

Comprehensive Progress Report

Mission: Northwood High School envisions an educational community that fosters leadership, creativity, and excellence in Academics, Activities, Arts and Athletics (the Northwood 4 A's). Our vision is to empower technologically literate, lifelong learners who will make valuable contributions to society. Through the collaboration of school, home and community, every Northwood graduate will be prepared for the demands of the 21st century. Students Today, Leaders Tomorrow, Chargers Forever

Vision: Our Vision— Chatham County Schools, through leadership, innovation, and collaboration, will provide real-world learning opportunities that prepare all students for life and success after graduation. Our diverse community will be invested and involved, to create a strong culture of learning resulting in Chatham County Schools being a leader in education.

Goals:

Northwood High School will increase to a 4 year graduation cohort rate of 90% by the end of 2019 .

Northwood High School will increase overall student proficiency levels on End of Course tests from the 2016-2017 level (61.7%) to 70% by the end of the 2018-2019 academic year.

Northwood High School will increase SWD and ELS student achievement levels by 10% during the 2018-2019 school year.



! = Past Due Objectives 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>		Beginning teachers receive support on classroom management during their monthly meetings. Special education classrooms use behavior charts with rewards to help support students who face challenges in regulating behaviors/emotions in the classroom. General education teachers review expectations with students and give a written copy of classroom rules to students at the start of each semester.	Limited Development 09/22/2017		
<i>How it will look when fully met:</i>		Beginning teachers will receive specific instruction/support during site support meetings that specifically address classroom management. Administrative team will send a representative to Restorative Practices training to learn how to implement these ideas at Northwood. PD sessions will be developed to introduce staff members to Restorative Practices. EC department will be used as a resource for teachers to help support students who are not identified as EC, but need additional behavioral support inside the general education classroom. Teacher referrals will decrease in Educator's Handbook.		Telisa Hunter	06/07/2019
Actions			1 of 4 (25%)		
	9/7/18	Administrator attends Restorative Practices training.	Complete 09/07/2018	Zach Chutz	09/07/2018
<i>Notes:</i>					
	9/7/18	PD Session to introduce staff to Restorative Practices with a focus on building relationships.		Zach Chutz	12/05/2018
<i>Notes:</i>					
	9/7/18	BT Coordinating Teacher will provide professional development/support for new teachers on positive behavior management with classroom management.		Jennifer Haiducek	06/07/2019
<i>Notes:</i>					
	9/7/18	EC department will serve as a resource for teachers who need additional tools/supports for student behaviors in their classroom. This will look like collaborative conversations (via email, phone, stop in the hall) that occur between the EC department and the general education teacher. This action step addresses our TSI Groups.		Wynne Youngblood	06/07/2019
<i>Notes:</i>		This will occur on an as needed basis.			

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>		NHS actively participates in monthly PLC meetings where data is analyzed and assessed. PLC groups submit agendas showing progress.	Limited Development 09/20/2017		
<i>How it will look when fully met:</i>		<p>Content area PLCs will meet to collaborate and develop standards-aligned instructional units. These units will be created using the Understanding By Design framework. PLCs will begin by identifying the content standards for the unit and derive the desired student outcomes from those standards. PLC members will create pre and post assessments that are aligned to the standards for the given unit. Within the assessments, PLC members should identify the criteria that must be met to determine if students show mastery of the content. After developing assessments, PLC members will plan instruction that aligns to the standards being assessed. Special education teachers and ELL teachers will be consulted to ensure that the lesson materials meet the needs of all students.</p> <p>Content area PLCs will meet bi-monthly to plan units of instruction and interpret data from common assessments. Teachers will analyze benchmark, EOC, NCFE, and common assessment data to determine where students currently are and where they need to go. Common assessments will be standards aligned.</p>		Aaron Freeman	06/07/2020
Actions			0 of 3 (0%)		
	9/13/18	PD session on Understanding By Design Framework		Wynne Youngblood	12/05/2018
	<i>Notes:</i> After introduction of the Framework, administrators will attend PLC meetings to support teachers as they start to implement this framework in planning their units. The expectation for Year 1 is that teachers begin to plan units with UBD and become comfortable with the process. Year 2, PLCs will be expected to plan all units to be standards aligned using the UBD Framework.				
	9/9/18	Administrators attend a minimum of 4 PLC meetings (different content areas) each month.		Zach Chutz	06/07/2019
	<i>Notes:</i>				
	9/9/18	Teachers will provide evidence of data conversations upon request as they relate to SWD/ELS in addressing achievement gaps.		Chris Atkins	06/07/2019

