

Comprehensive Progress Report

Mission: The Mission of Northampton County High School is to equip students to succeed through a safe, supportive learning community focused on college and career readiness.

Our vision is for Northampton County High School to be a safe, orderly, and effective community where students flourish in a supportive learning environment and emerge as confident, college and career ready graduates.

Vision:

Goals:

By the end of the 25-26 school year, NCHS will provide 100 hours of training towards supporting the holistic approach to education for staff and students.

By the end of the 2025-2026 school year, NCHS will increase parental engagement opportunities to at least 8.

By June 2026, the 12th-grade cohort will increase to 25% in WorkKeys proficiency.

By the end of the 2025-2026 school year, we will increase the number of college and career opportunities to at least 10.

By June 2026, 100% of teachers at NCHS will implement at least two hands-on, student-centered activities per week.



! = Past Due Objectives KEY = Key Indicator

Core Function:	Domain 1: Turnaround Leadership		
Effective Practice:	Practice 1A: Prioritize improvement and communicate its urgency		
	<p>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.</p> <p>(5137)</p> <p style="text-align: right;">Implementation</p> <p style="text-align: right;">Status Assigned To</p>	Target Date	

Initial Assessment:	We currently have the Leadership team in place as well as sub committees. The following sub-committees meet at least once per month: Family and Community Engagement, PBIS, MTSS, Equity Team, Leadership Team and Hospitality. All meetings will last a minimum of 1 hour. Sub Committees should bring data and feedback for team discussion.	Limited Development 10/07/2016		
	Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:	The leadership team will meet twice a month on the same dates to ensure consistency and attendance from all team members. Minutes and agendas for each meeting will be uploaded into NCStar. All team members will bring data and evidence for each of their assigned indicators to each team meeting.		John Milliner Williams	04/30/2026
Actions		2 of 5 (40%)		
	5 Create grade level PLCs, led by a grade level chair, to facilitate discussions on problematic student behaviors and academic challenges.	Complete 11/12/2025	Dwight Ramsey	06/06/2026
<i>Notes:</i>				
	5 Create and MTSS Team that meets on the 4th Wednesday of each month.		Chisity Wilkins	06/10/2026
<i>Notes:</i>				
10/7/16	Minutes and agendas for each meeting will be uploaded into NCStar.		John Milliner Williams	06/15/2026
<i>Notes:</i>				
	3 All teachers will participate in planning PLC's every Thursday, focusing on instructional strategies student support.	Complete 11/12/2025	Sharita Wade	06/15/2026
<i>Notes:</i>				
	3 All teachers will meet once per week during their planning period with a focus on teaching strategies and data.		Sharita Wade	06/15/2026
<i>Notes:</i>				

Implementation:		06/23/2025		
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Evidence	12/1/2024 Sign in sheets and minutes from sub committee meeting and School Improvement Team meetings			
Experience	12/1/2024 Sign in sheets and minutes from sub committee meeting and School Improvement Team meetings			
Sustainability	12/1/2024 Continue to meet at least 2 times a month to monitor/review			
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:	A team structure is in place with differentiated Professional Development teams (planning periods).	Limited Development 10/07/2016		
	Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:	Planning PLCs conducted weekly to review and analyze student data. Departments will meet once a month to analyze school data to drive instruction and plan. The minutes and data tracking will be providing the evidence for department meetings. SIT meets twice per month. School Leadership Team meets weekly to discuss current school issues.	Objective Met 07/16/25	Sharita Wade	06/01/2025
Actions				
	5 Academy teams will meet monthly. Academy team participation is mandatory for all Northampton County High School staff. Minutes and academy activities will support that academy meetings are taking place and goals are being met.	Complete 06/25/2025	Treba Howard	06/06/2025
Notes:	Taking place throughout the year.			
	5 Planning PLCs will meet once a week during planning time to participate in engaging, rigorous, activities planned by the Planning PLC Chair that supports their specific academy vision.	Complete 06/25/2025	Sharita Wade	06/06/2025

<i>Notes:</i>				
10/7/16	PLCs meetings will be held weekly and will be data, student, and curriculum focused. Agendas, minutes, and data analysis will be evidence these meetings take place.	Complete 06/06/2025	Sharita Wade	06/06/2025

