

Comprehensive Progress Report

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

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

Goals:

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

Northeastern High School will graduate students on time as measured by at least 90% 4 year cohort graduation by 2026.

NHS will meet or exceed growth by implementing a tiered instructional system that aligns with individual needs of the students



Activity in the last 6 months

! = 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:			The School Improvement Team meets on the second Tuesday of each month. The MTSS committee meets on the fourth Tuesday of each month. Each group includes the principal, SIT members, Assistant Principals, and a lead teacher from each Department.	Limited Development 05/15/2022		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			The School Improvement Team will continue to meet on the 2nd Tuesday of each month. The MTSS committee will meet on the 4th Tuesday of each month. The Instructional Leadership Team will meet for 30 minutes out of each meeting. Each group includes the principal, SIT members, school administrators, and other teacher leaders. Schedules including the dates and times will be shared in advance. Agendas will be shared before each meeting utilizing the Indistar Platform. The Restorative Facilitator, Counselor, and/or administrator meets with students to plan re-entry with students who have been assigned OSS.	Objective Met 02/12/25	Adrian Fonville	05/22/2026
Actions						
	9/27/23	The MTSS Team will review the Watchlist and comments from PLCs to develop potential actions for students needing elevated services.		Complete 05/22/2026	Administrators	05/31/2024
	Notes:	The MTSS team will meet monthly while the smaller subgroup may meet more or less frequently depending on student needs.				
	9/29/23	Students who have received OSS for particularly egregious behaviors (fighting, insubordination, aggressive behaviors) must meet with a parent/guardian and one or more of the following school personnel: administrator, counselor, and restorative facilitator. This team will work toward a re-entry plan that helps students make decisions that allow the returning student to make a fresh start in the school.		Complete 05/22/2026	Administrators	05/31/2025
	Notes:					
	5/15/22	SIT and MTSS schedules including the dates and times will be shared in advance.		Complete 12/12/2025	Eboni Stallings	05/31/2025

Notes:				
Implementation:		02/12/2025		
Evidence	6/27/2023 Meeting schedule, meeting notes, and agendas are evidence.			
Experience	6/27/2023 The SIT met regularly and published the meeting dates as required. Invitations were provided to staff should they wish to attend.			
Sustainability	6/27/2023 Continue to post meeting dates for the school community and for parents who may wish to attend.			

Core Function:	Domain 2: Talent Development
-----------------------	-------------------------------------

Effective Practice:	Practice 2C: Set clear performance expectations
----------------------------	--

		C3.01	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(5165)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Staff members are celebrated at the beginning of staff meetings Email and other communication systems are regularly used to share staff successes/praises	Limited Development 02/12/2025		
How it will look when fully met:			Staff will feel valued and seen. A variety of staff will be recognized for multiple examples of success: Student Achievement Personal Achievement Student support Academic strategies Community Outreach, etc	Objective Met 07/15/25	Michael Everett	05/15/2026

Actions						
	7/15/25	The NHS Eagle will be presented to the staff member who has performed at the highest levels of excellence each month.		Complete 06/04/2026	Michael Everett	05/22/2026

Notes:				
--------	--	--	--	--

7/15/25	The Principal will recognize both student and school growth during morning huddle with the teachers and during morning announcements with students over the intercom. The students will be celebrated for their academic growth through quarterly celebrations We will recognize students and staff for perfect attendance each month.	Complete 05/15/2026	Eboni Stallings	05/22/2026
<i>Notes:</i>				
7/15/25	Students will be supported outside of academics, to include staff and administrators being present at their musical performances, athletic events, and club recognitions.	Complete 05/15/2026	Eboni Stallings	05/22/2026
<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>			Teachers meet in regularly scheduled PLCs to review and discuss student data and teaching and learning strategies. Teachers are required to use formative assessments and benchmark and state testing data sources to inform instruction to identify appropriate student support.	Limited Development 05/15/2022		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>			Teachers will meet in planning period meetings at least once each week to review student data including attendance, grades, and parent contacts, and lesson plans. EOC PLCs, which are lead by the Multiple Classroom Leaders (Erin Gray, Jennifer Darnell, and Melitta Smith) with structured protocols and agendas. These PLC's will occur weekly on Mondays during Homeroom/Flextime. Formative assessments will be created and used with fidelity. Data feedback strategies will be a regular part of the instructional focus in EOC PLCs. Teachers are expected to bring appropriate data to each meeting and to share as required. Additionally, they are required to share how student interventions are occurring during classes.	Objective Met 07/15/25	Erin Gray [leadership, elected Aug 2024]	05/24/2025
<i>Actions</i>						
	5/15/22	EOC teachers will participate in PLC meetings during Homeroom/Flextime weekly. Teachers will adjust lessons to reflect the data they collect on a weekly basis. All EOC teachers participate in monthly district content meetings.		Complete 05/22/2026	Administrators	05/31/2025
<i>Notes:</i>						
	10/12/22	Data from pre-and post-tests will be reviewed and updates and trends shared with the admin team and instructional coach.		Complete 06/06/2025	Administrators	05/31/2025
<i>Notes:</i> Pre and post tests may occur more often that monthly and will be shared when the information is available.						