Notes:

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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
<i>Initial Assessment:</i>		At Northwood High School, we currently implement a school-wide intervention in the form of Plus 1. This gives students an opportunity to meet with each of their teachers for an additional 30 minutes at least once a week. We are also in year three of MTSS.	Limited Development 09/22/2017		
<i>How it will look when fully met:</i>		High quality Tier 1 instruction will be present in each classroom and will incorporate John Hattie's high impact teaching strategies. Hattie's List When there is evidence of students not grasping the content, teachers will utilize the ICEL (instruction, content, environment, learner) acronym for the order in which they analyze what they should change before implementing Tier 2 interventions. Teachers will implement interventions in Tier 2 for instruction first and will progress monitor for a period of two weeks to analyze data to determine if the interventions are working. Tier 2 interventions will be implemented in core classroom instruction with additional remediation as needed during Plus1 time. Student Support Team will be a resource for teachers who need help developing Tier 2 interventions to utilize in their classroom.		Wynne Youngblood	06/07/2019
Actions			1 of 5 (20%)		
	9/22/17	Develop a Master Schedule that includes a Plus 1 time for students to receive additional instructional support.	Complete 08/20/2018	Zach Chutz	08/25/2018
<i>Notes:</i>					
	9/28/17	Course Pass Rate is 90% or higher		Zach Chutz	01/31/2019
<i>Notes:</i> Our course pass rate for first semester is 94.7%					
	9/22/17	Student Support Team meets bi-monthly to discuss any students who may be struggling academically or from an attendance support perspective, and ideas of how to support the student are developed and implemented.		Telisa Hunter	06/07/2019
<i>Notes:</i>					

	9/22/17	Progress for students identified by SST is monitored on a monthly basis to see how well the interventions are impacting performance/attendance.		Telisa Hunter	06/07/2019
<i>Notes:</i>					
	9/28/17	Course pass is 95% or higher.		Jackie Milliken	06/15/2019
<i>Notes:</i>					
	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
Initial Assessment:			Professional development focused on equity and poverty. Targeting teacher understanding that students come from a variety of backgrounds and, as such, require an array of varying emotional and educational support. Measurements midway through each semester on a student survey will help determine additional support or strategies that educators may need to implement. Survey results will show that, school-wide, 100% of the student body feels as though their teachers care about them and understand how they feel about things (two current indicators are at 75% and 77%). 11/28/17 - Results from the fall student perception survey show an increase of 2% for students mostly or totally feeling that their teachers care about them. There was a decrease of 2% on how students mostly or totally feeling that their teacher understands how they feel about things. The category of "somewhat" is not currently included in this survey, though it could be viewed as a positive. A conversation took place about possibly changing these questions to a True/False. It will be brought up at the next full-SIP meeting for action.	Limited Development 09/20/2017	
			Priority Score: 3 Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			Teachers will build solid relationships with students so they are able to determine when a student is having a bad day or is in distress/crisis. Teachers will have knowledge of resources available and who to call when interventions/services are needed.	Objective Met 09/27/18	Telisa Hunter 04/30/2019
Actions					
	9/20/17	PD on Poverty - the facts, the numbers, and our community.		Complete 08/29/2017	John Moore 08/22/2017
<i>Notes:</i> Introduction					