<i>Notes:</i>				
Implementation:		07/16/2025		
Evidence	11/23/2024			
Experience	11/23/2024			
Sustainability	11/23/2024			

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	Target Date
			Status Assigned To	
Initial Assessment:	Principal and Assistant Principal currently completes classroom walkthroughs daily for informal evaluation, and follows formal evaluation cycle. Feedback is given to teachers immediately following a visit.	Limited Development 10/07/2016		
	Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:	Principal, Assistant Principal and Instructional Coach visits at least 10 classrooms a day for informal evaluation, and follows formal evaluation cycle. Feedback is given to teachers immediately following a visit. 50% of the principal's time is spent in monitoring instruction,		John Milliner Williams	06/01/2026

	coaching teachers, and providing meaningful and swift feedback and resources			
Actions		1 of 3 (33%)		
10/7/16	Principal will ensure alignment of instruction and unit plans on an ongoing basis.		John Milliner Williams	06/01/2026
<i>Notes:</i>	Ongoing			

	5 Assistant Principal and Instructional Coach will utilize compiled data from teacher feedback to design professional learning opportunities for staff.		John Milliner Williams	06/01/2026	
<i>Notes:</i>	Ongoing				
	5 Principal will ensure that a relevant walkthrough tool is being utilized.	Complete 11/12/2025	John Milliner Williams	06/15/2026	
<i>Notes:</i>	Student-Centered Walkthrough Tool using Google Forms that provides immediate feedback to teachers is implemented.				
Implementation:		07/16/2025			
Evidence	7/16/2025 The walkthrough instrument is stored in the google drive.				
Experience	7/16/2025 We have worked on creating processes to both monitor and document classroom observations.				
Sustainability	7/16/2025 We continue to develop the walkthrough instrument to include AVID (WICOR) strategies.				
!	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:	Instructional coach added to staff. Position is being developed and will be posted in the upcoming weeks.	Limited Development 09/13/2023		
	Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:	NCHS will add and instructional coach to the team. This instructional coach will be responsible for enhancing instructional delivery school wide.		Sharita Wade	01/20/2026
Actions		1 of 2 (50%)		
9/13/23	NCHS will add and instructional coach to the team. This instructional coach will be responsible for enhancing instructional delivery school wide.	Complete 11/12/2025	John Milliner Williams	11/01/2025
<i>Notes:</i>				

10/9/25	Instructional Coach will conduct daily walk-throughs of Core classes to ensure effective instructional strategies are utilized.		Sharita Wade	01/25/2026
<i>Notes:</i>				
Implementation:		07/16/2025		
Evidence	12/5/2023			
Experience	12/5/2023			
Sustainability	12/5/2023			

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

	<p>KEY C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</p> <p style="text-align: right;">Implementation</p> <p style="text-align: right;">Status Assigned To</p>	<p>Target Date</p>
<p><i>Initial Assessment:</i></p>	<p>The LEA has a process for recruiting and replacing staff. At the school level, we adhere to the evaluation cycle timeline as established by HR.</p> <p>Admin has established an observation schedule for all staff beginning with the pre-conferences and shared the timeline for required observations. Admin has assigned in-house mentors and peer observers for all certified staff. A weekly walk-through scheduled has been compiled by both administrators on a rotational basis. Administrators do walkthroughs daily and have completed their second rounds of formal evaluations. Administrators meet with staff for a post conference upon completion of their formal evaluations. The school is not fully staff, so more interviews will need to be conducted.</p> <p style="text-align: right;">Limited Development 10/07/2016</p>	
	<p style="text-align: center;">Priority Score: 3 Opportunity Score: 2 Index Score: 6</p>	

