

Comprehensive Progress Report

Mission:

Southern Guilford High School will empower students to realize their full potential in order to succeed in a global society.

Goals:

By the end of June 2018 SGHS will increase the composite English II score to 52%, improving 5% from the 3 year average of 47%.

By the end of June 2018 SGHS will reduce discipline incidents in the three areas (attendance, Rule 6, and Rule 8) by 10% as a result of using Restorative Practices that support and offer interventions for individual students.

By the end of June 2018 SGHS will increase the composite Math I score to 57%, improving 5% from the 3 year average of 52%.

By the end of June 2018 SGHS will increase the composite Biology score to 56%, improving 5% from the 3 year average of 51%.

By the end of June, 2018 SGHS will increase the 3 year performance composite average for all students in each subgroup by 5% to reduce achievement gaps- English II: increase Black to 46.36%, Hispanic to 43.93%, EDS to 45.6%, SWD to 12.1% Biology: increase Black to 49.53%, Hispanic to 48.6%, EDS to 49.83%, SWD to 19.2% Math 1: increase Black to 48.36%, Hispanic to 58.6%, EDS to 48.63%, SWD to 20.73%



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>		Inconsistently implemented teacher by teacher and is impacted by whole school, individual student and small group student need. Restorative Practices is in the initial stages of implementation.	Limited Development 08/15/2017			
<i>How it will look when fully met:</i>		The staff and stakeholders will work to develop school-wide expectations that support the community's vision for Southern High School. Classroom teachers will develop classroom rules that support school-wide expectations.		Paul Mychalczuk	06/04/2019	
<i>Action(s)</i>	<i>Created Date</i>		0 of 1 (0%)			
1	8/15/17	Gather stakeholder input and determine school-wide exceptions		Evan Fancourt	09/06/2017	
Notes: Collect stakeholder feedback during the first week of school.						

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
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Initial Assessment:	When students arrive at Southern Guilford, they require varying levels of support. To meet their needs, we have established processes and programs that include: scheduling at the appropriate level, after-school learning labs, EC services including inclusion and resource classes, and differentiated instruction. Teachers at Southern Guilford are supported to meet the needs of all students through the following: feedback from peer and administrative observations to improve their instruction, collaboration with colleagues in Professional Learning Communities to plan, create common assessments and analyze data, and professional development on relevant topics to help encourage students to reach their full potential. In order to reach full implementation, identifying the specific learning needs of each student and implementing practices to meet those needs must become a priority for all teachers.	Limited Development 08/16/2016			
	Priority Score: 3 Opportunity Score: 2	Index Score: 6			
How it will look when fully met:	Teachers will differentiate instruction to meet the individual learning needs of all students. Objective 1: Each department/content area will identify readings appropriate to each level within each curriculum to increase student literacy. · Obtain results from IRLA that identify reading level of each student to enable teachers to choose appropriate reading material. · Each student will spend 30 minutes during their English class reading self-selected material. · Each student will be expected to spend 30 additional minutes of reading outside of school each day. · Each student will maintain a reading log to document his/her fulfillment of daily reading requirement. · English teachers will maintain logs to document student reading progression. · English teachers will periodically re-evaluate student reading levels in order to adjust each student's reading material level. · English teachers will use eIRLA to share results with staff members. Objective 2: Select teachers will lead professional development throughout the year on best practices supporting literacy. · A minimum of six professional development sessions throughout the school year will include a literacy component presented by a select staff member. · At each Leadership Team Meeting, two representatives will share best practices for cross-curriculum collaboration. Leadership Team members will then share these strategies with their respective departments.	Objective Met 10/04/16	Sylvia Ray	10/04/2016	
Action(s)	Created Date				
1	8/17/16	In order to differentiate instruction, the Social Studies department will identify readings appropriate to students' abilities within each curriculum.	Complete 10/04/2016	Craig Repko	10/04/2016

Notes: Dialogue will occur in PLCs to discuss best practices and resources being utilized by each teacher.

In order to differentiate instruction, the Social Studies department will identify readings appropriate to students' abilities within each curriculum.

The Social Studies has identified Document Based Questions in American History classes and will continue to identify and develop appropriate DBQs and primary source readings for both World History and Civics and Economics through PLCs.

Examples:

American History 1

In groups, students should read and analyze either Federalist #10 or Federalist #51. Questions are provided to guide students in the process.

This particular assignment was completed last week. Expectations are that a DBQ/Primary Source reading is completed at least once per unit. This particular assignment took between 30 – 45 minutes, depending on the group.

