

## Comprehensive Progress Report

**Mission: Mission:**

To create rigorous, authentic learning environments where students will become the architects of their own lives.

**Motto:**

“No Box”

**Vision:**

“Whatever it takes”

**Vision:**

Students will be the architects of their own lives

**Goals:**

North Edgecombe High School English II students will achieve a 10 percentage point increase in End-of-Year (EOY) READY Performance Indicators at a score of at least 40% by the end of the 2018-2019 school year.

North Edgecombe High School Math I students will achieve a 10 percentage point increase in End-of-Year (EOY) READY Performance Indicators at a score of at least 36% by the end of the 2018-2019 school year.

North Edgecombe High School Biology students will achieve a 10 percentage points increase in End-of-Year (EOY) READY Performance Indicators at a score of at least 38% by the end of the 2018-2019 school year.

Increase 4-year cohort graduation rate by 5 percentage points, at a percentage of at least \_\_\_\_, by the end of the 2018-2019 school year evidenced by (EOY) READY Performance Indicators.

North Edgecombe High School students will achieve a 10 percentage point increase in the ACT READY Performance Indicators at a score of at least 29% by the end of 2018-2019 school year.

North Edgecombe High School students will achieve a 10 percentage point increase on the ACT Workkeys READY Performance Indicators at a score of at least \_\_\_% by the end of the 2018-2019 school year.

An increase in achievement as measured by a 10 percentage point increase in proficiency on all End of Course (EOC) assessments.

Reach all students with excellent teachers through recruitment and retention, as evidenced by North Edgecombe High School Mock Teacher Working Conditions survey and NESLCS results.

North Edgecombe High School will exceed expected growth as measured by EVAAS growth measurements by the end of 2018-2019 academic 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>		North Edgecombe High School received the exemplary recognition for the 2018-2019 school year. We have operationalized a PBIS committee who meets monthly to discuss school-wide discipline, initiatives that promote and celebrate positive behavior, and to create schoolwide systems of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment.	Limited Development 11/06/2017		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		By sharing a common vision and mission in the iZone, our students will transition seamlessly from middle school to high school. Several initiatives are shared between Phillips Middle School and North Edgecombe, including PBIS three central expectations and Class Dojo, behavioral reward system. North Edgecombe's core course teachers meet with middle school core teachers each semester to vertically align the curriculum and identify specific skills that incoming freshmen must possess prior to entering high school. High school teachers share best practices with middle school teachers and create an open discourse of support throughout the year. During the spring, middle school students visit the high school for orientation and an opportunity to meet with administration and student ambassadors. By the end of the year, North will have met the criteria to be identified as an "Exemplary" PBIS School.		Kimberly Collette	06/07/2019

<b>Actions</b>		<b>0 of 8 (0%)</b>		
10/1/18	Each beginning teacher is paired with a veteran mentor teacher who supports and coaches the teacher towards pedagogical excellence in classroom management.		Kimberly Schuessler	05/30/2019
<i>Notes:</i>				
10/1/18	Based on discipline referral data, high need teachers will be identified as a catalyst classroom to receive expert coaching on teacher/student relationship development and classroom culture by teachers who display exemplary prowess in this area		Caroline Joyce	05/30/2019
<i>Notes:</i>				
10/1/18	The PBIS committee members will meet on a monthly basis to discuss school-wide discipline, classroom management strategies, and to offer ongoing evaluation of intervention systems.		Kimberly Collette	05/30/2019
<i>Notes:</i>				
10/1/18	As part of the PBIS reward, all eligible NEHS students will receive an off-campus field trip to an amusement park at the end of the year.		Kimberly Collette	05/30/2019
<i>Notes:</i>				
11/7/17	Teachers and coaches identify action steps to support the implementation of NNN strategies, collect data on implementation and provide feedback on implementation. The progress data will be monitored through the school-wide coaching observations & the department coaching tracker		Donnell Cannon	05/31/2019
<i>Notes:</i>				
11/7/17	Provide School-Wide PBIS Incentives based on Dojo Point Collection to identify and reward positive behavior.		Kimberly Collette	05/31/2019
<i>Notes:</i>				
11/7/17	Collect evidence to support "exemplary" status application for PBIS		Kimberly Collette	06/08/2019
<i>Notes:</i> We received exemplary status.				
10/1/18	PBIS will create a poster for the non-negotiable and consistent behavioral norms		Kimberly Schuessler	12/01/2019
<i>Notes:</i>				
<b>Implementation:</b>		10/01/2018		
<b>Evidence</b>	8/23/2018			

<b>Experience</b>	10/1/2018 North Edgcombe High School received an exemplary recognition at the end of the 2017-18 school year.			
<b>Sustainability</b>	10/1/2018 Our PBIS team will continue to leverage school-wide initiatives and our exemplary portfolio to maintain our badge. We will also identify ways in which we will continue to iterate on our PBIS model.			

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>			
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<b>Effective Practice:</b>	<b>Curriculum and instructional alignment</b>			
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Departments currently meet once a week to plan for instruction. Pacing guides, CFA, and benchmarks are provided by the district and are accessed by the teams to plan instruction.	Limited Development 04/14/2016		
<b>How it will look when fully met:</b>		<b>The instructional team will be comprised of the individual departments, meeting weekly in a Professional Learning Community (PLC) during common planning. The instructional team will determine the concepts, principles, and skills that will be covered within the unit. The team will develop pre/post assessments that align with the state academic standards that are clear, precise and would provide evidence of mastery the content within each unit. North Edgcombe has aligned units of instruction with differentiated lessons and formative assessments that are developed as teams consisting of PLC members of the department and North's Multi classroom leaders. The use of DDI cycle and protocols will be used to guide Instructional Team work.</b>		<b>Amy Pearce</b>	<b>06/28/2019</b>
<b>Actions</b>			<b>7 of 17 (41%)</b>		
11/8/17		Create and Administer Intro Biology Benchmark 2nd 6 weeks in Schoolnet. 1. Common formative assessment is in place by end of second six weeks to assess proficiency of all students enrolled in Introductory Biology 2. All Intro Biology students will have completed benchmark on Essential Standards of Goal 1 Structure and Function of Living Organisms and Essential Standards of Goal 3 Evolution and Genetics Student. 3. Student proficiency is based on a minimum of 5 out of 7 correct answers in each of the eight clarifying objectives assessed: 1.2.2, 3.1.1, 3.1.2, 3.1.3, 3.2.1, 3.2.2, 3.2.3, 4.2.1.	Complete 12/15/2017	Caroline Joyce	01/27/2018
<i>Notes:</i>					

11/8/17	Administer Biology District Benchmark I and II Assessments. Analyze the results and make predictions based on year-long benchmark data combined with EVAAS projections.	Complete 06/04/2018	Caroline Joyce	05/09/2018
<i>Notes:</i>				
10/14/18	<p>We believe planning is at the heart of being an effective teacher and an effective school. It is a creative process that allows us to synthesize our understanding of teaching pedagogy with our knowledge of our learners, the curriculum, and the teaching context. It is a time when we envision the learning we want to occur and analyze how all the pieces of the learning experience should fit together to make that vision a classroom reality.</p> <p>We acknowledge preparation and planning as critical components of effective teaching. As such, we schedule four off-site curriculum planning days for each core department. Each department will be led by a School Design Team member.</p> <p>During the planning sessions, teachers will focus on the following activities:</p> <p>Standard analysis  Unit and lesson planning  Assessment--create rigorous interim assessments that provide meaningful data  Analysis -- examine the results of assessments to identify the causes of both strengths and shortcomings  Action Game Plan--what do students most need to learn based on assessment results  Re-write and tighten objectives  Create a strong standards lab gameplan for POWER</p>		Donnell Cannon	05/31/2018
<i>Notes:</i>				
11/7/17	Lesson plans are uploaded into the shared Google Drive weekly and are reviewed by members of the Instructional Leadership Team to support the coaching cycle.	Complete 06/04/2018	Donnell Cannon	06/08/2018
<i>Notes:</i>				
11/8/17	Based on year-long data, EOC teachers will re-group students based on achievement level and separate them into smaller review groups during their regular classes for 3 weeks prior to exams.	Complete 06/04/2018	Cassandra Williams	06/08/2018
<i>Notes:</i>				
10/26/16	<p>Create and administer Math I Benchmark and Common Formative Assessment every three weeks.</p> <p>1. Math teacher(s) create Math I two benchmarks and three common formative assessments in alignment with district pacing guide by October 2018.</p>	Complete 06/04/2018	Easter Taylor	06/13/2018

