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 30th 2026, NGHS will increase performance composite on End of Year assessments by 3%, increasing from 69% to 72%. Indicator- C 2.01

By June 30th 2026, NGHS will achieve a rating of "Operationalizing (2)" on FAM-S Item 39. Indicator- A 4.16 (FAM-S goal- Data and Evaluation- 39: Data sources are used to evaluate the impact of MTSS)

By June 30th 2026, NGHS will implement a GPA monitoring and support system for all 9th grade students, including quarterly check-ins facilitated by homeroom teachers, counselors, instructional coaches, and/or administrators, to promote academic progress and early intervention. Indicator- E 1.06

! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
	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:			NGHS SLT we evaluate this key indicator at the end of the 24-25 school year.	Limited Development 09/07/2023		
How it will look when fully met:			Develop and implement a comprehensive data collection that focuses on academic, attendance, and discipline data to identify at-risk students early and provide targeted interventions.		**Louis Galiotti**	**06/30/2027**
Actions				**0 of 1 (0%)**		
		9/30/24	Data Collection Gather academic data: standardized test scores, grades, course completion rates Compile attendance records: daily attendance, chronic absenteeism rates Collect discipline data: number and types of incidents, suspension rates		Louis Galiotti	06/30/2027
		Notes:				

	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:			NGHS SLT we evaluate this key indicator at the end of the 24-25 school year.	Limited Development 09/07/2023		
How it will look when fully met:			Develop and implement a comprehensive data collection that focuses on academic, attendance, and discipline data to identify at-risk students early and provide targeted interventions.		**Louis Galiotti**	**06/30/2027**
Actions				**0 of 1 (0%)**		
		9/30/24	Data Collection Gather academic data: standardized test scores, grades, course completion rates Compile attendance records: daily attendance, chronic absenteeism rates Collect discipline data: number and types of incidents, suspension rates		Louis Galiotti	06/30/2027
		Notes:				

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
Initial Assessment:			NGHS SLT we evaluate this key indicator at the end of the 24-25 school year.	Limited Development 08/08/2016		
How it will look when fully met:			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**	**06/30/2027**
Actions				**0 of 1 (0%)**		
		9/30/24	Data Collection Gather academic data: standardized test scores, grades, course completion rates Compile attendance records: daily attendance, chronic absenteeism rates Collect discipline data: number and types of incidents, suspension rates		Louis Galiotti	06/30/2027
		Notes:				

	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:			NGHS SLT we evaluate this key indicator at the end of the 24-25 school year.	No Development 09/07/2023		
How it will look when fully met:			Develop and implement a comprehensive data collection that focuses on academic, attendance, and discipline data to identify at-risk students early and provide targeted interventions		**Louis Galiotti**	**06/30/2027**
Actions				**0 of 1 (0%)**		
9/30/24			Data Collection Gather academic data: standardized test scores, grades, course completion rates Compile attendance records: daily attendance, chronic absenteeism rates Collect discipline data: number and types of incidents, suspension rates		Louis Galiotti	06/30/2027
Notes:						

Core Function:	**Domain 2: Talent Development**
Effective Practice:	**Practice 2A: Recruit, develop, retain, and sustain talent**

	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:			NGHS SLT we evaluate this key indicator at the end of the 24-25 school year.	Limited Development 09/30/2022		
How it will look when fully met:			Develop and implement a comprehensive data collection that focuses on academic, attendance, and discipline data to identify at-risk students early and provide targeted interventions.		**Louis Galiotti**	**06/30/2027**
Actions				**0 of 1 (0%)**		
9/30/24			Data Collection Survey Teachers once a quarter to identify areas of need. Work with PTO to organize monthly activities for staff. Mentor training and additional planning to allow teachers to work with new teachers.		Jo Adams	06/30/2027

		Notes:				

Core Function:			**Domain 2: Talent Development**			
Effective Practice:			**Practice 2B: Target professional learning opportunities**			
	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:			By June 30th 2026, NGHS will increase performance composite on End of Year assessments by 3%, increasing from 69% to 72%. Biology 60.4% to 65.4 English 2 71.5% to 75% Math 1 34.6% to 40% Math 3 maintain 85.5% ACT 63.3% to 67%	Limited Development 08/08/2016		
How it will look when fully met:			a. Using individualized student performance targets b. Using small group instruction/activities to target skill deficits c. Using personalized skill practice d. Analyzing individual student data consistently after every assessment and determining next steps for student mastery		**Jo Adams**	**06/30/2026**
Actions				**6 of 7 (86%)**		
		12/13/24	Tutoring Schedule Created	Complete 11/15/2025	Jo Adams	11/19/2024
		Notes:	Wed am - 8 to 10 peer tutors in Math 1, 2, and 3 in the media center; 1 to 5 during Learning Hub on Tues and Thurs.; SHS is scheduled to start in LH soon;			
		12/13/24	Conduct data dive with District Data Coach and EOC interims	Complete 05/23/2025	Jo Adams	06/30/2025
		Notes:	November Notes- Christina Wilson met with each EOC PLC to do a data dive into the IA 1 data and assist with action plans February Notes- Dr. Grant came out and met with our teachers to go over data and on March 11th the teachers had a data session with Dr. Grant. April Notes- Dr. Grant came out and met with individual PLCs to review data and devise an end of year test prep plan.			
		8/31/17	Admin team and ILT will create a walkthrough document	Complete 09/02/2025	Jo Adams	09/03/2025