9/20/17	Teachers will experience a poverty simulation so that they understand the challenges faced by our students and their support systems/families.	Complete 09/27/2017	Justin Bartholomew	09/27/2017
<i>Notes:</i> This is the follow up to the John Moore introduction on poverty and the experiences our children have without us really knowing that is the case.				
9/20/17	Create and disseminate student perception survey about their experiences in the classroom.	Complete 10/31/2017	Janice Giles	10/26/2017
<i>Notes:</i>				
11/28/17	Full SIP Team reviews the student perception survey to change a) wording of question 2 and also consider changing from a 5 point Likert to a True/False to capture, or including the "somewhat" as opposed to only including "mostly true" or "totally true."	Complete 12/04/2017	Justin Bartholomew	12/04/2017
<i>Notes:</i>				
11/28/17	Consider adding the cultural question to this school improvement plan in an effort to encourage and emphasize the importance of developing and delivering lessons that celebrate cultural diversity. The fall survey was the first time we were able to get baseline data on this question.	Complete 04/27/2018	Justin Bartholomew	12/04/2017
<i>Notes:</i> This question was added to the Student Perception Survey given mid-April.				
9/28/17	Survey results will show that, school-wide, 85% of the student body feels as though their teachers care about them and understand how they feel about things (two current indicators are at 75% and 77%).	Complete 04/27/2018	Justin Bartholomew	04/30/2018
<i>Notes:</i> We improved from last year (where we were at 76% and 77%) to this year (reaching 84% and 82%) but we did not meet our goal of 85%.				
9/20/17	Each Faculty Meeting, an emphasis will be made on some area of student needs so that teachers are consistently reminded of the importance of getting to know their students in order to more effectively support them.	Complete 06/12/2018	Mattie Smith	06/12/2018
<i>Notes:</i> Conducted at each Faculty Meeting.				
Implementation:		09/27/2018		
Evidence	9/27/2018			
Experience	9/27/2018			
Sustainability	9/27/2018			

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The following programs exist at Northwood High School to support students in their transitions into high school and also throughout their high school years: Link Crew and AVID.	Limited Development 09/22/2017		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		Students, parents, and stakeholders will have 24/7/365 access to resources that supply them with information regarding student progress, access to college resources, and what should be done at each grade level.	Objective Met 04/27/18	Chris Atkins	01/31/2018
Actions					
	9/22/17	Select Link Crew Members	Complete 06/08/2017	Janice Giles	06/01/2017
<i>Notes:</i>					
	9/22/17	Conduct Link Crew Training	Complete 08/16/2017	Janice Giles	08/14/2017
<i>Notes:</i>					
	9/22/17	Link Crew runs 9th grade student orientation	Complete 08/25/2017	Janice Giles	08/25/2017
<i>Notes:</i>					
	9/22/17	Determine the "must know" information for each grade level and assemble in a checklist for each grade.	Complete 10/18/2017	Zach Chutz	11/01/2017
<i>Notes:</i> Here is the checklist! https://docs.google.com/document/d/1F0FVPXQ1t2_pxyceCPREcIMJrp-3QpMRlxHMA1m-BIQ/edit					
	9/22/17	Either find or create videos or websites that can be hyperlinked for each checkbox on the grade level sheets. Add to NHS website.	Complete 12/15/2017	Zach Chutz	12/15/2017
<i>Notes:</i>					
	9/28/17	In addition to AVID and Link Crew, we will also work this year to develop an online checklist that will allow students and parents to select a grade level and provide a series of "to do" list of items that are essential for that grade level. This will also be a source where the school can place imbedded hyperlinks for more support or information should the student/parent need it.	Complete 01/31/2018	Zach Chutz	01/31/2018
<i>Notes:</i>					
	9/22/17	AVID Site Team advertises for opportunity, holds interviews, selects members	Complete 04/16/2018	Justin Bartholomew	03/01/2018
<i>Notes:</i>					

Implementation:		04/27/2018		
Evidence	4/27/2018 Link to online resource: https://docs.google.com/document/d/1F0FVPXQ1t2_pxyceCPREclMJrp-3QpMRlxHMA1m-BIQ/edit?usp=sharing			
Experience	4/27/2018 Link crew members were selected and training was conducted. These students then ran the 9th grade orientation, among other activities throughout the year. The "must know" information was created and a checklist for each grade was designed. Almost all of the items are hyperlinked with additional information and the document has been uploaded to the website. It has been publicized at meetings with students and parents and via social media. AVID site team has advertised, held interviews, and selected the incoming cohort.			
Sustainability	4/27/2018 Continuing the Link Leader and AVID programs by following the layout of the programs from previous years. Continuing to advertise the checklist.			

Core Function:	Dimension B - Leadership Capacity				
Effective Practice:	Strategic planning, mission, and vision				
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>The Chatham County Schools Academic Services and Instructional Support (ASIS) Division’s mission is to lead and serve the district by helping teachers teach and learners learn. The ASIS team carries out this mission in several ways including partnering with schools in order to provide targeted professional development and support for principals and staff.</p> <p>Chatham County Schools also designates a team responsible for providing support and improvement strategies to schools. This team is made up of the following personnel:</p> <p>Dr. Amanda Hartness, The Assistant Superintendent for ASIS</p> <p>Dr. Kelly Batten, Executive Director of Secondary Education and CTE Instruction</p> <p>Mr. Chris Poston, Executive Director of Elementary and Middle Grades Education</p> <p>Ms. Carrie Little, Executive Director of PreK and Federal Programs</p> <p>Ms. Milinda Martina, Executive Director of Exceptional Children and AIG</p> <p>Ms. Tracy Fowler, Executive Director of Student Services</p> <p>Ms. Kelli Hulsey, Executive Director of Accountability and Student Information</p> <p>Ms. Delia DeCourcy, Executive Director of Digital Teaching and Learning</p> <p>Ms. Darlene Reap-Klosty, Instructional Program Facilitator MTSS</p> <p>Ms. Erin Berliner, Psychologist</p> <p>Ms. Emily Long, Lead Behavioral Specialist</p> <p>Ms. Daphne Terry, Instructional Program Facilitator Elementary</p> <p>Ms. Sherri Homan, Instructional Program Facilitator Middle Schools</p> <p>Ms. Kelly Workman, Instructional Program Facilitator Secondary Education</p> <p>Each school has one of these team members who will work directly with the principal for additional support.</p>	<p>Full Implementation 09/22/2017</p>			
<p>KEY</p>	<p>B1.03</p>	<p>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)</p>	<p>Implementation Status</p>	<p>Assigned To</p>	<p>Target Date</p>

Initial Assessment:	The NHS Leadership Team consists of a representative from each department (CTE, Science, Math, English, Social Studies, Arts, PE, Media, Foreign Language, Student Services, and Exceptional Children). The NHS Leadership Team meets twice a month on the second and third Tuesdays of the month. During the hour long meeting we review new data, review implementation of Indicators, and adjust sub-committee directions as needed. Minutes are recorded and placed in respective meeting folders within Indistar.	Full Implementation 09/05/2017		
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Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Distributed leadership and collaboration			
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	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
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Initial Assessment:	<p>The school consists of two team structures, SIP Team and PLC Teams. The SIP/Leadership team consists of elected members from each departmental area. The SIP/Leadership team meets twice a month to review data and determine how results impact the school goals. Team will make suggestions on how to adapt instruction, duty schedules, or other elements of the school to help work toward school goals.</p> <p>PLC Teams serve as the school's Learning Teams. These groups meet at minimum once per month to plan and develop instructional units for use in the classroom. PLCs also review data collected from assessments to determine if instruction needs to be modified.</p>	Full Implementation 09/20/2017		
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Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
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
<i>Initial Assessment:</i>		Walkthroughs have been done, sporadically, in the past. With those interactions, feedback has been immediate.	Limited Development 09/22/2017		
<i>How it will look when fully met:</i>		Each administrator will have one or two departments for which s/he will conduct at least 1 walkthrough per week. This will give teachers a minimum of 2-5 per administrator walkthrough reports that they can use to reflect and/or discuss with an administrator. Additionally, teachers will be given the opportunity to view their peers' throughout the school year and also complete the new walkthrough tool.		Brad Walston	06/07/2019
Actions			0 of 2 (0%)		
	9/13/18	NEWS/CHARGE Snapshots with teachers.		Brad Walston	06/07/2019
		<i>Notes:</i> Administrators will periodically grab teachers on planning and complete one snapshot (5-10 minutes) with the NEWS/CHARGE paper. This will get teachers into other classrooms and see what is going on across the school. The goal is to start having conversations with teachers about instruction and provide more consistent feedback other than what is given on formal/informal observations.			
	4/27/18	Each administrator will have one or two departments for which s/he will conduct at least 1 walkthrough per week. This will give teachers a minimum of 2-5 per administrator walkthrough reports that they can use to reflect and/or discuss with an administrator.		Brad Walston	06/08/2019
		<i>Notes:</i> Each administrator will have one or two departments for which s/he will conduct at least 1 walkthrough per week. This will give teachers a minimum of 2-5 per administrator walkthrough reports that they can use to reflect and/or discuss with an administrator.			