	2. Math 1 teacher(s) will administer a Math I Benchmark or a Math I Common Formative Assessment according to the pacing guide every three weeks by January 13, 2018.			
<i>Notes:</i>				
10/26/16	Create and administer Foundations of Math I Benchmarks every six weeks. 1. Foundations of Math 1 teacher creates two Foundations of Math I benchmarks in alignment with district pacing guide by the end of the first six weeks and the end of the second six weeks. 2. Foundations of Math 1 teacher will administer a Foundations of Math I Benchmark according to the pacing by the end of the first six weeks and the end of the second six weeks.	Complete 01/08/2018	Easter Taylor	06/13/2018
<i>Notes:</i>				
11/8/17	Develop units of study for all EOC and foundational EOC courses based on the North Carolina Common Core standards. 1. The district has a Math I and Foundations of Math I Pacing Guides posted on district website by August 17, 2016. ( <a href="http://www.ecps.us/apps/pages/index.jsp?uREC_ID=445894&amp;type=d&amp;pREC_ID=962795">http://www.ecps.us/apps/pages/index.jsp?uREC_ID=445894&amp;type=d&amp;pREC_ID=962795</a> )	Complete 08/23/2018	Amy Pearce	08/01/2018
<i>Notes:</i>				
10/8/18	Professional Learning Communities are engaged weekly in the Data-Driven Instructional cycle. This includes standard analysis, assessment creation, unit development, test analysis, and corrective instruction action planning.		Amy Pearce	05/31/2019
<i>Notes:</i>				
10/8/18	To ensure frequent opportunities for teachers to work collectively to improve instruction and student achievement, instructional teams, consisting of team members that teach common subject areas, have common planning periods daily, one additional common planning in POWER and are given four Curriculum Work days throughout the school year. This time is used to analyze data, create initial instruction plans, develop corrective instruction plans, develop common assessments, and plan for POWER groups.		Donnell Cannon	05/31/2019
<i>Notes:</i>				
10/8/18	Teachers design and implement project-based learning lessons aligned to the Buck Institute Project-Based Learning lesson design, aligned to unit outcomes and course standards. This ensures all students are provided opportunities to and support for engaging in rigorous coursework to be prepared for the global community.		Donnell Cannon	05/31/2019
<i>Notes:</i>				

10/8/18	Exceptional Children teachers are members of the core instructional Professional Learning Community for their specialty area.		Ashley Griffin	05/31/2019
<i>Notes:</i>				
10/8/18	Teachers participate in professional development around research-based interventions and accommodations, which can lead to high levels of differentiation to meet the individual needs of students.		Ashley Griffin	05/31/2019
<i>Notes:</i>				
10/8/18	Teachers will frequently administer and use both summative and ongoing assessment to align and inform instruction. Mastery Connect will be utilized to develop Common Formative Assessments for each unit of study and track student mastery in each standard. Data from Mastery Connect is analyzed in professional learning communities to develop instructional plans to meet the varying needs of learners.		Donnell Cannon	05/31/2019
<i>Notes:</i>				
10/8/18	Core content areas utilize District Pacing Guides to develop Daily Curriculum Guides, which include a blueprint of daily learning targets, aligned learning activities and assessments.		Amy Pearce	05/31/2019
<i>Notes:</i>				
10/8/18	The Exceptional Children's department will create a Specialty Design Instruction (SDI) schedule to provide support for identified groups of students. They will collaborate with content area teams to determine the focus of support for groups, and align to IEP goals.		Ashley Griffin	05/31/2019
<i>Notes:</i>				
10/8/18	English Language Learner personnel provide training and support to instructional teams in an effort to develop standards-aligned curricula to address students' linguistic needs.		Donnell Cannon	05/31/2019
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Student support services</b>			
<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Some teachers use assessment data to form focus groups to intervene and enrich as needed. Data is also used for teacher self-assessment and reteaching, if needed. As a	Limited Development 05/02/2016		

	school, we are at a rudimentary level, understanding how this should work but it is currently not in action.			
<b>How it will look when fully met:</b>	<p>Within teacher lesson plans, teachers map out how they will scaffold for low/middle/high students during each activity of the week. They also include what their students already know about the topics; what they need to know; and what questions the teacher will ask to help them bridge the gap. Teachers also address the various needs the students have in class, and how they will accommodate them in lessons and assessments. Each Instructional Leadership Team member will meet with core subject teachers on a weekly basis, using the See it, Name it, Do it feedback model, to provide feedback on instructional practices. The emphasis in the meetings will be to improve instructional learning by focusing on one or two improvements per week, which will result in the continuous growth of instructional practices throughout the academic year. All teachers will receive professional development on the Driven By Data framework. The framework will be put into action during half-day professional development days and Professional Learning Community weekly meetings. Professional Learning Committees will use the Data Driven Instruction process to analyze data, identify student misconceptions and develop Corrective Instruction Action Plans (CIAP) focused on selection of high leverage skills versus "reteaching" the same concept. The Data Driven Instruction process will also be used to analyze standards and create aligned assessments which will drive instruction and P.O.W.E.R. intervention groupings. The Student Support Management Team will meet routinely to identify students at risk for behavior and academics, identify research-based interventions, track interventions and determine referrals to Exceptional Children and other community partnerships. The team consists of the Exceptional Children chair , SCCS (School Culture and Climate Specialist), department representations and administrative representation. The Professional Learning Committee framework will also be utilized to review, design and implement curricular materials rooted in research and instructional strategies with evidence of effectiveness.</p>		<b>Kimberly Schuessler</b>	<b>06/07/2019</b>
<b>Actions</b>		<b>5 of 16 (31%)</b>		
10/26/16	Create a lesson plan template that addresses differentiated instruction.	Complete 08/10/2017	Donnell Cannon	08/10/2017
<i>Notes:</i> Lesson Plan was created and distributed to faculty via Google Docs. Artifact is loaded on Indistar.				
11/5/18	None of our subgroups received a grade of F last year; however, our EDS subgrouped received a grade of D. They exceeded growth, so now, we will focus on building this population to proficiency by scheduling specially design instruction as a standards lab during POWER. Students will be grouped based on assessments, IEP goals, and specified course standards.		Ashley Griffin	05/30/2018