<p>How it will look when fully met:</p>	<p>Recruiting efforts will include opportunities to visit local colleges and universities and forge partnerships with education majors. Differentiated professional development for staff members as needed will be assigned. NCHS will identify and reward staff for positive performance throughout the school year. Rewards will include acknowledging staff attendance, staff effectiveness, staff dedication, staff participation in school-wide events. NCHS will recruit staff members following procedures and protocols. NCHS has a system of procedures for recruiting, evaluating, rewarding and replacing staff.</p> <p>Advertise. The district advertises all vacancies on the website and candidates complete an online application. The school advertises on Facebook and the leadership team attends various colleges to participate in job fairs.</p> <p>Leadership. NCHS has a system in place to identify teachers with leadership potential and provide them opportunities to participate in administrator licensure programs. The high school follows the North Carolina evaluation procedures and instruments for teachers and administrators. LEA annually attends in-state and out-of-state job fairs at diverse college/ universities with the option of signing bonuses. The principal has developed and maintained relationships with local universities to have teacher candidates complete student teaching in our school. Highly qualified student teachers are recommended to the board for positions in our district following program completion.</p> <p>Recruiting. In efforts to improve retention, the school has reduced the number of Teach for America candidates. Open positions are posted on the state and district websites. Once hired, the principal and assistant principal evaluate teachers using the NCEES - the NC Educator Effectiveness System. In an effort to reward staff, teachers are provided periodic meal opportunities while receiving shout-outs for student growth and general expectation execution.</p> <p>The high school is fully staff at present. Administrators are utilizing the NC Educator Effectiveness System according to their observation schedule.</p>		<p>John Milliner Williams</p>	<p>06/01/2026</p>
<p>Actions</p>	<p>1 of 4 (25%)</p>			

10/7/16	Develop and conduct a staff retreat for the second semester with a focus on academic excellence and goal setting.		Letitia Kee	04/15/2026
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<i>Notes:</i>				
10/7/16	Review TWC Survey with SIT and create action steps to address concerns.		John Milliner Williams	06/01/2026
<i>Notes:</i>				
11/23/21	Recognize staff monthly with the "Golden Apple" award. The current holder of the "Golden Apple" can recognize a colleague for outstanding performance, attendance, and/or for being a team player.	Complete 01/09/2026	Chisity Wilkins	06/01/2026
<i>Notes:</i>				
10/7/16	Develop and implement "Excellence Celebrations" during staff meetings monthly: birthdays, anniversaries, teacher of the month, staff of the month, student of the month, academic & behavior, etc.		Letitia Kee	06/01/2026
<i>Notes:</i>				
Implementation:		06/20/2024		
Evidence	6/20/2024			
Experience	6/20/2024			
Sustainability	6/20/2024			

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:	The administration consistently looks at school performance data and aggregated classroom data to make decisions. The staff currently looks at this data on an intermittent basis (at data retreats, PLCs & Faculty PLT's). Results will be posted on classroom data walls, in the Conference Room, and a public data wall has been established at the entrance of the building. The data will be used on a consistent basis to make decisions about school improvement.	Limited Development 10/07/2016		
	Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:	School personnel will be involved in the process of looking at data on all three levels on an ongoing basis set forth by the SIT: at the school level to focus on areas that need school-wide improvement to meet growth, at the classroom level to focus on teachers' instructional strengths and weaknesses, and at the student level to focus on instructional needs of individual students.		Sharita Wade	06/01/2026
Actions		4 of 5 (80%)		
	5 SIT will set a calendar of dates of which the staff will do data dives. This includes department level, and whole school. These will include weekly PLC's and departmental meetings.	Complete 01/09/2026	Randy Artis	01/15/2026
Notes:	The SIT team currently meets monthly to discuss the needs of each department and ways to show improvement in needed content areas as it relates to students, parents, instructional practices as well as overall school improvement			
	10/7/16 Protocol for data analysis will be set for use in all data meetings.	Complete 01/09/2026	Sharita Wade	01/15/2026
Notes:	A routine has been set as to how and when data is shared with administration by the principal. All instructional staff are responsible for maintaining a data notebook.			