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>		The SIP Team and/or specific subcommittees will meet twice a month. During these meetings, members will review new data sources and determine next steps. SIP Team will complete a Needs Assessment each year on the 13 Indicators during the month of April/May.	Limited Development 09/22/2017		
<i>How it will look when fully met:</i>		The SIP Team and/or specific subcommittees will meet twice a month. During these meetings, the administrative representative/subcommittee representative will present any new data sources that became available that month. The SIT team will review new data, determine how it applies to the 13 indicators, and revise goals as needed. SIP Team will complete a Needs Assessment each year on the 13 Indicators during the month of April/May.		Chris Atkins	06/07/2019
Actions			0 of 2 (0%)		
	9/13/18	Conduct Needs Assessment		Chris Atkins	04/20/2019
	<i>Notes:</i>				
	9/9/18	Review and prepare new data sources each month.		Wynne Youngblood	06/07/2019
	<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>		As reward, staff is offered Flex time for extra activities, Teacher of the Month selections are made, and Teacher Appreciation Week is fully observed. In replacing staff, department chairs and members are invited to review resumes and participate in interviews. Teachers are evaluated through NCEES, where by they self assess and receive formal observations and feedback from administration. Administration will reach out to nearby College of Education programs to recruit new talent.	Full Implementation 09/20/2017		

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
	D2.01	ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology.(5173)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		At Northwood there are current teachers who are utilizing online learning platforms to deliver instruction. These teachers are piloting programs through Canvas.	Limited Development 08/31/2018		
<i>How it will look when fully met:</i>		All teachers will provide students with the opportunity to collaborate and communicate with each other inside and outside of the classroom through blended learning opportunities. Students will communicate in online discussion boards to talk about readings, assignments, projects, and other items as assigned. Teachers will interact with students in these online environments as well and will model professional digital interactions. Students will also be given the opportunity to communicate through GoogleSuite via the comments and revisions functions. These interactions will allow students to provide each other feedback when working on assignments and supports the development of community and critical thinking skills.		Emily Brown	06/07/2019
<i>Actions</i>			0 of 2 (0%)		
	9/7/18	Staff PD on how to create/manage/facilitate discussion boards in an online learning platform. Specific content will address the needs of SWD and ELS and how teachers can provide technology accommodations to support the unique needs of learners.		Emily Brown	06/07/2019
<i>Notes:</i>					
	9/13/18	Staff members will provide PD on best practices to support student communication/collaboration in blended learning environments.		Digital Learning Team	06/07/2019
<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>	School frequently uses Remind, Twitter, email, and weekly newsletters to keep the community updated on events with the school. Open House is held at the beginning of each year as an opportunity for parents to meet with each of their student's teachers. During this event, teachers talk with parents about what to expect for the year and how they can help support their child's learning at home. Throughout the year teachers regularly communicate with parents via email/Remind to update them on what their student is currently studying in the classroom. Teachers also use this method to let parents know about homework assignments, projects, and up coming assessments. This helps parents to support their children's learning at home as they can check-in and talk about assignments and struggles together.	Full Implementation 09/22/2017		
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