<i>Notes:</i>				
11/5/17	Create a school wide data calendar to plan key action steps in the Data Driven Instruction cycle to systematically use common, standards-based assessments and other data to track student progress and adjust instruction and support.	Complete 06/08/2018	Amy Pearce	06/08/2018
<i>Notes:</i> Reference Calendar throughout the year.				
11/6/17	Observe teachers and provide feedback following the District observation schedule.	Complete 06/08/2018	Donnell Cannon	06/08/2018
<i>Notes:</i>				
11/6/17	Utilize Focused Intervention Funds to provide substitutes for teachers to engage in full day data day discussions focused on curriculum and data analysis.	Complete 06/08/2018	Donnell Cannon	06/08/2018
<i>Notes:</i>				
11/5/17	Teachers will engage in a series of Date Driven Instruction (DDI) professional development sessions throughout this year to learn how to use data to improve instructional feedback and performance.	Complete 06/06/2018	Cassandra Williams	06/08/2018
<i>Notes:</i>				
10/7/18	Create and assign staff for Student Support Management Team and meet to review data, discuss students at-risk and identify evidence based interventions that meet the needs of identified students. Create and assign staff for Student Support Management Team and meet to review data, discuss students at-risk and identify evidence based interventions that meet the needs of identified students.		Alexis Grady	12/01/2018
<i>Notes:</i>				
10/7/18	All teachers will complete Mastery Connect module training through PLCs		Donnell Cannon	12/01/2018
<i>Notes:</i>				
10/7/18	All classroom teachers will create MasteryConnect assessments and use the DDI process to analyze collected data at the completion of each unit.		Donnell Cannon	05/30/2019
<i>Notes:</i>				
10/7/18	Teachers will engage in a series of Data Driven Instruction (DDI) professional development sessions throughout this year to learn how to leverage data to improve high-quality instructional feedback and student performance.		Amy Pearce	05/30/2019
<i>Notes:</i>				

10/7/18	Utilize Focused Intervention Funds to provide substitutes for teachers to engage in full day data day discussions focused on curriculum and data analysis 4 times during the school year.		Donnell Cannon	05/30/2019	
<i>Notes:</i>					
10/26/16	The School Design Team (SDT) provides weekly instructional feedback to teachers through observations and the See It, Name It, Do It Framework. Feedback is focused around Teach Like A Champion strategies, Get Better Faster, and No Nonsense Nurturing.		Donnell Cannon	06/07/2019	
<i>Notes:</i>					
11/5/17	Create and Implement Professional Learning Committee data framework that allow teachers to deeply engage and monitor data cycles.		Amy Pearce	06/08/2019	
<i>Notes:</i>					
11/5/17	Each teacher is responsible for grouping students based on DDI process. This includes the use of assessment data to group and regroup students for POWER standards lab sessions.		Kimberly Schuessler	06/08/2019	
<i>Notes:</i>					
11/6/17	Student Support Management Team meet at least monthly to review data, discuss students at-risk and identify evidence based interventions that meet the needs of identified students.		Caroline Joyce	06/08/2019	
<i>Notes:</i>					
10/7/18	Develop a mentorship program for our 4-year cohort at risk-students. Students will create short term and long-term goals. SDT members have been assigned 2-3 students each and meet with students a minimum of 10 times throughout school year to ensure students remain on pace for 2019 graduation. We believe this initiative will substantially improve our school's 4-year cohort graduation rates.		Alexis Grady	06/30/2019	
<i>Notes:</i>					
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	Staff members are attentive to students' emotional states, recognizing the need for extra support in the classroom and beyond. Supports and interventions, such as mentoring programs, home bound instruction, and counseling services are made available to students outside of the school when major problems are brought to light. Many of the parents are NEHS alumni and are often visible and involved in school activities. Additionally, the staff maintains great relationships with these parents.		Limited Development 05/02/2016		

<p><b>How it will look when fully met:</b></p>	<p>By implementing Positive Behavior Intervention Support (PBIS) throughout the year, North Edgecombe students will maximize positive behaviors and help students make positive choices. North creates a positive school environment that celebrates successes of students while also encouraging students through school visits, rewards, and incentives.</p> <p>We believe that education can be transformative for our kids, for our families, and for our society. Our team holds an unrelenting optimism alongside an assessment that our current approach to school is not yet realizing our deep aspirations. In embracing that tension, we've chosen curiosity, learning, and a commitment to contributing to the next horizon. As part of our work to reimagine what's possible in our school, we have redefined the role of a traditional school counselor. We have redesigned this role and created a positioned titled. 'School Climate &amp; Culture Specialist.' The School Climate &amp; Culture Specialist will support student emotional development, teacher class culture development, family and community engagement, and school culture.</p> <p>We believe that this role better aligns to the work that we are engaged in to help meet the demands of the future.</p>		<p><b>Ashley Griffin</b></p>	<p><b>05/31/2019</b></p>
<p><b>Actions</b></p>		<p><b>8 of 16 (50%)</b></p>		
<p>11/6/17</p>	<p>Create the position of a 'School Climate &amp; Culture Specialist,' and secure a new hire.</p>	<p>Complete 01/31/2018</p>	<p>Donnell Cannon</p>	<p>01/31/2018</p>
<p><i>Notes:</i></p>				
<p>10/26/16</p>	<p>Organize the "Say Something" initiative with Keyona Dubashi.</p> <p>"Say Something" will meet during POWER block every week. #SaySomething seeks to empower young women to artistically express themselves and speak out against systems of oppression to become the leaders they and their communities deserve. The vision of #SaySomething is to develop leaders who dismantle systemic racism and challenge the status quo by occupying, leading and redefining spaces historically not accessible to women of color. At North Edgecombe High School, we seek to actualize the mission and vision by empowering young women to find and use their voice (#SaySomething), stand up for the causes they are passionate about and implement a solution to the most pressing issues (#DoSomething), and encourage young women to give back to their community through empowering other young women to do the same (#BeSomething). This organization is led by Ms. Keiyonna Dubashi, Classroom Management and Culture Specialist for Teacher for America (Eastern North Carolina) and Ms. Jamilah Collins. This organization meets every Wednesday during POWER B in C-103 and is open to all who</p>	<p>Complete 06/07/2018</p>	<p>Jamilah Collins</p>	<p>06/07/2018</p>

	identify themselves as young women of color in grades 9-12. --See folder A4.06 for PowerPoint presentation and pitch.			
<i>Notes:</i>				
10/26/16	Hold a PBIS professional development at a monthly staff meeting. The presentation will include the following: introduce PBIS expectations, training, involvement, implementation, and accountability. Share schools's status, introduce Class Dojo guidelines, share success of after-school concession stand to fund initiatives, and share goals and components of PBIS, recap NEHS PBIS core values, review the school's matrix, and celebration events, celebrate staff member of the month, aiming for a target level of five PEACE days with no major behavioral incident, addressing staff-managed versus office-managed behaviors, buddy teacher and accelerated response, and PBIS monthly report discipline results.	Complete 06/08/2018	Kimberly Collette	06/08/2018
<i>Notes:</i>				
10/26/16	Implement Class Dojo to monitor positive behaviors with all students.	Complete 06/08/2018	Kimberly Collette	06/08/2018
<i>Notes:</i> As an end of the year celebration for positive behavior, 140 students were eligible to attend a field trip to Adventure Land in Raleigh, NC. They earned Class Dojo points throughout the year, and they had to have zero office referrals, less than ten days absent and a set minimum of of Class Dojo points. See A4.06 folder for supporting documentation.				
11/7/17	Facilitate professional development for teachers around building confidence within students and establish nurturing relationships through authentic delivery of instruction.	Complete 06/08/2018	Ashley Griffin	06/08/2018
<i>Notes:</i>				
11/7/17	All teachers will make at least 6 parent contacts a week, at least 3 positive and 3 response to student concerns.	Complete 06/08/2018	Donnell Cannon	06/08/2018
<i>Notes:</i>				
11/7/17	All PBIS members will complete module 1, 2, or 3 training this year to better understand student emotional needs and will assist with SSMT referrals and support as needed.	Complete 06/08/2018	Donnell Cannon	06/08/2018
<i>Notes:</i>				
11/7/17	Ensure ongoing training, implementation, and support for NNN	Complete 06/08/2018	Donnell Cannon	06/08/2018
<i>Notes:</i>				
10/7/18	School Design Team research social-emotional models to support students based on age and socioeconomic background. Early childhood trauma (ACES) training for teachers to		Donnell Cannon	05/30/2019