	7/16 Ensure a clear process for recording and monitoring next steps derived at data meetings. Rolling agendas utilized for all leadership meetings, MTSS meetings, staff meetings, and PLCs.	Complete 01/09/2026	Sharita Wade	01/15/2026
Notes:				

	3 Use data (survey feedback) to determine Professional Development needs. This comes about by way of a needs assessment and an on going update of staff and student progress.	Complete 01/09/2026	John Milliner Williams	01/15/2026
Notes:				
	3 The EOC teachers will work along with administrators and coaches to analyze check-in and benchmark data in order to plan differentiated interventions.		Trudy Schloss	06/15/2026
Notes:				
Implementation:		06/20/2024		
Evidence	6/20/2024			
Experience	6/20/2024			
Sustainability	6/20/2024			

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:	Currently, teachers receive differentiated instructional development that is centered around a tiered instructional system. However, only about 30% of current instruction is aligned with all individual needs of students.	Limited Development 10/07/2016		
	Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:	All teaching practices are in alignment with other supports for students at different tier levels. The strategies that teachers employ must be based on evidence of effectiveness, and the curricular materials and design that they choose must be rooted in research. This will be standard practice for all students, not just those with disabilities. Teachers will readily use supports such as the SAT (student assistance team) to develop strategies for use in the classroom that support each student. As a result, 85% of all students will experience growth on NCFEs/EOCs and the school as a whole will meet growth for the academic year.		Chisity Wilkins	06/01/2026
Actions		0 of 5 (0%)		
	10/16 School leadership team will complete the Self-assessment to determine our MTSS needs and next steps for implementation.		John Milliner Williams	01/15/2026
<i>Notes:</i>				
	6 School leadership team will receive extensive and continuous training on MTSS.		Chisity Wilkins	06/01/2026
<i>Notes:</i>	We plan on having more training to effectively implement MTSS over the summer.			
	3 All teachers will focus on thirty minute reinforcement of key WICOR skills; Writing, Inquiry, Collaboration, Organization, and Reading during Jag Time.		John Milliner Williams	06/15/2026
<i>Notes:</i>				
	3 Some teachers will utilize Interactive Notebooks in their subject areas as a tool for evidence based learning, revision and documentation.		Goss Karen	06/15/2026
<i>Notes:</i>				

9/13/23	EOC teachers will incorporate Spiral Review in their lessons in order to keep standards, concepts and skills in students' active memory.		Trudy Schloss	06/15/2026
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<i>Notes:</i>				
<i>Implementation:</i>		07/16/2025		
<i>Evidence</i>	6/20/2024			
<i>Experience</i>	6/20/2024			
<i>Sustainability</i>	6/20/2024 - MTSS continues to be an area we need to work on and grow in our approach and processes of support for our students.			

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
<i>Initial Assessment:</i>	<ul style="list-style-type: none"> Instructional framework created and utilized by all staff. Implementation of the Get Better Faster framework coordinates instructional practices. All teachers utilize standardized lesson plans, agenda walls in classrooms, and common instructional language. Grade level PLCs are also created to give teachers with common planning, the opportunity to collaborate on instructional practices. Teachers utilizing restorative practices to address certain behaviors/issues to support students. Written processes and procedures are in place to address the shortcomings and needs of students. 	Limited Development 10/01/2018		
	Priority Score: 3 Opportunity Score: 2 Index Score: 6			

How it will look when fully met:	<ul style="list-style-type: none"> • All staff are aware of and understand processes and procedures to effective classroom management and reinforcing classroom rules and procedures. Students are aware of all classroom rules and procedures. • Frequent meetings to discuss pros and cons/best practices • Agenda and sign in sheet • Data from powerschool showing decrease of student discipline referrals and crisis • Administration walk through charts 		John Milliner Williams	12/18/2025
Actions		3 of 7 (43%)		
	3 Administration will create a discipline flow chart that indicates the proper flow of discipline referrals as well as what behaviors warrant minor or major consequences,	Complete 10/01/2025	John Milliner Williams	10/01/2025
<i>Notes:</i>				
	18 Create a survey to determine a teacher's level of knowledge and skills with implementing classroom management. Deliver professional development to all staff in collaboration with using PBIS platform.	Complete 11/14/2025	John Milliner Williams	11/15/2025

<i>Notes:</i>						
9/13/23	Every teacher assigned to NCHS will conduct five (5) positive contacts	Complete 12/11/2025	Chisity Wilkins	12/11/2025		
<i>Notes:</i>	per week.					
	We have significantly improved communications with parents. We will continue this action next school year.					02/24/2026
<i>Notes:</i>	3 All staff members are trained and utilize C.H.A.M.P.s protocols to foster greater student behavior.				John Milliner Williams	
	District is adopting AVID. AVID strategies will be combined with C.H.A.M.P.s to give teachers more tools to handle classroom disruptions.					02/28/2026

	<i>Notes:</i>	3 The instructional coach will complete at least 5 - 15 minute				
		walkthroughs per week on different teachers, to provide instructional feedback.		Sharita Wade		06/01/2026
	<i>Notes:</i>	3 One, fifteen walk through per week with alignment to the district walk		John Milliner		
		through form.		Williams		06/30/2026
	<i>Notes:</i>	Two, a monthly frequency report using the discipline software Educator Handbook through Power School seeking a reduction in minor classroom behavioral referrals .				
	Implementation:	Walk-throughs will utilize a combination of District and school walk through tools to collect instructional data to support teacher growth.				
	Evidence	3 Create a rewards program using PBIS delivered to students would		John Milliner		
	Experience	demonstrate positive behaviors.		Williams		
					06/20/2024	
		9/13/2023				
		9/13/2023				
	Sustainability	9/13/2023				

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<p>June 2023 - Teachers have helped to develop CARES Pacing Guides, with other school districts and they are used inconsistently. Some district staff are developing curriculum maps for Biology, English II, Math 1 and Math 3. Professional development is needed to support implementation of the curriculum map and resources within it. Not all teachers are yet collaborating to share strategies or to plan cross curricula lessons.</p> <p><u>Previous Assessment</u></p> <p>All curriculum areas are currently developing standards-aligned units of instruction given by the district based on the Five Es Learning Cycle.</p>	<p>Limited Development 10/07/2016</p>		
	<p>Priority Score: 3 Opportunity Score: 3 Index Score: 9</p>			
How it will look when fully met:	<p>All curriculum maps and pacing guides will be posted for public access on the NCHS website. This will also allow new teachers to access the district-approved curriculum. All teachers at NCHS will use the UBD “backwards planning” process in order to create learning targets, unit plans, assessments, and daily lessons. All teachers will write and carry out weekly lesson plans utilizing the unit plans and pacing guides already created as a guide.</p>	<p>Objective Met 06/18/24</p>	<p>Sharita Wade</p>	<p>06/01/2024</p>
Actions				
<p>10/6/23</p>	<p>Pacing guides created at the District level by Core teachers. Curriculum guides located on District google platform</p>	<p>Complete 11/17/2023</p>	<p>Sharita Wade</p>	<p>11/18/2023</p>
<p>Notes:</p>				
<p>12/2/21</p>	<p>Each week, teachers will write lesson plans that include: daily learning targets, scaffolded criteria for success, and assessment methods. Teachers will submit these plans for review to department chairs and their assigned administrator. Lesson plans will be submitted one week prior to actually teaching the lessons to give time for feedback</p>	<p>Complete 06/14/2024</p>	<p>John Milliner Williams</p>	<p>06/15/2024</p>

<i>Notes:</i>	Admin monitors teacher lesson plan submission using Google Drive folders utilizing the district provided template All teachers are submitting lessons satisfactorily at this time - on going.			
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	3 The EOC teachers will target and engage with students who need additional intervention during Jag Time focusing on areas of weakness and test taking skills.	Complete 06/14/2024	Goss Karen	06/15/2024
<i>Notes:</i>				
Implementation:		06/18/2024		
Evidence	6/18/2024 PLC Minutes CFA Results Student data Testing data			
Experience	6/18/2024 NCHS has implemented several programs designed to enhance teacher effectiveness in the classroom.			
Sustainability	6/18/2024 This action step will be updated and strategies used during the next academic year.			

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)	Target Date Implementation Status Assigned To	

Initial Assessment:	Students need supportive and informative networks as they plan their transition out of high school. There is a significant “social capital gap” between students who have access to critical information and support on how to prepare and effectively participate in college/career decision-making, and those who do not. Successful initiatives include early college programs, which typically serve high-needs populations, and students to pursue college credit during high school, usually at no cost to their families. NCHS must implement research-supported practices that include college advising and mentoring, and predictive analytics systems that determine college readiness using student academic rigor and performance data to help teachers develop early interventions that target specific student needs.	Limited Development 10/01/2018		
	Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:	Using data collection from ACT and WorkKeys results, NCHS results will show a return to the status of above 80% on CTE assessments and the same as both performance outcomes are combined.	Objective Met 06/20/24	Sharita Wade	06/30/2024
Actions				
	18 Currently, NCHS has established a Teen Court, which is a student-led organization to provide student supports and peer-to-peer mentoring. Communities in Schools of NC student support groups also provide student supports and peer-to-peer mentoring. Within these student support groups, students are trained to lead conflict resolution and peer mediation. The student support groups will help students develop their social skills and aid in their academic success at NCHS.	Complete 06/15/2023	Rodney Easter	06/30/2023
<i>Notes:</i>				
9/13/23	NCHS will reestablish Teen court in conjunction with the community advocates.	Complete 06/14/2024	John Milliner Williams	12/01/2023
<i>Notes:</i>				
9/13/23	NCHS will implement restorative practices schoolwide to assist students with conflict resolution and decision making.	Complete 06/14/2024	Mr. Easter	06/30/2024

<i>Notes:</i>				
9/13/23	NCHS will establish pro-active interventions for Tier II and III students.	Complete 06/14/2024	Mr. Easter	06/30/2024
<i>Notes:</i>				
Implementation:		06/20/2024		
Evidence	6/20/2024			
Experience	6/20/2024			
Sustainability	6/20/2024			

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)			Target Date
		Implementation	Status Assigned To	
Initial Assessment:	July 2022- All teachers are not knowledgeable of SEL skills and/or student SEL needs. Personnel is limited by one (1) counselor, (1) shared social worker and (1) shared nurse which leads to all students' needs not being met. Written processes and procedures are not in place to address the shortcomings and needs of students.	Limited Development 10/07/2016		
	Priority Score: 3 Opportunity Score: 1 Index Score: 3			

<p>How it will look when fully met:</p>	<p>All staff understand student SEL and are aware of and use processes and procedures to identify strategies and support of all students. Students aware and use of SEL supports available by use of flowcharts. Decrease in discipline referrals by 30% for students that have challenges in managing their emotional behavior. The school counselor and Communities in Schools Specialist will form groups for targeted counseling sessions, and work with individual students as needed. They will maintain a follow-up schedule with these students to ensure that their needs are being met on a regular basis. They will also ensure that these students are taught skills dealing with conflict and behavior regulation both in and out of the classroom. Increased parent involvement in the development of individual behavior plans. All staff can actively intervene with appropriate strategies to redirect negative student behaviors or refer them to the necessary resources. Ms B. Rascoe, Clinical School Social Worker works to assist in the interventions necessary for student body.</p>	<p>Objective Met 06/20/24</p>	<p>Chisity Wilkins</p>	<p>12/20/2023</p>
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<p>Actions</p>				
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	<p>6 Create a survey to determine a teacher's level of knowledge and skills with providing SEL and support. Deliver professional development to all staff in collaboration with District Service Staff.</p>	<p>Complete 06/14/2024</p>	<p>Viola Gilbert</p>	<p>06/03/2024</p>
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<p><i>Notes:</i></p>				
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	<p>8 Create processes to identify and meet students' SEL needs. Create a flowchart to provide "Who To Run To." Admin requires staff to model SEL activities. Admin to inquire grant opportunities for additional community based services.</p>	<p>Complete 06/06/2023</p>	<p>Viola Gilbert</p>	<p>06/30/2024</p>
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<p><i>Notes:</i></p>				
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	1 Teachers implement relationship builder activities into lesson plans. Create hallway monitor groups. Create intentional “Getting To Know” times. ALL staff model SEL Activities.	Complete 06/14/2024	Viola Gilbert	06/30/2024
<i>Notes:</i>				
8/12/22	Decrease in discipline referrals by 30% for students that have challenges in managing their emotional behavior. The school counselor and Communities in Schools Specialist will form groups for targeted counseling sessions, and work with individual students as needed. They will maintain a follow-up schedule with these students to ensure that their needs are being met on a regular basis. They will also ensure that these students are taught skills dealing with conflict and behavior regulation both in and out of the classroom. Increased parent involvement in the development of individual behavior plans. All staff can actively intervene with appropriate strategies to redirect negative student behaviors or refer them to the necessary resources. Ms B. Rascoe, Clinical School Social Worker works to assist in the	Complete 06/14/2024	Viola Gilbert	06/30/2024
<i>Notes:</i>				
Implementation:		06/20/2024		
Evidence	11/10/2020 All guidelines and protocols have been discussed and put in place.			
Experience	11/10/2020 The principal, assistant principal, a team of teachers, along with the guidance counselor, CIS personnel, and social worker has been established to work with students as needed.			
Sustainability	11/10/2020 This team has set up a student helpline.			

Core Function:	Domain 4: Culture Shift
Effective Practice:	Practice 4C: Engage students and families in pursuing education goals

	<p>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)</p>	<p>Target Date</p>		
<p>Initial Assessment:</p>	<p>Currently, there is bi-weekly communication with families. We would like to increase the amount of instructional and curriculum support provided to parents to support.</p> <p>Teachers use their parent contact log to document their communication with parents on a weekly basis.</p>	<p>Implementation</p> <p>Limited Development 10/03/2016</p>	<p>Status Assigned To</p>	
	<p>Priority Score: 3 Opportunity Score: 3 Index Score: 9</p>			
<p>How it will look when fully met:</p>	<p>Increase stakeholder feedback to at least 40% families represented for each instance, and increase monthly communication about student and school/student progress and initiatives with stakeholders to 4 times a month. Implement proactive systems and protocols at NCHS for parent and community participation as identified through surveys, participation logs, and feedback on social media platforms.</p> <p>Teachers call parents weekly using their parent contact log. This log is kept in either a Data Binder or electronically. The principal and assistant principal check teacher's logs bi-weekly.</p>	<p>Objective Met 09/10/25</p>	<p>Chisity Wilkins</p>	<p>06/05/2026</p>
<p>Actions</p>				
	<p>6 The school will provide parents with information. One form will be a flyer, handed out on the same day each week, filled with upcoming events and announcements. This will allow parents the opportunity to be involved with daily activities and events with their children at school and in the community.</p>	<p>Complete 06/06/2025</p>	<p>Sharita Wade</p>	<p>06/01/2025</p>
<p>Notes:</p>	<p>Parents are notified through robo calls, flyers and emails as activities are planned and confirmed for their input and participation.</p>			

	3 School will provide parents with monthly meeting or Newsletters, this will allow parents to build a positive relationship and to foster the opportunities for parents to be involved in their children school community .	Complete 06/06/2025	Chisity Wilkins	06/02/2025
<i>Notes:</i>				

10/7/16	Utilize phone calls, emails, and community/school activities to increase meaningful parent contact.	Complete 01/02/2025	John Milliner Williams	01/15/2026
<i>Notes:</i>	Parents are notified of school related activities via email, flyers, robo calls, and through the District's Public Relations staff. Meetings are also conducted through Zoom as needed.			
	5 Recruit, maintain, and train a parent member on the SIT to lead the parent involvement taskforce.	Complete 06/06/2025	John Milliner Williams	02/01/2026
<i>Notes:</i>				
	6 Teachers should keep a log, documenting when emails and phone calls were made and received. Date and record the time for record as a form of communication with our parents. Also, note the parents concern or your positive feedback.	Complete 06/06/2025	Letitia Kee	06/01/2026
<i>Notes:</i>	Teacher should provide log weekly to department chair, who will share data with principal. Social media feedback logs/reports, and survey results. Currently, teachers are responsible for keeping a parent contact log in a binder, which is checked by administrators on a weekly basis.			
	3 Build partnership with stakeholders outside of the school communities such as (Health department and Employment agencies), to be able to provide services that our students and parents .	Complete 06/06/2025	Chisity Wilkins	06/12/2026
<i>Notes:</i>				
Implementation:		09/10/2025		
Evidence	9/13/2023			

<i>Experience</i>	9/13/2023 Teacher created a daily contact log with parents within the first 10 days.			
<i>Sustainability</i>	9/13/2023 Teacher continued contacting parent for good or bad reports.			