Civics and Economics

As a whole class, students will read an article from the Greensboro News and Record about Freedom of Religion as it pertains to student dress. In class, the students will discuss freedom of religion, school dress codes and where the student's freedom can be limited by the school. Expectations are that a DBQ/Primary Source reading is completed at least once per unit. This particular assignment took between approximately 45 minutes.

2	8/17/16	In order to differentiate instruction, the Science department will identify readings appropriate to students' abilities within each curriculum.	Complete 10/04/2016	Cedelle Troxler	10/04/2016
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Notes: Dialogue will occur in PLCs to discuss best practices and resources being utilized by each teacher.

Teacher 1

Sources used: various science articles (discovery, National Science Foundation etc.) I find articles that have to do with the subject matter. I have done a reading (article about once a week)

Present the article in various ways to reach the different levels:

Example: Read aloud in class for lower level.... Discuss the article then answer questions. Higher levels read on their own and then discuss the article.

Teacher 2

We read twice a week with articles from Discovery Education, National Science Foundation and NewsEla

Reading assignments are currently using the Preview and PEEL methods and take about 20 min each assignment.

Teacher 3

CP Bio: 2 readings since school started. Killer Water (LA Times) and Florida Teen Survives Brain-Eating Amoeba (CNN). Students read in class once every three weeks for approximately 20 minutes.

AP Bio: 3 readings since school started. Testing Darwin (Discover magazine, February 2005), The Flower and the Fly (Natural History magazine, March 2005), and Do We Need an Extended Evolutionary Synthesis? (Evolution magazine, December 2007). Students read these articles at home (approximately one a week) and we discussed in class.

Teacher 4

I've done articles twice in class, so about every other week. It takes the students about half an hour to read them. I obtained one article from Ms. Montgomery and the other was from the NY Times. The students read together and we went over the questions as a class. In the future when I have them work individually I plan on using News ELA to print out varying levels.

3	8/17/16	In order to differentiate instruction, the Math department will identify readings appropriate to students' abilities within each curriculum.	Complete 10/04/2016	Valerie Moore	10/04/2016
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		<p><i>Notes:</i> Dialogue will occur in PLCs to discuss best practices and resources being utilized by each teacher.</p> <ul style="list-style-type: none"> • Underlining, highlighting and circling key words in directions and in word problems. • Selecting and reading 3 articles from the Scholastic Math magazine and answering questions that go along with those articles. • Create multi-step word problems for a classmate to solve. • Research famous mathematicians and other math topics, write a report and read it to the class. • Students read literary based word problems aloud in class 			
4	8/17/16	In order to differentiate instruction, the English department will identify readings appropriate to students' abilities within each curriculum.	Complete 10/04/2016	Elizabeth Rodgers	10/04/2016
		<p><i>Notes:</i> Dialogue will occur in PLCs to discuss best practices and resources being utilized by each teacher.</p> <p>The English department uses a variety of resources to provide leveled texts for our students. The English I teachers are using the ARC program that levels students and offers them a multitude of high-interest books for them at their appropriate reading level, as well as a core text we read as a class that is on grade level. English II-IV use resources such as scholastic and NewsELA that provide leveled readings based on Lexile levels. We match students with the appropriate reading material based on their needs so that they can access the information we are learning at a level that is appropriate for them.</p>			
5	8/17/16	In order to differentiate instruction, the World Language department will identify readings appropriate to students' abilities within each curriculum.	Complete 10/04/2016	Nicole Gomez	10/04/2016
		<p><i>Notes:</i> Dialogue will occur in PLCs to discuss best practices and resources being utilized by each teacher.</p> <p>The World Languages students will read short stories, poems, articles, cartoons,etc... in the target language and answer comprehension questions. Stories are selected by each teacher according to proficiency levels and differentiated passages will be offered to students who need more support.</p>			

6	8/17/16	In order to differentiate instruction, the Career and Technical Education department will identify readings appropriate to students' abilities within each curriculum.	Complete 10/04/2016	Christienne Mouden	10/04/2016
<p><i>Notes:</i> Dialogue will occur in PLCs to discuss best practices and resources being utilized by each teacher.</p> <p>CTE Department</p> <ol style="list-style-type: none"> 1. Sources used (ex: NewsELA)= cross curricula reading comprehension passages using various sources, depending on the instructor, some with a quiz, State curriculum LAPs for course objectives from Marketing Education Resource Center & University of Arizona 2. Number of times per week differentiated readings were used = 1 - 5 times per week, depending on instructor 3. Number of minutes students read in class = 20 minutes 					
7	8/17/16	In order to differentiate instruction, the Health/PE department will identify readings appropriate to students' abilities within each curriculum.	Complete 10/04/2016	Jennifer Martin	10/04/2016
<p><i>Notes:</i> Dialogue will occur in PLCs to discuss best practices and resources being utilized by each teacher.</p> <p>In order to differentiate instruction, the Health/PE department will identify readings appropriate to students' abilities within each curriculum. As part of this process, the students in Health and PE will be introduced to current event articles relating to the specific curriculum or unit that is being taught. The students will be required to read the articles provided and summarize them in written form. The goal of this strategy is to aid students in developing skills that will allow them to reflect, summarize and comprehend what has been read.</p>					
8	8/17/16	In order to differentiate instruction, the Arts department will identify readings appropriate to students' abilities within each curriculum.	Complete 10/04/2016	Whitney Chilton	10/04/2016