	learn strategies for supporting student's social-emotional health in and outside of the classroom.			
<i>Notes:</i>				
10/7/18	Leverage NEHS-Cummins mentorship. Develop mentor model including training for mentors, identification of students with greatest need (develop platform for students to reach out) and implement weekly meetings/activities.		Amy Pearce	05/30/2019
<i>Notes:</i>				
10/7/18	Develop and routinely review Behavior Intervention Plans for identified students. Explicit procedure for monitoring teacher implementation.		Ashley Griffin	05/30/2019
<i>Notes:</i>				
10/7/18	Conduct grade-level townhall meetings providing opportunities for students to express their concerns, celebrate one another, and build empathetic relationships.		Donnell Cannon	05/30/2019
<i>Notes:</i>				
10/7/18	Implement restorative discipline practices. (Ex. student returning to school after altercation should be greeted and invited into a restorative circle before returning to the general student population)		Alexis Grady	05/30/2019
<i>Notes:</i>				
11/7/17	Clarify and streamline the process for placing referrals to the Student Support Management Team for students with documented, consistent behavior issues for referral for behavior plan. (This is tier II PBIS implementation, for which staff member will be trained.)		Ashley Griffin	06/08/2019
<i>Notes:</i>				
11/6/17	Create a Student Services Committee comprised of multiple school leaders, including the School Culture and Climate Specialist, administration, MCLs, Reading Specialist, EC Chair, and teachers to oversee the academic and emotional needs of all students during monthly meetings.		Alexis Grady	06/08/2019
<i>Notes:</i>				
10/7/18	Develop and deliver culturally relevant PBL lessons around empathy and emotional health. Integrate Microschool model for teaching empathy into general curriculum instruction. POWER passion blocks include specialized lessons to emphasize mindfulness, debate, and exploration of equity.		Jamilah Collins	05/30/2109
<i>Notes:</i>				

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>		Currently, North invites Phillips Middle School students to visit during the beginning of the second semester for freshmen orientation. Students have the opportunity to meet the administration, teacher leaders and student ambassadors during their visit.	Limited Development 11/06/2017		
<i>How it will look when fully met:</i>		By sharing a common vision and mission in the iZone, our students will transition seamlessly from middle school to high school. Several initiatives are shared between Phillips Middle School and North Edgecombe High School, including the three Positive Behavior Intervention Support (PBIS) central expectations, and Class Dojo, behavioral reward system. North Edgecombe's core course teachers meet with middle school core teachers each semester to vertically align the curriculum and identify specific skills that incoming freshmen must possess prior to entering high school. High school teachers share best practices with middle school teachers and create an open discourse of support throughout the year. During the spring, middle school students visit the high school for orientation and an opportunity to meet with administration and student ambassadors.		Alexis Grady	06/28/2019
<b>Actions</b>			<b>4 of 14 (29%)</b>		
11/6/17		The math and science department will host an IZone STEAM night for K12. Coker-Wimberly and Phillips Middle will be participating. Teachers, students and community members from all three schools will present. The goal is to have 10 minute stations set up throughout the building, that not only present information but to also allow students and parents to participate in hands on engaging activities.	Complete 11/28/2017	Cassandra Williams	11/28/2017
<i>Notes:</i>					
1/22/18		The faculty will collaborate to host a Spring iZone Family night for K12. Coker-Wimberly and Phillips Middle will be participating. Teachers, students and community members from all three schools will present. The focus will be on student heritage, goals and dreams. The goal is to have students being fully involved in the design process for the evening. Hands on, engaging student and staff led stations will be set up throughout the building.	Complete 05/17/2018	Cassandra Williams	05/17/2018
<i>Notes:</i> Cassandra Williams and Amy Pearce will serve as lead coordinators for North Edgecombe High School.					
11/6/17		The Student Leadership Team (SLT) will prepare to host the 8th grades students from Phillips Middle School.	Complete 04/13/2018	Donnell Cannon	06/08/2018

<i>Notes:</i> Elijah Bryant-student responsible				
11/6/17	Create feeder wide vertical alignment with the innovation schools. iZone administrators will meet once a month during rest days, collaborate to pilot system-wide initiatives (Opportunity Culture, No Nonsense Nurturer, Coaching Model, Restart budgeting), and plan events to foster relationships with families and community members.	Complete 06/08/2018	Donnell Cannon	06/08/2018
<i>Notes:</i>				
11/6/18	8th Grade Mid-Year Transfer Students: A conference with students and families will be scheduled prior to the student's enrollment 2nd semester. During the conference, we will create a transition plan to ensure the scholar graduates within 4 years. The scholar will be enrolled in 5th courses to complete in Warrior Academy during POWER to assist the scholar in accruing necessary credits for graduation and grade level promotion.		Alexis Grady	01/15/2019
<i>Notes:</i>				
10/7/18	Eighth grade students will receive a course guide and list of graduation requirements prior to their transition to high school. This information will give students and parents an opportunity to review N.C. graduation requirements. During this time, students will be able to select elective courses that spark their passions and interests. We will schedule a trip for 8th graders to visit North Edgecombe High School. The School Culture and Climate Specialist will discuss course information, teachers will present information about clubs/organizations, and student leaders will give the students a tour and answer questions.		Alexis Grady	05/30/2019
<i>Notes:</i>				
10/7/18	Town Hall Meetings (once a month): Student success in the first year of school often determines later success. Town Hall Meetings will provide students with academic, social, and emotional support to develop resilience. Each grade level will meet and recognize students in the following areas: Love, First. Rooted Right Here. There is No Normal. Everyone Owns Everything.		Caroline Harris	05/30/2019
<i>Notes:</i>				
10/7/18	Plan, Organize, Work, Eat, Relax (POWER) gives students an opportunity to join clubs, participate in different activities, receive additional academic support, and so much more. Teachers strategically plan lessons to help scholars develop the skills and knowledge they need to succeed in an ever changing world.		Kimberly Schuessler	05/30/2019
<i>Notes:</i>				
10/7/18	Possip (a survey is sent every week): Possip is a platform to solicit feedback from parents. This helps us make changes and support scholars. We use this feedback to make decisions.		Alexis Grady	05/30/2019

<i>Notes:</i>				
10/7/18	Attendance Audits: Teachers are expected to call home when a student misses three days. The counselor is expected to audit grades and attendance. Holding individual conferences with students and making parent phone calls is beneficial. This creates a collaborative environment where staff and families work together to support students.		Alexis Grady	05/30/2019
<i>Notes:</i>				
10/7/18	Grade Audits: Teachers are expected to report grades every three weeks through progress reports. In addition, they will make frequent contact with parents or guardians to update them about their child's academic progress. Teachers will identify strengths and areas of improvement when they contact families.		Donnell Cannon	05/30/2019
<i>Notes:</i>				
10/7/18	College and local job visits: Attending college field trips will give students exposure and help them develop a post-graduation plan. This will provide them with information to explore possible career paths and majors.		Alexis Grady	05/30/2019
<i>Notes:</i> 1st semester: 11th and 12th graders will visit job sites and colleges/universities 2nd semester: 9th and 10th graders will visit job sites and colleges/universities				
10/17/18	The Exceptional Children (EC) department conducts a "summary of performance" meeting at the end of a student's high school career. These meetings are held to review accomplishments, goal progress, and testing information. It also provides an opportunity for students to share and develop a plan to enter college or the work force at graduation. Contact information is shared in order to reach and support scholars beyond graduation.		Ashley Griffin	05/31/2019
<i>Notes:</i>				
10/7/18	Open House gives students and parents an opportunity to meet staff, tour North Edgcombe High School's campus, and receive course information. This community event helps staff and families foster relationships.		Alexis Grady	08/15/2019
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
<b>KEY</b>	<b>B1.01</b>	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		The school district has an active and engaged team to support each school in the district. The team is comprised of the Superintendent, Assistant Superintendents, and	Limited Development 11/07/2017		