Notes:	November Notes- data from walk through document indicates a lull; no more additional improvement on identifying learning goals/alignment; no improvement on communicating relevancy and/or a why for the tasks implemented in class			
8/31/17	Admin team will use the walkthrough document throughout the 1st 9 weeks to collect data across the school and use it to provide feedback to teachers. Weekly rotation schedule has been established into 6 groups and an admin is assigned to a group on a weekly basis	Complete 10/02/2025	Jo Adams	10/31/2025
Notes:	November Notes- Module 8: creating meaningful learning experiences in the focus of Nov's presentation and ILT professional learning will review past concepts teacher clarity and its importance for student learning;			
5/27/25	Schedule 1/2 day EOC Blitz events during exam week	Complete 05/23/2025	Jo Adams	05/09/2026
Notes:	Plan was created and EOC teachers emailed their plans to Ms. Adams.			
9/16/19	Based on data collected, admin team will analyze the data and use that for next steps.		Jo Adams	06/30/2026
Notes:				
9/26/24	ILT will also look at the data in the teaching/learning logs from learning walks.	Complete 05/23/2025	Jo Adams	06/30/2026
Notes:	November Note- ILT professional learning will review past concepts teacher clarity and its importance for student learning;			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
	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:			NGHS SLT will look at the key indicator at the end of the 25-26 school year.	No Development 08/08/2016		
How it will look when fully met:			Develop and implement a comprehensive data collection that focuses on academic, attendance, and discipline data to identify at-risk students early and provide targeted interventions.		**Louis Galiotti**	**06/30/2027**
Actions				**0 of 1 (0%)**		
		9/30/24	Data Collection Gather academic data: standardized test scores, grades, course completion rates Compile attendance records: daily attendance, chronic absenteeism rates Collect discipline data: number and types of incidents, suspension rates		Jo Adams	06/30/2027
		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**
Initial Assessment:			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		
How it will look when fully met:			SLT we review this objective at the end of the 25-26 school year.	**10/09/25**	**Louis Galiotti**	**06/30/2027**
Actions						
		Notes:				

	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:			NGHS SLT we evaluate this key indicator at the end of the 25-26 school year.	Limited Development 08/08/2016		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			Develop and implement a comprehensive data collection that focuses on academic, attendance, and discipline data to identify at-risk students early and provide targeted interventions.		**Jo Adams**	**06/30/2026**
Actions				**0 of 1 (0%)**		
9/30/24			Data Collection Gather academic data: standardized test scores, grades, course completion rates Compile attendance records: daily attendance, chronic absenteeism rates Collect discipline data: number and types of incidents, suspension rates		Jo Adams	06/30/2026
Notes:						
Implementation:				06/21/2018		
Evidence			6/21/2018			
Experience			6/21/2018			
Sustainability			6/21/2018			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
	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 SLT committee will review this objective at the end of the 25-26 school year.	Limited Development 09/11/2017		
			Priority Score: 1 Opportunity Score: 3	Index Score: 3		
How it will look when fully met:			SLT team will review relevant data at the end of the 25-26 school year.	**09/15/20**	**Louis Galiotti**	**06/30/2027**
Actions						
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.			
Experience			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.			
Sustainability			9/15/2020 Continued follow up annually with each student to make necessary changes to the four-year plan and subsequent coursework.			

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning			
	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:			By June 30th 2026, NGHS will implement a GPA monitoring and support system for all 9th grade students, including quarterly check-ins facilitated by homeroom teachers, counselors, instructional coaches, and/or administrators.	Limited Development 08/08/2016		
How it will look when fully met:			Develop and implement a comprehensive data collection that focuses on academic, attendance, and discipline data to identify at-risk students early and provide targeted interventions.		**Jo Adams**	**06/30/2026**
Actions				**0 of 3 (0%)**		
		10/9/25	Assign each subcommittee member to an even number of students for regular check-ins.		Matthew Kinney/Exceptional Children	11/15/2025
		Notes:				
		10/9/25	Assess the feasibility of short quarterly break periods.		Matthew Kinney/Exceptional Children	11/15/2025
		Notes:				
		10/9/25	Obtain attendance data from Kris Hoyle. Compare current data against next month’s data.		Matthew Kinney/Exceptional Children	06/30/2026
		Notes:				

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	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:			This group will continually look at two-way communication at NGHS and find ways to support teacher and parent interaction for the benefit of all students.	Limited Development 08/08/2016		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			We will reach this by ensuring that educators actively engage families and students from our diverse population in problem-solving when their children need additional support. We will also provide intensive outreach to unresponsive families to increase their skills in supporting student learning.	**05/27/25**	**Jillian Angel/PTSO President**	**06/30/2026**
Actions						
Notes:						
Implementation:				05/27/2025		
Evidence			5/27/2025			
Experience			5/27/2025			
Sustainability			5/27/2025			