		<p><i>Notes:</i> Dialogue will occur in PLCs to discuss best practices and resources being utilized by each teacher.</p> <p>All 5 teachers differentiate reading based on artistic level which, most likely, correlates to grade level (ex. Art 1-9th grade, AP Art-12th grade)</p> <ul style="list-style-type: none"> • Visual Arts teachers use the following texts: <ul style="list-style-type: none"> o “Scholastic Art” Classroom Edition o “Art Talk” Text Book o Teacher-made visual vocabulary based on academic articles o Partner/Group reading for academic articles • Performing Arts teachers use: <ul style="list-style-type: none"> o Graded Music (ex. Grade 1 music is on a 6th grade level, Grade 6 music is on a professional level) o Sight reading adjusted to the lowest performing student in the class o “Dramatics” magazine (pre-differentiated articles) o “Teaching Theatre” magazine o “Stages of Drama” 			
9	11/3/16	Teachers of ninth grade students will utilize School Pace to determine reading levels of their students.	Complete 12/06/2016	Christienne Mouden	12/06/2016
		<i>Notes:</i> Ask Ms. Ray for report of current ninth grade English students from School Pace.			
10	11/3/16	Teachers will use Discovery Education, NEWSELA, local newspapers, and online current events to support varying reading levels of students. A variety of leveling systems will be shared with the staff.	Complete 12/06/2016	Elizabeth Rodgers	12/06/2016
		<i>Notes:</i> Use ARC IRLA, Destiny and media specialist to determine reading levels of school-based texts.			
11	3/7/17	Subject based tutorials (similar to EOC review) except on Saturdays. To be offered during Saturday school times. Students will not only be able to make up time owed, but review for tests.	Complete 05/10/2017	Craig Repko	06/06/2017
		<p><i>Notes:</i> If it is successful this semester, we will revisit possibility to repeat fall and spring 2017-2018.</p> <p>Additional work is needed before implementing task:Email staff for volunteers to work with students on May 20th and 27th. Determine number of students and subjects that will be targeted. Consider incentives for teachers who volunteer (jeans day(s) and double-exchange time).</p> <p>After advertising this opportunity for over a week, no interest was expressed by staff.</p>			

Implementation:			10/04/2016		
Evidence	10/4/2016 See evidence provided in folder 4.01				
Experience	10/4/2016 The teachers worked together as a team (school-wide and small group PLCs) to reach a consensus as to the best practices to ensure success for all students.				
Sustainability	10/4/2016 Continue discussion in PLCs and full staff.				
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Teachers and staff believe that a safe and inclusive environment for all students is essential. Support services offer intervention and strategies for students. Professional development has focused on students of poverty and students of trauma. The EC department works closely with classroom teachers to assist them in meeting the needs of identified students. Additional training is needed on both helping teachers address students' emotional needs and helping students understand their emotions and how to react appropriately to them.		Limited Development 08/16/2016		
	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	Objective 1 Build a community of relationships and learning in order to create a culture of communication between teachers to share best practices for select students Objective 2 Create an intervention list of students whose behavior impedes their ability to learn (as well as other students) in the classroom, complete with tips and guidelines of how to interact with those students		Objective Met 10/04/16	Charnelle Green	10/04/2016
Action(s)	Created Date				
1	8/17/16	Leadership team members will discuss the restorative practices with their departments on August 23rd and discuss the steps to create the school's intervention list (that will be made within the first three weeks of school, by September 19th)	Complete 10/04/2016	Valerie Moore	10/04/2016
		<i>Notes:</i> Leadership Team representatives met with departments to discuss three step process to begin implementing restorative practices. Teachers identified students and submitted student names for the intervention list. 152 students were identified.			