		Directors. The team will meet monthly to share the current state of the district improvement plan and level of support being provided to schools.			
<b>How it will look when fully met:</b>		The school district has an active and engaged team to support each school in the district. The team is comprised of the Superintendent, Assistant Superintendents, and Directors. The team will meet monthly to share the current state of the district improvement plan and level of support being provided to schools.	<b>Objective Met 08/23/18</b>	<b>Robert Batts</b>	<b>06/06/2018</b>
<b>Actions</b>					
	11/8/17	The district improvement team will meet monthly to provide support.	Complete 06/08/2018	Robert Batts	06/08/2018
<i>Notes:</i>					
<b>KEY</b>	<b>B1.03</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		North Edgecombe High School has a leadership team comprised of teachers from multiple disciplines, a parent representative, and school administration. The leadership team meets bi-weekly to discuss regular school business, data, and other information that is crucial to the forward movement of the school.	Limited Development 05/02/2016		
<b>How it will look when fully met:</b>		North Edgecombe High School's School Improvement Team reflects diversity and is comprised of an appropriate representation of the North Edgecombe High School stakeholders which will include, but not be limited to one non-faculty parent member, elected members from faculty/staff, and school-level administrators. Faculty and staff members shall serve for two-year terms, ensuring both current and newly elected members are present in the school decision making process. Parent members shall serve for one year but may be re-elected. Bi-monthly meeting dates are posted on the school calendar and are distributed to all members. All agendas and minutes are uploaded to Indistar. The SIT is responsible for creating the vision and mission of the school based on shared values. They are also responsible for reviewing the implementation of effective practices throughout the school. All major decisions for North Edgecombe High School are decided by the School Improvement Team.		<b>Amy Pearce</b>	<b>07/31/2019</b>
<b>Actions</b>			<b>0 of 5 (0%)</b>		
	10/8/18	Develop a Success By Design plan, which articulates our vision, mission, design anchors, priorities and agreements.		Donnell Cannon	08/13/2018

<i>Notes:</i>				
10/8/18	Routinely review and update the Success By Design Plan.		Donnell Cannon	05/31/2019
<i>Notes:</i>				
11/7/16	Create and monitor tasks for Indistar Key Indicators for the 2018/19 academic year.		Amy Pearce	06/03/2019
<i>Notes:</i>				
11/6/17	Departmental Professional Learning Committees meet once a week, which gives our school a framework to build teacher capacity by working as members of high-performing, collaborative teams that focus on improving student learning.		Donnell Cannon	06/03/2019
<i>Notes:</i>				
11/6/17	Our School Design Team (SDT) is comprised of administration, multi-classroom leaders, media coordinator, school culture and climate specialist, and EC staff. This collaborative team works interdependently to achieve common goals and has a focus on results as evidenced by a commitment to continuous improvement.		Donnell Cannon	06/15/2019
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	All core subject areas have common planning times. This allows Professional Learning Teams ample time to analyze, take action, and create systems and procedures to ensure continual data-driven improvement. Teachers are also on non-instructional teams comprised of teachers from diverse subject areas, who offer ideas to enhance student learning and engagement, such as Global Learning, Positive Behavior in Schools (PBIS), Innovative scheduling and the School Improvement Team.		Limited Development 05/02/2016		
<i>How it will look when fully met:</i>	Research has steadily converged on the importance of strong teacher learning communities for teacher growth and commitment, suggesting as well their potential contribution to favorable student outcomes. Schools whose staff members espouse a shared responsibility for student learning and are organized to sustain a focus on instructional improvement are more likely to yield higher levels of student learning.			Donnell Cannon	05/31/2019

	<ol style="list-style-type: none"> <li>1. Increased whole-school accountability for teachers, students, and administrators focused on improving collaboration in order to elevate the school's academic achievement.</li> <li>2. Improved quality of teaching and learning by: explicitly targeting, monitoring, and assessing appropriate grade-level standards grounded in student-friendly and appropriate academic language across all disciplines; requiring and guiding the use of data as a vehicle for instructional improvement; incorporating rubrics into instructional delivery so that students and parents have a clear focus on expectations and quality academic products; and raising teachers' expectations of what students are capable of so lessons have sufficient pace, rigor, and challenge. S.M.A.R.T. Goal: North Edgecombe High School will exceed expected growth as measured by EVAAS growth measurements by the end of 2018-2019 academic school year. An increase in achievement as measured by a 10% increase in proficiency on all End of Course (EOC) assessments. <ul style="list-style-type: none"> <li>• North Edgecombe High School English II students will achieve a 10% increase in End-of-Year (EOY) READY Performance Indicators at a score of at least 40% by the end of 2018-2019 school year.</li> <li>• North Edgecombe High School Math I students will achieve a 10% increase in End-of-Year (EOY) READY Performance Indicators at a score of at least 36% by the end of 2018-2019 school year.</li> <li>• North Edgecombe High School Biology students will achieve a 10% increase in End-of-Year (EOY) READY Performance Indicators at a score of at least 38% by the end of 2018-2019 school year.</li> </ul> </li> </ol> <p>Evidence: PLC meeting agenda &amp; minutes, Student performance data, Mastery Connect Assessment trackers, School Improvement Team meeting agenda and minutes, committee meeting agenda &amp; minutes, staff rosters</p>			
<b>Actions</b>		<b>0 of 5 (0%)</b>		
10/15/18	Monitor Key Indicators: Each school improvement member will be given a key indicator to monitor school-wide. The school improvement member will carry the responsibility of providing monthly reports of the progress towards full implementation at each S.I.T. meeting. The S.I.T. will use this process to track and/or modify our school improvement goals.		Amy Pearce	05/31/2018
<i>Notes:</i>				
10/15/18	Each teacher will be provided an additional 90-mins of planning each week during POWER to create an intervention plan for standards lab based on data analysis of formative and summative assessments. Additionally, teachers are assigned 3-4 standard labs a week focused around instruction.		Kimberly Schuessler	05/31/2019

<i>Notes:</i>				
9/11/16	<p>A deep commitment to learning and growth infuses our organizational values and culture. For us, embracing change in the world means embracing change and growth for ourselves. We are committed to learning from each other and the world around us as we work to fulfill our mission. Our PLC model provides promising opportunities for collaborative learning environments for teachers in which they can reflect on practice with colleagues, share expertise in a distributed knowledge framework, and build a common understanding of new instructional approaches, standards, and curriculum. This corresponds with a view of professional development that moves beyond skills training and generic in-service delivery models to a more flexible, continuous engagement with other experts in our school. Professional Learning Communities will meet at least once a week to elicit a premier focus on student learning and continuous professional growth. This will not only drastically improve student achievement, but will also create a culture of collective efficacy, inspire collective ownership and talent development, improve school-wide communication, and elevate a sense of interdependency. The master schedule for the NEHS ensures that PLCs have the opportunity to meet regularly to analyze and utilize data to drive student learning.</p>		Donnell Cannon	05/31/2019
<i>Notes:</i>				
9/11/16	<p>The school will develop a structure for team planning, work, and decision-making that includes a leadership team, instructional team, and a team focused on community-school engagement. The leadership team (school design team) will be comprised of the principal, assistant principal, Multi classroom leader, school culture &amp; climate specialist, EC coordinators and digital leadership coach. Our instructional team will include a departmentalized structure. Teachers will meet once a week by subject area to develop instructional strategies aligned to the standards-based curriculum and to monitor the progress of the students in the subject area for which the team is responsible. Our community-school engagement team will be comprised of the principal, school culture and climate specialist, social worker, students, and two parent leaders. This group will advise, plan, and assist with matters related to the school-home compact, homework, open houses, parent-teacher conferences, school-home communication, and parent education (including training and information about learning standards and the parents' role in supporting children's learning at home).</p>		Donnell Cannon	05/31/2019

