

Comprehensive Progress Report

Mission:

Northside High School will equip every student with the necessary skills to be globally competitive and prepared for life in the 21st century.

Vision:

Excellence in Education.

Goals:

Goal 1: Every student in Northside High School has a personalized education and graduates from high school prepared for work.

Goal 2: Every student in Northside High School has excellent educators, every day.

Goal 3: Northside High School has up-to-date, effective and efficient financial, business, and technology systems to serve its students, parents and educators.

Goal 4: Every student in Northside High School is healthy, safe, and responsible.



Activity in the last 12 months

! = Past Due Objectives

KEY = Key Indicator

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	

<p>Initial Assessment:</p>	<ol style="list-style-type: none"> 1. Northside High School's EOC (Math 1, English II, and Biology) instructional teams collaborate to develop standards-aligned instructional units. These standards-aligned units of instruction include learning objectives and their criteria for mastery, pre- and post-tests to assess student mastery, well-designed learning activities aligned to learning objectives, and corresponding materials that are easily accessible to be shared with colleagues. 2. Northside High School's EOC instructional data teams collect and analyze data based on priority standards and remediate students based on individualized instructional needs. 3. All of Northside High School's instructional teams align instruction using priority standards, unpacking documents, and standard-division documents (SDDs) provided from the district level. 4. All Northside High School's instructional teams align instruction using state resources such as released assessments, crosswalks, unpacking documents, and vertical progress documents. 	<p>Limited Development 10/09/2018</p>		
-----------------------------------	--	---	--	--

<p>How it will look when fully met:</p>	<p>Fully Met Objective:</p> <ol style="list-style-type: none"> 1. All Northside High School's instructional teams, including Special education and ELL teachers, collaborate to develop differentiated standards-aligned instructional units. These standards-aligned units of instruction include learning objectives and their criteria for mastery, pre- and post-tests to assess student mastery, well-designed learning activities aligned to learning objectives, and corresponding materials that are easily accessible to be shared with colleagues. 2. All Northside High School's instructional data teams collect and analyze data based on priority standards and remediate students based on individualized instructional needs. <p>Additional Evidence that Objective is Fully Met:</p> <ol style="list-style-type: none"> 1. NCDPI EVAAS Data 2. NCDPI Accountability Results 3. PowerSchool 4. Instructional PLC meeting minutes 5. Professional Development offerings 6. NC Teacher Working Conditions Survey 7. Effective Learning Environments Observation Tool® (Eleot®) to assess observable practices in the school 8. Classroom Observations 9. Qualitative data from eProve™ Survey, certified content by AdvancED® (all stakeholders: teachers, parents, and students) 10. Additional evidence can be found by clicking the blue links above 		Lynn Jackson	04/14/2021
Actions		0 of 10 (0%)		
10/9/18	Biology instructional data team will collect and analyze data based on priority standards and remediate students based on individualized instructional needs.		Johanna Burton	04/14/2021
<p><i>Notes:</i> Meeting Minutes, remediation plans, and data can be found in Biology PLC Notebook and will be reviewed and attached with SLT meeting minutes.</p>				
10/9/18	English II instructional data team will collect and analyze data based on priority standards and remediate students based on individualized instructional needs.		Claire Bigelow	04/14/2021

	<i>Notes:</i> Meeting Minutes, remediation plans, and data can be found in English II PLC Notebook and will be reviewed and attached with SLT meeting minutes.			
10/9/18	Math 1 instructional data team will collect and analyze data based on priority standards and remediate students based on individualized instructional needs.		Joycelyn Everson	04/14/2021
	<i>Notes:</i> Meeting Minutes, remediation plans, and data can be found in Math 1 PLC Notebook and will be reviewed and attached with SLT meeting minutes.			
10/17/18	Certified data team's trainer will be assigned to 9-12 Science team, meet periodically as a cohort, facilitate the two-day data teams training.		Jeremy Amidon	04/14/2021
	<i>Notes:</i> Meeting Minutes, remediation plans, and data can be found in Science PLC Notebook and will be reviewed and attached with SLT meeting minutes.			
10/17/18	Certified data team's trainer will be assigned to 9-12 English team, meet periodically as a cohort, facilitate the two-day data teams training.		Jeremy Amidon	04/14/2021
	<i>Notes:</i> Meeting Minutes, remediation plans, and data can be found in English PLC Notebook and will be reviewed and attached with SLT meeting minutes.			
10/17/18	Certified data team's trainer will be assigned to 9-12 math team, meet periodically as a cohort, facilitate the two-day data teams training.		Jeremy Amidon	04/14/2021
	<i>Notes:</i> Meeting Minutes, remediation plans, and data can be found in Math PLC Notebook and will be reviewed and attached with SLT meeting minutes.			
10/17/18	Entire English instructional data team will collect and analyze data based on priority standards and remediate students based on individualized instructional needs.		Jessica Grenga	04/14/2021
	<i>Notes:</i> Meeting Minutes, remediation plans, and data can be found in English PLC Notebook and will be reviewed and attached with SLT meeting minutes.			
10/17/18	Entire math instructional data team will collect and analyze data based on priority standards and remediate students based on individualized instructional needs.		Jocelyn Everson	04/14/2021
	<i>Notes:</i> Meeting Minutes, remediation plans, and data can be found in Math PLC Notebook and will be reviewed and attached with SLT meeting minutes.			

10/17/18	Certified data team's trainer will be assigned to 9-12 social studies team, meet periodically as a cohort, facilitate the two-day data teams training.		Jeremy Amidon	04/14/2021
<i>Notes:</i> Meeting Minutes, remediation plans, and data can be found in Social Studies PLC Notebook and will be reviewed and attached with SLT meeting minutes.				
10/17/18	Certified data team's trainer will be assigned to 9-12 non-core team, meet periodically as a cohort, facilitate the two-day data teams training.		Jeremy Amidon	04/14/2021
<i>Notes:</i> Meeting Minutes, remediation plans, and data can be found in appropriate non-core PLC Notebook and will be reviewed and attached with SLT meeting minutes.				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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>		<ol style="list-style-type: none"> Northside High School has a Multi-Tiered System of Support (MTSS) team comprised of administration, staff and Instructional Support Team (IST) members. Northside High School has a Multi-Tiered System of Support (MTSS) implementation infrastructure. 	Limited Development 10/17/2018		

<p>How it will look when fully met:</p>	<p>Fully Met Objective:</p> <p>Learning to manage one’s emotional states is one of the most important activities of early childhood. Emotional development is critical to social relationships and learning and is a predictor of later academic and social success in school. Teachers can help students learn to identify and understand their emotions and can teach students strategies for successfully managing their emotions.</p> <ol style="list-style-type: none"> 1. Implement programs and activities to enhance safe and respectful school environments. 2. Promote healthy, active lifestyles for students. 3. Implement processes and procedures to reduce the number of students who are chronically absent, drop out or are suspended out of school. 4. Implement programs to decrease school violence and crime in schools. <p>Additional Evidence that Objective is Fully Met:</p> <ol style="list-style-type: none"> 1. NCDPI EVAAS Data 2. NCDPI Accountability Results 3. PowerSchool 4. Instructional PLC meeting minutes 5. Professional Development offerings 6. NC Teacher Working Conditions Survey 7. Effective Learning Environments Observation Tool® (Eleot®) to assess observable practices in the school 8. Classroom Observations 9. Qualitative data from eProve™ Survey, certified content by AdvancED® (all stakeholders: teachers, parents, and students) 10. Additional evidence can be found by clicking the blue links above 		<p>Lydia Shively</p>	<p>04/14/2021</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
	<p>10/25/18 Expand offerings of Crisis Prevention Intervention (CPI) training for staff school wide.</p>		<p>Tiffany Croisetiere</p>	<p>04/14/2021</p>
<p>Notes: SOS</p>				

10/25/18	Meet with appropriate school staff regarding intervention strategies with the aim of decreasing absences, dropouts and suspensions.		Jeremy Amidon	04/14/2021
<i>Notes:</i>				
10/25/18	Ensure that teachers are embedding civility, citizenship and ethics in programming and instruction.		Jeremy Amidon	04/14/2021
<i>Notes:</i> MTSS				
10/25/18	Utilize student advocacy survey information and process for identifying advocates for students who don't feel that they currently have one.		Tiffany Croisetiére	04/14/2021
<i>Notes:</i>				
10/7/20	Provide mental health resources to support students during the academic day.		Tiffany Croisetiére	04/14/2021
<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>		<ol style="list-style-type: none"> 1. Student performance data is typically disaggregated by sub-groups; for example, race, ethnicity, gender, income, special education, bilingual/ELL, Section 504 plans, Homeless/McKinney Vento Act, migrant. 2. Classroom observation data may be aggregated to show patterns of professional practice across the faculty. 3. Both data sources are important for planning professional development, and the Leadership Team is the ideal decision-making body for planning professional development. 	Limited Development 10/17/2018		

<p>How it will look when fully met:</p>	<p>Fully Met Objective:</p> <p>Student performance data is typically disaggregated by sub-groups; for example, race, ethnicity, gender, income, special education, bilingual/ELL, Section 504 plans, Homeless/McKinney Vento Act, migrant. Classroom observation data may be aggregated to show patterns of professional practice across the faculty. Both data sources are important for planning professional development, and the Leadership Team is the ideal decision-making body for planning professional development.</p> <ol style="list-style-type: none"> 1. Implement and/or revise programs and incentives to reduce teacher turnover rate not related to military transfers or in-district promotions. 2. Enhance professional development offerings to ensure high quality professional development aligned with the personal and professional needs of teachers and staff. 3. Enhance and maintain relevant and effective resources aligned with the North Carolina Standard Course of Study and locally developed Standards Division Documents to support Tier I, Tier II, and Tier III instruction. <p>Additional Evidence that Objective is Fully Met:</p> <ol style="list-style-type: none"> 1. NCDPI EVAAS Data 2. NCDPI Accountability Results 3. PowerSchool 4. Instructional PLC meeting minutes 5. Professional Development offerings 6. NC Teacher Working Conditions Survey 7. Effective Learning Environments Observation Tool® (Eleot®) to assess observable practices in the school 8. Classroom Observations 9. Qualitative data from eProve™ Survey, certified content by AdvancED® (all stakeholders: teachers, parents, and students) 10. Additional evidence can be found by clicking the blue links above 		<p>Jaime Smith</p>	<p>04/14/2021</p>
<p>Actions</p>		<p>0 of 7 (0%)</p>		
<p>10/25/18</p>	<p>Offer beginning teachers specific professional development throughout the year.</p>		<p>Dolly Grosskopf</p>	<p>04/14/2021</p>
<p>Notes:</p>				

10/25/18	Explore master scheduling and calendar options that allow time for teacher planning and collaboration.		Lynn Jackson	04/14/2021
<i>Notes:</i>				
10/25/18	Provide professional development on developmentally appropriate practices related to Engagement, Interaction, Equity, and Expectation (OCS INSTRUCTIONAL FRAMEWORK-Culture Module).		Jaime Smith	04/14/2021
<i>Notes:</i>				
1/7/19	Provide professional development on developmentally appropriate practices related to Common Formative Assessments, Summative Assessments, Feedback, and Reflection (OCS INSTRUCTIONAL FRAMEWORK-Assessment Module).		Jaime Smith	04/14/2021
<i>Notes:</i>				
1/7/19	Provide professional development on developmentally appropriate practices related to Learning Targets, Gradual Release, Tier II/III Vocabulary, Discourse, and Monitoring (OCS INSTRUCTIONAL FRAMEWORK-Planning and Instruction Module).		Jaime Smith	04/14/2021
<i>Notes:</i> Focus on research-based teaching methods.				
10/21/19	Provide professional development on developmentally appropriate practices related to High Yield Instructional Strategies (OCS INSTRUCTIONAL FRAMEWORK).		Jaime Smith	04/14/2021
<i>Notes:</i>				
10/21/19	Offer beginning teachers specific AVID professional development throughout the year.		Dolly Grosskopf	04/14/2021
<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>		We are looking for ways to engage our families and the community on campus.	Limited Development 10/17/2018		
<i>How it will look when fully met:</i>		Family and community at full implementation will have a variety of activities on campus. Parents will attend events. Community groups and members will actively participate in activities on campus.		Lydia Shively	06/01/2022
<i>Actions</i>					
<i>Notes:</i>					