10/12/22	Data updates and trends from the data spreadsheet and pre-and post-assessments and benchmarks will be shared during PLCs. Data regarding goals and benchmarks will be shared with parents throughout the year at least quarterly.	Complete 05/22/2025	Administrators	05/31/2025
Notes:				
Implementation:		07/15/2025		
Evidence	7/15/2025			
Experience	7/15/2025			
Sustainability	7/15/2025			

	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:			As part of its monthly duties, the School Improvement Team members meet monthly to review student data such as attendance, behavior, and grades. This watchlist is part of weekly PLCs so that all teachers have a part in identifying students who are need of additional tiers of assistance. Science, Social Studies, and English teachers attend a monthly initiative called "Reading Apprenticeship". It coaches them on how to improve student reading skills as well as helps them identify struggling students and how best to meet their reading needs. This Professional Development is a year-long program.	Limited Development 05/08/2022		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:			Systems will be set up in the school through PLCs and with SIT goals and the school vision to provide effective tiered instruction for all students. The system will include specific steps for gathering data, identifying tiers, creating instruction, continuous assessment, and flexible grouping processes. Monthly discussions with SIT and with the MTSS Team will include reviewing data and updating student progress. Data (e.g. spreadsheet, charts, changes) must be reported. The discussion should include identifying what is working and what can improve. Specific, evidence-based interventions will be shared in PLCs, Planning Blocks, and in SIT.	Objective Met 07/15/25	Adrian Fonville	05/31/2025
Actions						
5/8/22		Share data weekly during EOC PLCs and Planning Block meetings		Complete 06/06/2025	3 Master Classroom Leaders	05/31/2025
		These groups will meet weekly to review instructional strategies and improve instruction.				

Notes: These teams will meet for half of a planning period weekly and will update student Watchlists and use the time to review students needing assistance through tutoring, telephone calls, and additional supports. They will coach and mentor teachers within their departments on best instructional practices and how to improve their performance.

9/27/23

Students have been placed in groups if they need to take additional credits to get caught up in specific courses. These students work on CR during the E2 time.

Complete 06/06/2025

Adrian Fonville

05/31/2025

Notes: Mrs. Johnson who works on credit recovery and with students gaining initial credit will monitor the cohort groups each week. Staff members assigned to the groups will also monitor student work.

Implementation:

07/15/2025

Evidence

7/15/2025

Experience

7/15/2025

Sustainability

7/15/2025

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
		A4.14	The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits).(5132)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The school provides opportunities for students to visit college/universities via planned college visits, and explore different career opportunities through holding Job Fairs at the school at least once per year. Our Career Coaches provide opportunities for students to speak with college advisors as well as help them complete college applications.	Limited Development 08/17/2025		
How it will look when fully met:			-Students will have visited colleges and universities. -They will have had assistance in completing college applications. -They will be able to make an informed decision on whether to pursue a college track or Trade School by the end of their Senior Year.		Kevin Chapman [elected Aug 2024]	06/05/2026
Actions				0 of 4 (0%)		
	8/17/25	Visit a College or University.			Adrian Fonville	06/05/2026
	Notes:		Students will be offered the opportunity to visit a college or university.			
	8/17/25	The Career Coach, or School Counselor, will visit with students to further discuss options for attending college or Trade School.			Kevin Chapman [elected Aug 2024]	06/05/2026
	Notes:		School Counselors will meet with Juniors and Seniors to ensure they are on track to make informed school career choices at least 3 times this year.			
	8/17/25	Sophomores, Juniors, and Seniors will be either working on, or, completing their Career Development Plans with their School Counselors.			Selena Lane	06/05/2026
	Notes:		Students will have a Career Development Plan to guide and follow them through High School.			
	8/17/25	Students will be able to attend at least one Job Fair hosted by our partnership with Mr. Antonio Moore and the Community Schools.			Antonio Moore	06/05/2026
	Notes:		Students will have the opportunity to meet with different employers throughout the Elizabeth City area.			

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
Initial Assessment:			We use Parent Square, email, and social media. Parents are regularly informed about any major event through multiple methods. Title I has used to this year for resources parents can use to understand how to support their child. Plans for freshmen orientation and open houses will include more conversations and planning with parents. Family engagement will be a focus for the school. District survey data will be reviewed and practices implemented based on data.	Limited Development 05/27/2022	
			Priority Score: 2 Opportunity Score: 2 Index Score: 4		
How it will look when fully met:			Title I will continue to be used for resources parents can use to understand how to support their child. Staff will develop parent nights revolving around strengthening communication conversations and planning with parents. Family engagement will be a focus for the school. The Title I team has developed a FACE group, (Family And Community Engagement) group. This group consists of parents and community members who communicate what they are willing to do to assist and help the school and students grow academically.	Objective Met 07/15/25	Eboni Stallings 06/05/2026
Actions					
	2/13/23	Parents are notified as required by Title I law of meetings and information pertinent to students.		Complete 06/05/2026	Eboni Stallings 06/06/2025
Notes:					
Implementation:				07/15/2025	
Evidence			6/27/2023 Title I compact and notifications on Parent Square and Facebook.		
Experience			6/27/2023 Parents were notified throughout the school year as required.		

<i>Sustainability</i>	6/27/2023 This is an action that is required every year. For the upcoming year, we will begin early to make contact with parents and to ensure staff members have completed their part of the compact.			
------------------------------	---	--	--	--