<i>Notes:</i>				
10/15/18	Promote continuous use of data to ensure students are meeting and mastering classroom, district, state, and national benchmarks and standards, teachers and staff at the North Edgecombe High School will be continually engaged in the collecting, analyzing, discussion, and decision-making process around data using the Mastery Connect platform. This cycle begins at the school level with the comprehensive needs assessment and the creation, implementation, and monitoring of the school improvement plan and continues all the way through to individual formative assessments given on a regular basis to monitor students' learning and progress.		Donnell Cannon	05/31/2019
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>			
<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	At NEHS, we believe “feedback is a gift”. Feedback allows us to design with our scholars, families and community. It unlocks change and innovation. Feedback allows a space for us to reflect in an effort to continuously improve as a system and as individuals. Whenever and however you receive honest and open feedback, you should consider it a valuable gift. It is important to remember that not all gifts arrive in neat packages--This remains true for feedback. There is transformational power in high-quality feedback.” Giving feedback is one of the best ways to help our team develop and move closer to being even more creative, communicative, collaborative, critically conscious, and prepared to make the next great leap forward. To get better at providing feedback is to change “your mental model to seeing it as “a gift.” If you do it right, the other person also feels cared for, valued and closer to you in our pursuit of collective efficacy. So there are secondary and more important gifts that come from giving someone feedback well. Because we place such a high value on feedback, EVERYONE at NEHS receives and gifts feedback.		No Development 05/26/2016		
<i>How it will look when fully met:</i>	1.Increase whole-school accountability for teachers, students, and administrators focused on improving collaboration in order to elevate the school’s academic achievement. 2. Create a school-wide professional development plan predicated on improving pedagogical practices and grounded in the unique and individualized student and teacher needs of North Edgecombe High School. 3.Ensure the school’s instructional monitoring process provides direct, detailed, and descriptive feedback on not only instructional strategies but also curricular alignment geared to enhance the classroom			<b>Donnell Cannon</b>	<b>05/31/2019</b>

	performance of both teachers and students. 4. Improve the quality of teaching and learning by: explicitly targeting, monitoring, and assessing appropriate grade-level standards grounded in student-friendly and appropriate academic language across all disciplines; requiring and guiding the use of data as a vehicle for instructional improvement; incorporating rubrics into instructional delivery so that students and parents have a clear focus on expectations and quality academic products; and raising teachers' expectations of what students are capable of so lessons have sufficient pace, rigor, and challenge.			
<b>Actions</b>		<b>0 of 16 (0%)</b>		
10/15/18	The school design team will have a informal hallway huddle each week to discuss weekly accomplishments, priorities, and populate solutions to our greatest challenges. This will help set the direction for our work as we close out the week and move into the next week.		Donnell Cannon	05/31/2018
<i>Notes:</i>				
9/11/16	Selected Teach Like a Champion, Getting Better Faster, Driven By Data and No Nonsense Nurturing strategies will be used daily. Departments will learn and practice the strategies during coaching cycles.		Caroline Joyce	05/31/2019
<i>Notes:</i>				
9/11/16	School Design Team (SDT-formally known as ILT) will be held each Monday once a week. Administration, the Multi-Classroom Leader, school culture & climate specialist, EC program coordinators, and the Digital Leadership Coach will meet to discuss observation data, coaching best practices, create a framework for ongoing, job-embedded professional development, and discuss levels of support for all teachers, support staff, and Professional Learning Communities (PLCs). The SDT will work closely with teachers and attend PLC meetings to ensure the professional development that is being provided to all teachers is being utilized and implemented in teaching and learning settings. The SDT will support the understanding and use of data for teachers, PLCs, and the school by providing ongoing training opportunities to help teachers move from data to information to a knowledgeable understanding of how to collect, read, analyze, synthesize, and finally, use data as a foundational decision-making tool. The administration will engage in on-going discussions around education literature this year that focuses on coaching, modeling, and improvement of andragogical and pedagogical practices.		Donnell Cannon	05/31/2019
<i>Notes:</i>				
9/11/16	A six-person instructional leadership team will observe and provide feedback to teachers during weekly coaching cycles. In the spirit of continuous improvement, we have adopted		Donnell Cannon	05/31/2019

	<p>a coaching model, not as an evaluative tool, rather a blueprint to foster continuous growth for each individual. Our coaching scope and sequence was adopted from Paul Bambrick-Santoyo's book Get Better Faster.</p> <p>We also adopted the "See It. Name It. Do It." coaching regimen from Bambrick-Santoyo's coaching framework conceptualized in his books Leverage Leadership, Driven by Data, and Get Better Faster. Teachers will receive at least three 15-min observations each week followed by weekly coaching meetings. During coaching meetings, the School Design Team will provide Bite-Size, Actionable Feedback that can be implemented within one week.</p>			
<i>Notes:</i>				
9/11/16	Schoolwide PDPs: All staff will establish school-wide PDP goals to ensure alignment and prioritization of improving the quality of teaching and learning. Progress towards individual PDPs will be monitored throughout the year as evidence by NCEES' PDP containers.		Donnell Cannon	05/31/2019
<i>Notes:</i>				
9/11/16	Inservice staff meetings will focus on offering quick, high-impact strategies that enhance teaching and learning. The administrative team and teacher leaders will provide mini-workshops at each staff meeting ranging from high-quality instructional practices, classroom management, using data effectively to inform classroom decisions, parent engagement, motivating students, and creating meaningful lessons.		Donnell Cannon	05/31/2019
<i>Notes:</i>				
9/11/16	The principal and the instructional team will complete 15-minute classroom learning walks. This data gives the instructional team informal and impromptu opportunities to see what instruction is like in classrooms throughout the school. This process will provide a coaching tuning model that will support the instructional team in ensuring alignment across each department. We will leverage the following protocol to package uniformed feedback:		Donnell Cannon	05/31/2019

	A-Affirm I-Impact C- Continue/Challenge			
<i>Notes:</i>				
11/6/17	Instructional leads and administration will coach individual teachers on a weekly basis with small, bite-size improvement strategies and practice, followed up with an immediate walk-through and feedback session.		Donnell Cannon	05/31/2019
<i>Notes:</i>				
11/6/17	Mr. Cannon will receive weekly coaching from Mrs. Swanson that will provide support with individual strategic plan. In turn, Mr. Cannon will use feedback from this coaching session to provide feedback to the school design team.		Donnell Cannon	05/31/2019
<i>Notes:</i>				
11/6/17	Teachers will keep a coaching folder that contains the weekly completed template: Teacher Meeting Notes		Caroline Joyce	05/31/2019
<i>Notes:</i>				
11/6/17	Observation data will be monitored online using the school's observation tracker in order to measure the growth of each teacher through the feedback cycle.		Caroline Joyce	05/31/2019
<i>Notes:</i>				
11/6/17	Mr. Cannon will create a school-wide differentiated professional development calendar that is designed to introduce new and alternate route teachers to the concepts and inspiring challenges associated with teaching. In the spirit of aspiring to become a community of learners who value the power of knowledge to inform, inspire, and transform lives, this calendar guides our team to both expose and allow for application/with feedback to teachers regarding a number of key concepts and inspiring challenges that are embedded within the construct of effective instructional practices designed to effectively support all students to maximum success. Additionally, teachers should develop an understanding of the implications and consequences that curriculum and instruction decisions have on the individual curriculum, instructional delivery, assessment, student growth, resources (including all stakeholders) and their role in the classroom, integration of the PBL, integration of reading skills development across the curriculum, current trends in education, and the art and science of staying in the		Donnell Cannon	05/31/2019

