their level of need (Academic levels of support: remediation, intervention, maintenance, enrichment). Students that are determined to be "at-risk" through an early warning system, will receive supplemental interventions, with progress monitoring, that follow a standard treatment protocol. If students are considered to be a non-responder to supplemental interventions, they will receive intensive interventions as well. The Principal will work with department chairs to help each department to develop appropriate protocols/procedures to ensure all students are receiving targeted interventions or expansions.		Louis Galiotti	06/07/2024
Actions				0 of 2 (0%)		
	8/6/19	A student tracking system is in place that uses assessment information, course grades, teacher referrals, and attendance to track each student and their interventions.			Louis Galiotti	01/19/2024
Notes:						
	8/6/19	Department Chairs will meet once a month to discuss data from CFAs/interim assessments to determine effectiveness of core instruction.			Louis Galiotti	06/07/2024
Notes:						

	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
Initial Assessment:			Currently teachers can refer students to guidance counselors, the Intervention Support Team or administrators for support with behavioral interventions. The IST team, in conjunction with the Behavior Support Teacher(s) will begin to implement restorative questioning as well as restorative circles to support student behavior and better manage their emotions. The school Social Worker will intervene as needed for specific cases. Exceptional Children's services will follow up when appropriate.	Limited Development 08/08/2016		
How it will look when fully met:			There will be a reduction in the number of students given discipline referrals. Teacher Working Conditions survey results will show improvements throughout the survey. Student attendance and grades will improve. Teachers will more frequently communicate with parents and families and will maintain communication logs with more engagement. Teachers will more often nominate students for Student of the Month. In order to show evidence that the object is fully met, the school can conduct a survey for students in one class period with targeted questions, and then share results with the teachers of those students. The school can also conduct a similar survey with parents to help gain understanding of life situations. The school can utilize referrals to social worker, guidance counselors and/or administrators. For struggling students, match students with a mentor teacher they could go to when necessary. Staff will also participate in Restorative Practices professional development.		Sharon Jacobs	06/07/2024
Actions				0 of 2 (0%)		
	10/20/16	Data is used to identify structural issues that need to be addressed such as equity and unsupervised environments.			Sharon Jacobs	06/07/2024
Notes:						
	8/6/19	Data systems exist to track all discipline referrals and interventions (Educator's Handbook). Online Academic referral forms and attendance meetings are conducted to identify students in need of additional supports. This will work in conjunction with the IST.			Sharon Jacobs	06/07/2024
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:			The counselors meet with every eighth grade student during February of the year they will transition to the high school. NGHS hosts a transition ceremony in early June as well as a freshmen orientation the week before school starts. NGHS will also start implementing strategies to ensure all students are receiving adequate MTSS strategies.	Limited Development 09/11/2017		
			Priority Score: 1 Opportunity Score: 3 Index Score: 3			
How it will look when fully met:			Through review of students’ four-year plans (successes/areas of growth). The staff at NGHS will use essential elements of MTSS to identify/define to better define the MTSS process for all students.		Kevin Hairston	06/30/2024
Actions				0 of 5 (0%)		
10/13/23			The Curriculum and Career Night will be offered in the winter to help with course registration.		Kevin Hairston	06/30/2024
Notes:						
10/13/23			Parents can also schedule meetings with counselors and faculty in tailoring schedules for success.		Kevin Hairston	06/30/2024
Notes:						
10/13/23			Peer mentors will also provide academic advice for incoming Freshmen students.		Kevin Hairston	06/30/2024
Notes:						
10/13/23			A Ninth-grade specific registration night will be established for parents to be kept informed and assist in their students' schedules.		Kevin Hairston	06/30/2024
Notes:						
9/6/22			Individualized plans for each student will be established and reviewed each Spring. Four year plans will also be monitored for every student.		Tia Minoski	06/12/2026
Notes:						
Implementation:				09/15/2020		
Evidence			9/15/2020 All evidence is available in hard copy with each counselor who possesses the four-year plan for each student.			

<i>Experience</i>	9/15/2020 This goal has given the counselors the opportunity to meet individually with each freshman to develop a relationship, giving each student a face in the building that they can go to for support.			
<i>Sustainability</i>	9/15/2020 Continued follow up annually with each student to make necessary changes to the four-year plan and subsequent coursework.			

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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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>			By June 30, 2024, Northern Guilford High School will increase its overall Performance Composite by at least 3 percentage points, from 65.1 in 2022-23 to 68.1 in 2023-24.	Limited Development 09/07/2023		
<i>How it will look when fully met:</i>			<ul style="list-style-type: none">• Focus on decreasing the achievement gap by student groups (e.g., race/ethnicity, SWD, EL)• Use EVAAS data to identify students with low probabilities of proficiency as a focus.• Make sure that your school has subgoals for every content and grade level tested area.		Tim Wolfe	06/30/2024
Actions				0 of 3 (0%)		
	9/7/23		Focus on decreasing the achievement gap by student groups (e.g., race/ethnicity, SWD, EL)		Tim Wolfe	06/30/2024
<i>Notes:</i>						
	9/7/23		• Use EVAAS data to identify students with low probabilities of proficiency as a focus.		Tim Wolfe	06/30/2024
<i>Notes:</i>						
	9/7/23		Make sure that your school has subgoals for every content and grade level tested area.		Tim Wolfe	06/30/2024

Notes:

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			School Administration will implement various supervision plans throughout the 23/24 school year and implement a schoolwide plan in the beginning of the 24/25.	Limited Development 09/07/2023		
<i>How it will look when fully met:</i>			An Assistant Principal will work with identified staff members to implement various supervision/duty stations throughout the school to maximize the school cover plan for the 24/25 school year.		Tim Wolfe	06/06/2025
Actions				0 of 1 (0%)		
	10/11/23		An Assistant Principal will work with identified staff members to implement various supervision/duty stations throughout the school to maximize the school cover plan for the 24/25 school year.		Tim Wolfe	06/30/2025
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
<i>Initial Assessment:</i>			With a fully implemented administrative team, this will be a priority area. An observation calendar will be provided to administrators. All observations will result in a post-conference where feedback will be given to the teacher.	Limited Development 08/08/2016		
<i>How it will look when fully met:</i>			The principal and assistant principals will spend most of their time in classrooms doing observations and walk-throughs to monitor instruction. Feedback will always be given within 48 hours through either the GCS walk-through form or the NCEES observation system.		Louis Galiotti	06/07/2024
Actions				0 of 1 (0%)		
	10/7/19		The administrative team will conduct timely observations and provide constructive feedback to support classroom instruction. Coaching will be implemented for any teacher identified as struggling with content, management, or instruction.		Louis Galiotti	06/03/2024

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
Initial Assessment:			During the 2022-2023 school year, professional development opportunities did not directly align with the goal of the SIP. The 2022-23 SIP will drive all PD decisions and budget expenditures in order to drive academic success for all students. PLCs will report to the SIT with data.	Limited Development 08/08/2016		
How it will look when fully met:			Every teacher, student and parent will understand and be aware of the academic performance of their child and monitoring of skill deficits will continue until proficiency is achieved. Student data, teacher data (benchmarks, common assessments, and end of year school data) will be reviewed and analyzed to identify Tier 2 and Tier 3 students and provide remediation immediately.		Jo Adams	06/06/2025
Actions				0 of 3 (0%)		
	8/31/17		PLCs and the Instructional Leadership Team will review student data with administrators to monitor progress towards SIP goals. This will include benchmark, classroom, formative assessments, common assessments, and other student data. The department heads will report to the SIT once a month. Weak areas will be shared school-wide to garner support in identified areas of growth such as: writing, drawing inferences, graphing, and reading comprehension.		Jo Adams	06/06/2025
Notes:						
	8/31/17		All Professional Development provided at the school and district level will be targeted towards the SIP goals and performance measures to provide support and research-based instructional strategies and practices.		Jo Adams	06/06/2025
Notes:						
	9/16/19		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.		Jo Adams	06/06/2025
Notes: MTSS implemented by ILT.						

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
Initial Assessment:			We award the Heart of the Hawk to a teacher every two weeks. It is passed on from the previous winner. We welcome student teacher placements from Guilford College, UNCG, and NCA&T so recruit potential teachers. We work to accelerate the growth of our EC TAs to become classroom teachers. Every BT is assigned a highly qualified mentor teacher. New staff to the building are assigned a buddy teacher.	Limited Development 09/30/2022		
How it will look when fully met:			Teacher turnover will be less than 10% in the ideal state.		Kevin Hairston	06/30/2025
Actions				0 of 1 (0%)		
	10/11/23	Administration will work with Department chairs to come different rewards for the staff without the 23-24 school.			Kevin Hairston	06/30/2025
Notes:						

Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Resource Allocation			
	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
<i>Initial Assessment:</i>			Policies and procedures will be addressed during the 2023-24 school year.	No Development 09/07/2023		
<i>How it will look when fully met:</i>			The Principal will monitor and funds used during the 23/24 school and developed a holistic school budget with leadership team at the beginning of the 24/25 school year.		Louis Galiotti	06/06/2025
<i>Actions</i>						
<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>			The school sends home progress reports at the mid-point of each quarter and report cards at the end of each quarter. We host a Curriculum Fair every February to highlight career opportunities and course offerings that compliment the intended career path. Each grade level has a parent night where parents are provided with pertinent information regarding college, graduation, scholarships, career paths, and relevant grade-level information. Improvement is desired at the teacher level by communicating early when students are at-risk of not passing a course and need to implement steps to facilitate student success. We host a new to Northern and freshmen orientation prior to the start of school. We host an open house in early September for parents/guardians to meet their child's teachers. Teacher webpages are to be updated regularly. Grades are to be updated weekly with at least one grade per week. The school has implemented a Facebook and Twitter page. Academic referral forms will be reinstated for the 2019-2020 school year. Curriculum includes summer work packets that need to be signed by the parent.	Limited Development 08/08/2016		
<i>How it will look when fully met:</i>			Teachers and parents/guardians will work together to support students with open communication. Parents monitor PowerSchool gradebook and teacher websites for grades and information. Parents reach out to teachers when they have a concern or questions. The school uses the Connect-Ed automated phone calls to remind parents of events at the school, teacher websites and PowerSchool grade look-up access. A link to PowerSchool is posted on the school's website. Guidance counselors and teachers communicate options to students who are not planning to attend a four-year university. Options will include the GAP Program, College and Career Promise, and military options.		Sarah Meyer	06/06/2025
<i>Actions</i>				0 of 3 (0%)		
	9/23/16	Teachers will communicate with parents and guardians when students are at risk of receiving a D or F average in a class, and will submit an Academic Referral Form to administrators as evidence of this communication. Administrators will hold student-led conferences with all F students each quarter to help students self-assess strengths, weaknesses, and where additional support is needed.			Sharon Jacobs	06/06/2024

Notes: Teachers are reminded of this quarterly and submit quarterly Academic Referral Forms to administrators.

8/6/19 Partner with the PTSA to communicate with the parents how to support their child's academic success. A communication flow chart will be created and distributed online through a link on the school and PTSA website.

Louis Galiotti

06/06/2024

Notes:

10/7/19 Parents will be invited to attend a Career/Curriculum Fair to discover curriculum pathways for students and the courses required/recommended for each.

Louis Galiotti

06/06/2024

Notes: