

## Comprehensive Progress Report

**Mission:** Northeastern High School is focused on preparing students to become life-long learners and achieve success in an ever-changing world.

**Vision:** Northeastern will be a high performing high school where all students graduate with the skills necessary to be globally competitive citizens.

**Goals:**

Every student in ECPPS will graduate from high school prepared for work, further education, and citizenship.

Every Student in ECPPS will have a personalized education.

In ECPPS, every student, every day will have excellent educators.

ECPPS will have up-to-date financial, business, and technology systems to serve its students, parents, and educators.

Every Student in ECPPS will be healthy, safe, and responsible.



! = Past Due Actions

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>		Teachers currently implement rules and policies according to our student handbook. An area of improvement is implementing the rules and policies with consistency.	Limited Development 11/20/2017		
<i>How it will look when fully met:</i>		Teachers will consistently implement school rules and policies. Teachers will use recommendations provided by the school administration to create a school culture supportive of all students. The implemented policies will reduce our suspension rate from the previous year.		Alton Campbell	05/25/2018
Action(s)	Created Date		0 of 3 (0%)		
1	11/20/17	Meet with teachers who frequently refer students to provide classroom management techniques and ideas.		James Schiffbauer	02/05/2018
		<i>Notes:</i> Administrators will meet with teachers who frequently refer students to support with the implementation of rules and policies. Administrators will also support teachers will classroom management strategies.			
2	11/20/17	Implement ISS (In-School Suspension program)		Shirley Johnson	11/28/2017
		<i>Notes:</i>			
3	11/27/17	The administrative team will hold staff accountable for carrying our their duties.		James Schiffbauer	02/05/2018
		<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
<i>Initial Assessment:</i>			Our EOC subjects spent some time developing units around power standards (standards that most frequently appear on the EOC) over the summer. Our CTE departments use the pacing guide approved by the state and our core subject areas and electives develop pacing guides as well.	Limited Development 10/11/2016		
<i>How it will look when fully met:</i>			Each department develops unit plans that reflect the standards required to be taught in each class. The prioritized standards are consistent with how often they appear on the summative assessment for each class. Each teacher will have a unit plan to follow for each course they teach. The evidence to show full implementation is completed unit plans for each course taught.		<b>Alton Campbell</b>	<b>08/25/2017</b>
Action(s)	Created Date			0 of 5 (0%)		
1	11/8/16	Each department will have a common pacing guide for each course taught.			Department Chairs	04/03/2017
<i>Notes:</i>			Pacing guides have been developed. Some of these guides were developed on the district level, and each department is in the process of verifying that each guide is current. CTE guides are developed at the state level and are available for each course.			
2	11/8/16	Develop pre & post-test items that are clear and specific and provide evidence of mastery and growth.			Department Chairs	02/05/2018
<i>Notes:</i>			Courses that use Study Island have access to Pre-Tests. CTE courses with question banks have the ability to produce pre- & post assessments.			
3	11/1/16	Each department chair will work with their departments to create unit plans for each subject in the department.			Department Chairs	02/05/2018
<i>Notes:</i>			Learning Focus framework and lesson plan template used during the Fall 16 semester. Framework unit plans for each Fall course created.			
4	10/11/16	Review the unit plans for each class by department to make sure they have unit plans and they are aligned with the standards for each class.			Department Chairs	05/01/2017
<i>Notes:</i>			Each department chair will check with the teachers in their department for alignment. The department chair will then report back to the Principal.			

5	11/1/16	A Google Doc folder will be created to store the final unit plans. The folder permissions will allow editing privilege to each department chair.	Department Chair	05/01/2017
Notes: A Google Folder will be created by the principal and shared with the faculty.				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
-----------------------	-------------------------------------------------------------

<b>Effective Practice:</b>	<b>Student support services</b>
----------------------------	---------------------------------

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
<b>Initial Assessment:</b>		Teachers are implementing the learning focused instructional framework. We are also implementing MTSS and PBIS, through MTSS we'll identify student who need additional support.	Limited Development 10/11/2016		
<b>How it will look when fully met:</b>		Each teacher will fully implement the learning focused framework in their daily lesson plan and instruction. The full implementation of LF framework will lead to a minimum of 95% engagement in each classroom. We will use walk-through data as evidence that this objective is fully met. We will have MTSS/PBIS and the SAT in place to support students.		<b>Alton Campbell</b>	<b>05/07/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>1 of 6 (17%)</b>		
1	11/8/16	The principal will provide guidance to teachers on instructional quality and best practices as observed during formal and informal observations.		Alton Campbell	06/09/2017
Notes: We are in the third and final round of formal observations. At the end of this round, each teacher will have an evaluation by each of the building administrators. The principal will then provide a summary of instructional quality and best practices to the faculty.					
2	11/8/16	Teacher will use pre & post-test assessments to monitor mastery and develop a baseline for student response to individual teacher instructional practices.		Alton Campbell	08/21/2017
Notes: Pre and Post-tests will help a teacher evaluate how students are receiving their instruction. These test items are developed under objective A2.04 Students who are not responding to general instructional practices will need support through multi-tiered support interventions.					
3	11/8/16	The instructional leadership team will assist teachers in developing multi-tier frameworks in their classroom.		Alton Campbell	12/01/2017

*Notes:* Frameworks such as developing techniques of peer tutoring and small group instruction and effective use of Eagle Time to provide multi-tier support.

4	11/8/16	Align the Learning Focused framework of advanced organizers, learning activities and assessments to multi-tiered support services.		Department Chairs	08/21/2017
---	---------	------------------------------------------------------------------------------------------------------------------------------------	--	-------------------	------------

*Notes:* Develop teacher understanding of classroom strategies and MTSS

5	12/7/16	Share trends from walk-through data with the entire staff at each staff meeting.	Complete 01/09/2017	Alton Campbell	01/09/2017
---	---------	----------------------------------------------------------------------------------	---------------------	----------------	------------

*Notes:* Principal shares walk-through data with the entire staff at each meeting.

6	11/27/17	The MTSS team is fully implemented and meets regularly using data.		Shanita Moore	02/05/2018
---	----------	--------------------------------------------------------------------	--	---------------	------------

*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
---	-----	-------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------	-------------	-------------

<i>Initial Assessment:</i>			Our guidance department regularly holds classroom guidance sessions. Students are taught the soft skills necessary to be successful in school. The department has a key focus on Math III and Advance Function and Modeling.	Limited Development 10/11/2016		
----------------------------	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------	--	--

<i>How it will look when fully met:</i>			Our staff is trained on and is aware of emotional distress signals. They know how to effectively communicate with students to keep them stable in stressful situations. Our staff also knows who to go to and the process for arranging supports and interventions when necessary. We have a process outline that all staff members have access to. A survey will identify the staff's level of proficiency. We have a copy of the process outline.		Shante' London	03/06/2017
-----------------------------------------	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------	------------

<b>Action(s)</b>	<b>Created Date</b>		<b>1 of 7 (14%)</b>			
------------------	---------------------	--	---------------------	--	--	--

1	12/7/16	Develop a comprehensive plan for the guidance department driven by data (Attendance, Tardies, Discipline, Absences and referrals)	Complete 01/09/2017	Alton Campbell	01/09/2017
---	---------	-----------------------------------------------------------------------------------------------------------------------------------	---------------------	----------------	------------

*Notes:* The guidance department has developed a comprehensive framework. The framework will serve as a guidance on how we serve our students and support our teachers.

2	10/11/16	The guidance department will develop a professional development to train the staff on distress indicators and how to communicate with students to keep them emotionally stable.		Shante' London	02/06/2017
---	----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------	------------

*Notes:* Nicole Hosler with support the development and presentation.

3	11/1/16	Guidance will give a survey to the entire staff to see their level of proficiency with the training.		Nicole Hosler	05/01/2017
---	---------	------------------------------------------------------------------------------------------------------	--	---------------	------------

<i>Notes:</i>					
4	11/8/16	Staff will be given time during in-school PD to collaborate and discuss what emotional support look like for our students.		Nicole Hosler	02/15/2017
<i>Notes:</i>					
5	11/8/16	Develop PBIS team and implement goals and rewards.		Amanda Lowman	02/05/2018
<i>Notes:</i>					
6	11/8/16	Provide in-school support groups for students needing help developing their social and emotional competencies (Friday Eagle Time or lunch bunch)		Nicole Hosler	02/15/2017
<i>Notes:</i>					
7	10/11/16	The guidance department will develop a process for getting students out of class and to a safe place.		Nicole Hosler	01/22/2018
<i>Notes:</i>					
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		We currently support students with the transition between grades by having students meet with their guidance counselors to develop schedules for the next year. We go to the middle school to meet with incoming 9th graders to create their schedules and support them with the transition to high school. We also host a tour for incoming 9th graders to create a smooth transitions. In addition to that we hand deliver 9th graders schedules.	Limited Development 11/20/2017		
<b>How it will look when fully met:</b>		Scheduled meeting with guidance counselors each spring for the following year's class assignments.  Early contact with 8th grade students for scheduling of classes as 9th grade students.		<b>Shante' London</b>	<b>01/21/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 3 (0%)</b>		
1	11/21/17	Grade input in a timely manner from teachers.		Alton Campbell	12/04/2017
<i>Notes:</i>					
2	11/21/17	Guidance appointments with students for class scheduling.		Shante' London	05/07/2018
<i>Notes:</i>					

3	11/21/17	Contact with 8th graders for scheduling - including NHS tour, hand delivery of schedules in summer.		Nicole Hosler	05/07/2018
<i>Notes:</i>					

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
-----------------------	------------------------------------------

<b>Effective Practice:</b>	<b>Strategic planning, mission, and vision</b>
----------------------------	------------------------------------------------

!	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
---	-----	-------	------------------------------------------------------	-----------------------	-------------	-------------

<i>Initial Assessment:</i>		Established SIT team that meets bi-monthly. Minutes kept up to date in IndiStar.	Limited Development 11/21/2017			
----------------------------	--	----------------------------------------------------------------------------------	-----------------------------------	--	--	--

<i>How it will look when fully met:</i>		An up-to-date SIP with added indicators and means of implementation for each.		Pat Thornton	12/04/2017	
-----------------------------------------	--	-------------------------------------------------------------------------------	--	--------------	------------	--

<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 3 (0%)</b>			
------------------	---------------------	--	--------------------	--	--	--

1	11/21/17	Update minutes of SIT meetings within IndiStar.		Pat Thornton	12/04/2017	
<i>Notes:</i>						

2	11/21/17	Have agenda for each SIT meeting for each assigned date so that SIT can meet even if some members are absent.		Pat Thornton	12/04/2017	
<i>Notes:</i>						

3	11/27/17	Our Tech Assistant will update the school website with the most recent plan.		Wendy Lawson	06/10/2019	
<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
<i>Initial Assessment:</i>			The administrative team currently meet once per week. The school improvement team meets twice per month. The focus of the meetings are around the school improvement team. Our department chairs also meet with their departments twice per month for their PLC.	Limited Development 10/11/2016		
<i>How it will look when fully met:</i>			The school improvement team including the principal will meet the first and third Monday of each month. An agenda will be created for each meeting and stored on IndiStar. Minutes will be taken at each meeting and stored on IndiStar.		<b>Alton Campbell</b>	<b>05/01/2017</b>
<i>Action(s)</i>	<i>Created Date</i>			<b>1 of 5 (20%)</b>		
1	10/11/16	Create a meeting calendar for the leadership team for academic year 2016-2017.		Complete 10/03/2016	Marvina Griffin	11/07/2016
<i>Notes:</i>			Ms. Griffin will add the meeting dates to the calendar.			
<i>Notes:</i>			A calendar of Leadership Team Meetings (SIT) and school wide faculty meetings was created and posted in the teacher handbook as well as the teacher handbook folder on the school's share drive			
2	11/8/16	Meeting minutes will be recorded and made available (through the web link) to all stakeholders.			Bethany Phares	11/11/2016
<i>Notes:</i>						
3	11/8/16	A meeting agenda will be created for each meeting and made available (through the web link) to all team members.			Pat Thornton	11/21/2016
<i>Notes:</i>						
4	11/8/16	Each instructional team will present an update on implementing the Learning Focused framework in their PLCs.			Administrative Team	05/01/2017
<i>Notes:</i>						
5	11/27/17	The administrative team will conduct weekly walk-throughs (5 X 5)			Alton Campbell	06/10/2019
<i>Notes:</i>						

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>		Currently we have a schedule of all major duties for the school. Our teachers are assigned those duties which allows them to contribute to the safe operation of the school. Teachers are also scheduled in a way that allows them to have a minimum of 5 hours per week of planning time. We have two area in which we do not have a structured schedule for teachers to support. They are covering for coaches when they leave early for games and cover for accommodations.	Limited Development 10/11/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Duty schedules will be developed for each time and event throughout the day/year. Duties would include but not limited to arrival, lunch, dismissal, games, special events, etc. Special events will have a primary coordinator and an assistant coordinator. Evidence will be a fully developed duty schedule and special event scripts and checklists.	<b>Objective Met 11/21/17</b>	<b>James Schiffbauer</b>	<b>01/20/2017</b>
Action(s)	Created Date				
1	10/11/16	Revise current duty rosters.	Complete 01/09/2017	James Schiffbauer	06/04/2018
		<i>Notes:</i> The assistant principal will revise the duty schedule for the spring 2017 semester.			
2	10/11/16	Develop coverage schedule for coaches.	Complete 11/07/2016	Duncan Moore	01/09/2017
		<i>Notes:</i> The athletic director will develop a coverage schedule for coaches that have to leave early for scheduled games.			
3	10/11/16	Develop coverage schedule for accommodations.	Complete 01/03/2017	Karen Alexander	01/09/2017
		<i>Notes:</i> The exceptional children department chair will develop a coverage schedule for accommodations.  Google Forms based NHS Testing Accommodations Submission Form has been developed and will be put into full use during second semester 2016-17			
4	11/8/16	Update "scripts" for all special events. Keep these scripts centrally located, both hard copy and digital copy.	Complete 05/01/2017	Alton Campbell	05/01/2018
		<i>Notes:</i> Scripts and programs for senior awards, baccalaureate, graduation, etc have been developed and are being revised for the 2016-2017 school year.			
<i>Implementation:</i>			11/21/2017		

<b>Evidence</b>	5/1/2017 Programs and scripts are available.			
<b>Experience</b>	5/1/2017 We have multiple team members working on this objective. Each major event at our school has a committee and the chair has taken in lead on each committee.			
<b>Sustainability</b>	5/1/2017 We will continue to revise and update.			

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
-----------------------	------------------------------------------

<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>
----------------------------	-----------------------------------------

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
<b>Initial Assessment:</b>		The principal and assistant principals frequently do walk-throughs and look for specific things for the school to improve on. The result of the walk-throughs are shared with the staff at each staff meeting. At this point teachers are not given individuals feedback on their practice by the principal or assistant principal. Our teachers use the state approved curriculum but it isn't monitored closely by the principal.	Limited Development 10/11/2016		
<b>How it will look when fully met:</b>		The principal will spend at a minimum 50% of the school day in classrooms observing teachers and giving feedback. The principal will provide coaching notes and feedback notes as evidence. Teachers will also confirm through survey that 50% of the principal's time is spend in the classroom.	<b>Objective Met</b>	<b>Alton Campbell</b>	<b>05/01/2017</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>3 of 3 (100%)</b>		
1	10/11/16	Spend two complete class periods per day in classrooms. <i>Notes:</i> The principal will spend two class periods per day in classrooms doing observation, coaching and feedback.	Complete 11/07/2016	Alton Campbell	11/07/2016
2	11/8/16	Inform the staff on observed generalities or trends--the areas of strength and areas of growth. <i>Notes:</i> In the monthly staff meeting, the principal will include general comments related to observations and will highlight the outstanding and good practices observed, practices that need improvement which the staff needs to exert more emphasis and any trends noticed.	Complete 11/14/2016	Alton Campbell	11/14/2016
3	11/8/16	The principal will provide guidance to teachers on instructional quality and best practices as observed during formal and informal observations. <i>Notes:</i> Same task for objective A4.01	Complete 01/09/2017	Alton Campbell	05/01/2017

!		B3.05	The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The principal currently monitors referrals, suspensions and reasons for disciplinary actions. Currently there isn't a system in place to proactively monitor dropout indicators. We have a dropout prevention specialist at the district level that works with our school some of the time.	Limited Development 10/11/2016		
<i>How it will look when fully met:</i>			Our guidance department and our data manager monitor and analyze key indicators for students at risk of dropping out. Our data manager will look at attendance, academic performance and discipline data weekly to support students that are having challenges.		Shante' London	05/01/2017
<b>Action(s)</b>	<b>Created Date</b>			<b>0 of 2 (0%)</b>		
1	10/11/16	The data manager will send weekly updates on attendance, academic performance and discipline data to the principal. The guidance counselors and assistant principals will be cc'd on the weekly emails.			Emily Santora	02/06/2017
<i>Notes:</i>						
2	10/11/16	The data manager will contact the parents of students who have excessive absents.			Emily Santora	06/05/2017
<i>Notes:</i>						

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
<i>Initial Assessment:</i>			Administration does weekly walk-throughs.  Discuss walk-through data in weekly admin meeting.	Limited Development 11/21/2017		
<i>How it will look when fully met:</i>			Completion and discussion walk-throughs will be part of weekly admin process.  Analysis of data from both NCEES (observations) and EVAAS (growth).		<b>Alton Campbell</b>	<b>12/04/2017</b>
Action(s)	Created Date			0 of 3 (0%)		
1	11/21/17	Prompt feedback from walk-throughs to teachers.			Alton Campbell	12/04/2017
<i>Notes:</i>						
2	11/21/17	Analyze of observation data on NCEES			Alton Campbell	05/07/2018
<i>Notes:</i>						
3	11/21/17	Analyze EVAAS data to see how to best meet the needs of the students in the different subgroups.			Alton Campbell	12/04/2017
<i>Notes:</i>						

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
<i>Initial Assessment:</i>		Principal attends district recruiting trips and implements the evaluation process with the leadership team.  Staff rewarded with Teacher and Employee of the Month recognition/celebrations.	Limited Development 11/21/2017		
<i>How it will look when fully met:</i>		The admin team and teachers are all involved in the recruiting process for new teachers.		Alton Campbell	05/07/2018
Action(s)	Created Date		0 of 1 (0%)		
1	11/21/17	Principal hosts support meetings for BTS and teachers new to the school.		Alton Campbell	12/04/2017
<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 communication between teachers and parents/guardians are currently initiated by teachers. We do not have a uniform way of communicating with parents about the curriculum of the home. Some of our teachers communicate on a regular basis and others do not.		Limited Development 10/11/2016		
<i>How it will look when fully met:</i>		The principal creates a quarterly newsletter to communicate to parents the plan for the upcoming quarter. In the news letter the principal identifies ways that parents can supports students from home. The principal will produce a newsletter as evidence.			Alton Campbell	08/07/2017
Action(s)	Created Date		0 of 2 (0%)			
1	10/11/16	Research and select a newsletter template.		Alton Campbell	01/02/2018	
<i>Notes:</i> The team member will research a newsletter format (that has been proven to be effective) for high school and select one that best serves our parents.						

2	11/8/16	Develop a community outreach program to get all parents/guardians on Powerschool and update a phone number/text number listing.		Marvina Griffin	01/21/2019
<p><i>Notes:</i> This will allow parents to access grades and attendance.</p> <p>A phone/test number will aid teachers' ability to contact parents. Many phone numbers are long distance, so our room phones are limited, but with a google voice account, all teachers can send a text to any SMS phone with an alert to contact the teacher.</p>					