	<p>profession. Professional Development sessions will target specific needs of teachers and staff for a variety of subgroups. The calendar will provide the overarching philosophical base that includes the value of professional development, how and when it will be accomplished, and why it is critical to the success of our school.</p> <p>It directs the Professional Development Team to:</p> <ol style="list-style-type: none"> <li>1. Formulate the school's professional development activities in conjunction with the mission and vision of our school</li> <li>2. Direct the school's professional development through research, needs assessments and evaluations</li> <li>3. Establish goals and objectives for professional development as derived from the philosophical base and needs assessment results</li> <li>4. Encourage broad-based ownership of professional development by involving every segment of the school's community</li> <li>5. Integrate professional development into the school's structure by including responsive programs and recognition of success</li> <li>6. Support the priorities established Success by Design Plan</li> </ol>			
<i>Notes:</i>				
11/6/17	North Edgcombe teachers will utilize the Instructional Excellence Rubric in their instructional practices.		Caroline Joyce	05/31/2019
<i>Notes:</i>				
11/6/17	The Instructional Team will conduct walk-throughs by focusing on the strands from the Instructional Excellence Rubric.		Caroline Joyce	05/31/2019
<i>Notes:</i>				
11/6/17	The Instructional Team of coaches will utilize the "Getting Better Faster" strategies to improve instructional strategies in a cycle of bite-size improvements and immediate feedback.		Donnell Cannon	05/31/2019
<i>Notes:</i>				
1/22/18	Monitor school-wide data on the following teacher accountability results: Number of parent contacts, tutorials and remediation per staff member, 6 wk failures and interventions, and E.C. failures and interventions, Mastery Connect Trackers		Caroline Joyce	05/31/2019
<i>Notes:</i>				

<b>Effective Practice:</b>		<b>Quality of professional development</b>			
<b>KEY</b>	<b>C2.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	Benchmark and EOC/NCFE data is disseminated during SIT meetings to identify areas of strength and weakness, and school performance and classroom observation data is shared with the faculty. However, very little discussions are had about how to improve areas of weakness.		Limited Development 05/26/2016		
<b>How it will look when fully met:</b>	1. NEHS will incorporate a culture of high academic expectations grounded in both college-level expectations and career development in order to inspire and provide a vision of future success for students. 2. NEHS will increase whole-school accountability for teachers, students, and administrators focused on improving collaboration in order to elevate the school's academic achievement. 3. NEHS will improve the quality of teaching and learning by: explicitly targeting, monitoring, and assessing appropriate grade-level standards grounded in student-friendly and appropriate academic language across all disciplines; requiring and guiding the use of data as a vehicle for instructional improvement; incorporating rubrics into instructional delivery so that students and parents have a clear focus on expectations and quality academic products; and raising teachers' expectations of what students are capable of so lessons have sufficient pace, rigor, and challenge.			<b>Caroline Joyce</b>	<b>05/30/2019</b>
<b>Actions</b>			<b>1 of 11 (9%)</b>		
9/29/18	The staff at North will administer Mastery Prep to all juniors to predict how they would score on the ACT that they will be taking in February 2019.		Complete 09/24/2018	Caroline Joyce	09/20/2018
<i>Notes:</i> Juniors took the Mastery Prep assessment on September 20, 2018. Three make-up assessments were administered on September 24, 2018. 100% of juniors took the Mastery Prep assessment.					
9/29/18	Select North Edgecombe staff will provide targeted ACT instruction in Math and Reading on an alternating weekly basis beginning on October 1, 2018 and ending February 15, 2019. All juniors will be assigned fixed weekly 45-minute weekly ACT blocks of small group instruction with 2-4 instructors present. Initial instruction will consist of an overview of the importance of the ACT, college requirements, and then students will view their own Mastery Prep results and teachers will re-group students based on reading and math scores and analysis reports provided by Mastery Prep. Teachers will use Mastery			Amy Pearce	02/15/2019

	Prep targeted bell ringers on specific reading and math skills as part of their weekly instructional strategies.			
<i>Notes:</i>				
11/6/17	<p>Half-day professional development will focus on the DDI framework to provide a precise and systematic approach to improving student learning throughout the year. The inquiry cycle of data-driven instruction includes assessment, analysis, and action and is a key framework for school-wide support of all student success.</p> <p>This framework helps us to identify the following:</p> <p>Where are we in terms of our goals?</p> <p>Where are our students in terms of their college and career readiness?</p> <p>How do we get there from here?</p> <p>Student performance tasks show us what our students know and are able to do, and where the gaps are in their learning, but how do we make sure that we're using the data from those performance tasks to close those gaps?</p> <p>Ensure alignment of instruction, standard, and assessments</p>		Caroline Joyce	05/30/2019
<i>Notes:</i> Curriculum Planning Day # 1 completed: 9/24/18 English PLC; 9/25/18 Science PLC; 9/26 Social Studies PLC; 9/28 Math PLC				
11/7/17	Core teachers will be provided four additional planning days throughout the 2018-2019 school year to deeply engage in the inquiry cycle of data-driven instruction which includes assessment, analysis, and action. Teachers will also have the opportunity to work on unit plans, curriculum scope and sequence, and create POWER remediation groups based on formative and summative assessment data.		Donnell Cannon	05/30/2019
<i>Notes:</i> Curriculum Planning Day 1 occurred during the week of 9/24/18: English PLC 9/24; Science PLC 9/25; Social Studies 9/26; and Math 9/28.				
9/29/18	All teachers will assign selected students to Standards Labs during POWER Lunch, for targeted, high-impact strategically designed corrective instruction based on the identification of focus standards and student misconceptions from the analysis of formative assessment data of daily CFAs, benchmarks and summative data analyzed through Mastery Connect and other analysis tools. Students will have 45 minute sessions for each Standards Lab.		Caroline Joyce	05/30/2019
<i>Notes:</i> Standards Labs began daily on 10/1/2018.				
9/11/16	The school improvement team will meet twice a month to disaggregate multiple data elements including formative assessment data, discipline data, attendance data, instructional walkthrough data and parental involvement data. The school improvement team will use this data to inform school-wide decision making and to create/modify		Amy Pearce	05/30/2019

	policies and procedures to improve our learning outcomes.			
<i>Notes:</i>				
9/11/16	Standards/Item Analysis will be completed after each benchmark to identify student misconceptions and plan for corrective instructions. The Instructional Leadership Team will meet once a week to disaggregate student outcome data and to aggregate classroom observation data to identify patterns of professional practice across the faculty. Both data points will be used to review the research, share and test new practices, and help teachers integrate better practice into their classrooms in a sustainable way to meet adequate yearly progress. The professional development will take place during half-day sessions and scheduled staff meetings to create clear expectations for instruction and to improve teaching practice and performance. During this meeting, staff members will also disaggregate subgroup data to identify inequitable outcomes.		Donnell Cannon	05/30/2019
<i>Notes:</i>				
9/11/16	Common Formative Assessments (CFAs) will be given in all core areas. All teachers will create and administer a minimum of one common formative assessment in Mastery Connect to track student progress by a system that identifies students in three groups: at mastery, near master, and not yet mastered.		Caroline Joyce	05/30/2019
<i>Notes:</i> First Mastery Connect common formative assessment was administered school-wide by 9/20/18.				
9/11/16	District Benchmarks will be given quarterly. Teachers will meet for Data Days at the end of each six weeks to adjust instruction as necessary.		Caroline Joyce	05/30/2019
<i>Notes:</i> Benchmark I completed week of 10/1 through 10/8/18				
9/11/16	Professional Learning Communities will meet at least once a week to elicit a premier focus on student learning—and only student learning. This will not only drastically improve student achievement, but will also create a culture of interdependency, inspire collective ownership and intelligence, improve school-wide communication, and enhance teacher learning. Our master schedule provides an opportunity for teachers to share common planning for the purpose of horizontal planning, hold robust data discussion, and to share best practices.		Donnell Cannon	05/31/2019
<i>Notes:</i>				

10/15/18	Develop school-wide professional development plan that is aligned with our school's design anchors, school goals, and needs of staff & students.		Donnell Cannon	05/31/2019
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Talent recruitment and retention</b>			
KEY	C3.04	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		<p>Currently, the district recognizes the employee of the month. There is criteria for selection: demonstrates excellence in performance (going above and beyond job responsibilities), has performed a distinguished deed, excels as a team player, makes a difference in ECPS and/or the school community, practices innovative problem solving, and serves as a role model for advancing the goals and mission of ECPS. Additionally, a PBIS staff member of the month is voted on by school staff for exemplary performance.</p> <p>Opportunity Culture has created a pipeline of talent recruitment and retention. Opportunity Culture extends the reach of excellent teachers to teacher teams and students. The model creates a new virtuous cycle of selectivity, opportunity, and higher pay. All teachers can advance in their careers without leaving the classroom, through career opportunities based on excellence, student impact, and leadership. Advancement allows teachers to earn more and reach more students, and development toward excellence becomes possible.</p> <p>Staff is evaluated using the NC Teacher evaluation tool and the district-made classified evaluations. All core teachers are supported through coaching &amp; observation.</p>	Limited Development 05/27/2016		
<b>How it will look when fully met:</b>		We will know that this objective is fully met when every staff position is filled with highly effective educators, every student has exceeded growth as evidenced by EVAAS projections, evaluations are conducted frequently using multiple indicators and providing immediate formative feedback. North has established a culture of continuous improvement in which staff lead weekly PLCs and engage in monthly professional development sessions.		<b>Donnell Cannon</b>	<b>05/31/2019</b>
<b>Actions</b>			<b>0 of 7 (0%)</b>		
10/24/16		The principal customizes the interview team and questions to ensure that candidates are aligned to the school's vision, mission, and share institutional core values in addition to		Donnell Cannon	05/31/2019

	being highly qualified. The interview team will use the Behavior Event Interview rubric to identify best candidates.			
	<i>Notes:</i> Mr. Cannon has customized the composition of the interview teams based on the open position. He includes teachers and students in interviews, inviting departmental leadership. He has also developed questions aligned to the school's vision, mission and core values. See questions uploaded in folder.			
10/24/16	NEHS staff will have the opportunity to evaluate the administration bi-annually to improve school leadership using Google Form.		Donnell Cannon	05/31/2019
	<i>Notes:</i> Teachers will evaluate the administration through a Google form in November and March.			
11/5/17	Every staff member will have an #ObserveMe sign outside of their doors in an effort to build an observation and feedback culture. The #ObserveMe signs will highlight small lever action steps that staff members are working on to continuously sharpen their talent.		Donnell Cannon	05/31/2019
	<i>Notes:</i>			
11/5/17	Successful implementation of Opportunity Culture : Reach more students with excellent teachers and their teams Pay teachers more for extending their reach Fund pay within regular budgets Provide protected in-school time and clarity about how to use it for planning, collaboration, and development Match authority and accountability to each person's responsibilities  This year NEHS will have four Opportunity Culture Positions: Math MCL II, Science EIT, and two Reach Associate positions.		Donnell Cannon	05/31/2019
	<i>Notes:</i>			
11/8/17	The administration will ensure quality instruction is provided for students in the event a long-term sub is needed by providing lesson materials and additional departmental support.		Caroline Joyce	05/31/2019
	<i>Notes:</i>			
10/24/16	Our school will engage in the See it. Name it. Do it. coaching cycle adopted from the Uncommon Schools framework. Teachers will receive coaching and modeling support from their content leads twice a week. This framework helps guide teachers to see the exemplar and the gap in their teaching, name the key action that needs to be taken to close the gap, then plan and practice implementing their learning in simulated and real-		Donnell Cannon	06/08/2019

	world experiences			
<i>Notes:</i>				
10/24/16	A See it, Name it, Do it observation feedback tracker will be created and populated weekly for each core content area teacher. The tracker will capture teachers' pedagogical strengths and areas of growth and will be used to guide weekly coaching conversations. This document will be used to provide high-quality feedback following a classroom observation, assess how successfully teachers improve instruction via action steps.		Caroline Joyce	06/08/2019
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>			
<b>Effective Practice:</b>		<b>Family Engagement</b>			
KEY	E1.06		Implementation Status	Assigned To	Target Date
		<b>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)</b>			
<i>Initial Assessment:</i>		North Edgecombe High School currently hosts open house and report card pickup, once each during the fall semester. Teachers regularly contact parents by phone, email and progress report distribution every 3 weeks. The school shares information about upcoming events via connect ed. We have attempted on numerous occasions to implement PTA events, but parental involvement has always lacked. As a result, we must find more creative ways to communicate how parents can support their children's learning at home.	Limited Development 05/26/2016		
<i>How it will look when fully met:</i>		Teachers will make consistent contact with parents in regards to student success and areas of growth in each classroom. Administration will monitor the parent contact log to ensure that teachers are contacting parents regularly. Teachers will build positive relationships with all parents and students, as a result, of consistent phone calls and continued partnership with parents.		<b>Alexis Grady</b>	<b>05/31/2019</b>
<b>Actions</b>			<b>4 of 11 (36%)</b>		
11/7/17		Staff will engage in community bus rides during the first two weeks of school to meet parents and ask for their vision and aspirations for their children. The home visits will allow our team to begin building great relationships with parents and design programs with them and not for them.	Complete 05/17/2018	Donnell Cannon	05/17/2017
<i>Notes:</i>					
11/7/17		We will host a school beautification day to build a learning space that provides a safe and attractive environment for students. Through cleaning and painting the outside and	Complete 10/07/2017	Kimberly Collette	10/14/2017

	inside of the school and by planting new flowers and shrubs, the students will be able take advantage of educational, personal development and community building opportunities.			
<i>Notes:</i>				
10/26/16	A student contact log will be created as a Google form for North Edgecombe High School staff to record all contacts made to parents. All updated contact information and record of calls will be available as a resource to staff on a linked Google Spreadsheet. New contacts will be added on a daily basis as parent contacts are made through staff.	Complete 06/08/2018	Caroline Joyce	06/07/2018
<i>Notes:</i>				
10/26/16	North Edgecombe High School will provide parents with a study/review tips guide to implement at home for student support. Departments will be responsible for sending in tips to be sent out weekly to ensure scholar success for the semester.	Complete 05/18/2018	Jamilah Collins	08/31/2018
<i>Notes:</i>				
10/7/18	iZone Night: Teachers will prepare lessons to engage students and families. The School Culture and Climate will recruit community organizations and leaders to share information.		Amy Pearce	05/30/2019
<i>Notes:</i>				
10/17/18	Teachers will make at least six parent phone calls per week (three positive and three areas for improvement). This will help staff build relationships with parents and develop strategic plans to support scholars.		Caroline Joyce	05/31/2019
<i>Notes:</i>				
10/7/18	"Teachers will make consistent contact with parents in regards to student success and areas of growth in each classroom. Administration will monitor the parent contact log to ensure that teachers are contacting parents regularly. Teachers will build positive relationships with all parents and students, as a result, of consistent phone calls and continued partnership with parents. "		Donnell Cannon	05/31/2019
<i>Notes:</i> Teachers will make at least six parent phones per week (three positive and three areas for improvement)				
10/7/18	The connection between school and home is essential to school improvement and success. Parents and staff will receive updates about upcoming events and activities through ConnectEd. Parents are strongly encouraged to attend school events.		Donnell Cannon	05/31/2019
<i>Notes:</i>				
10/7/18	Possip is a platform to solicit feedback from parents. We use this feedback to analyze data and make changes to support scholars.		Alexis Grady	05/31/2019

<i>Notes:</i>				
10/7/18	Interactive homework is effective in bridging home and school with powerful, positive outcomes for students. Teachers will send resources home to provide parents with strategies to support scholars.		Donnell Cannon	05/31/2019
<i>Notes:</i>				
10/7/18	The School and Culture Specialist will partner with parents and community members during P.O.W.E.R. These leaders will speak with scholars about topics related to college and career paths. This provides academic and career opportunities for students to explore their passions.		Alexis Grady	05/31/2019
<i>Notes:</i>				