2	8/17/16	Teachers will identify the students in their classes who may need extra attention and identify what their potential behaviors are (within the first three weeks of school). This will add to the school's intervention list	Complete 10/04/2016	Paul Mychalczuk	10/04/2016
<p><i>Notes:</i> A total of 152 students have been identified for the restorative practices process.</p> <p>Twenty-three teachers have sent in names.</p> <p>To date, a total of 3 Restorative Circles have been done with entire classes to address issues, concerns, topics in the classroom which provided students and teachers with a voice to collaborate and align learning goals.</p>					
3	8/29/16	<ul style="list-style-type: none"> - Teachers will... -Check to see if the student is EC. If so, consult their case manager -Go to guidance to review the students' cumulative folder -Consult the flow chart for guidance as to what the next step should be (handled in the classroom or with help of administration) 	Complete 10/04/2016	Paul Mychalczuk	10/04/2016
<p><i>Notes:</i> Teachers are made aware of EC students several different ways. First, the IEP @ a glance sign-off gives teachers the opportunity to identify their students as well as ask specific questions regarding the student. In addition, teachers have all received an EC databank where all students in EC are listed. Also, listed in the data bank are the students's classroom and testing accommodations. In order to facilitate organization of the paperwork that comes along with EC students, the EC department provided each teacher with a large, three ring binder titled EC INFO. This was to be used to store IEPs and other relevant information pertaining to the teachers EC students.</p>					
4	8/29/16	Teachers will consult with students' former teachers and administration/guidance. From this point a restorative circle can take place with all adult stakeholders in that student's education. The purpose of this meeting is to find the root cause of the problem in order to better understand and assist the student in the future	Complete 10/04/2016	Debbra Kraszeski	10/04/2016
<p><i>Notes:</i> Staff are working together through emails and direct contact to support students. They are discussing how to communicate with parents and strategies that have worked for individual students. Teachers are pulling cumulative folders for support.</p>					
5	11/3/16	Classroom Circles are conducted for identified classrooms and students.	Complete 12/06/2016	Christina Quinichett	12/06/2016

<i>Notes:</i>					
6	11/3/16	Student and Teacher/Buddy surveys will be administered. Results will be tallied.	Complete 12/06/2016	Michael McCullough	12/06/2016
<i>Notes:</i> After survey results are tallied, students will be paired with teacher/buddy. Seventy-six students have been identified.					
7	3/7/17	The restorative practices team will compile a restorative plan for students on their restorative lists. This document will include, for both behavioral and academic issues, tips for helping the student (success tips, student triggers and any pertinent information teachers need in order to teach the student).	Complete 05/02/2017	Elizabeth Rodgers	05/02/2017
<i>Notes:</i> Teachers need to know information about students before they walk through the door. Similar to an IEP or 504. A document should be created compiling all helpful teacher comments, sort of like an instruction sheet so that students and teachers can be successful.					
Implementation:			10/04/2016		
Evidence	10/4/2016	See documentation in folder A 4.06			
Experience	10/4/2016	We have seen that teachers are collaborating across disciplines for the benefit of the student.			
Sustainability	10/4/2016	Continue collaboration and training on Restorative Practices and continue identifying students.			

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>		During the registration process, counselors meet individually with all students to discuss their progress towards graduation. Students are encouraged, when applicable, to challenge themselves by moving up from College Prep to Honors or Honors to Advanced Placement. Teachers are also asked to submit lists of students who, they feel, could move up to a higher level of coursework.	Limited Development 08/29/2017		
<i>How it will look when fully met:</i>		The Discrepancy Report from the Data Console will indicate that all students are scheduled appropriately with regards to their recommended rigor.		Kim Bartlett	05/08/2018
<i>Action(s)</i>	<i>Created Date</i>		0 of 1 (0%)		
1	8/29/17	School counselors work with students during registration to make certain that they are aware of the dual enrollment opportunities for college credit.		Chiquita Alexander	05/08/2018
Notes: The second Lunch and Learn for parents should include a dual enrollment component.					

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 staff members utilize a variety of methods to communicate information to parents including: Blackboard Connect, Open Houses, teacher webpages, teacher emails, newsletters, home visits, text messages, phone calls, progress reports, and Remind. Parents and students have the ability to view student grades as they are updated via PowerSchool. Two-way communication can be difficult due to our diverse population (non-native English speakers) and a lack of updated contact information.	Limited Development 08/16/2016		
<i>How it will look when fully met:</i>		In order to fully implement this objective, staff must devise strategies to reach parents in non-traditional ways. Set quarterly goals for parents to become involved through additional opportunities. Task Has been modified. Topics for Discussion: How to Assist with Homework, Strategies to use during testing, Ways to Assist the School, Add a Parent Walk the Schedule for Spring semester, Classes for Parents (ESL, Scholarships, Graduation Requirements and Parent Assist) Food Vendors: Pizza, box lunches (Which Wich, Chick-fil-A, Jason's Deli) Title 1 funds will be used to overcome these obstacles: such as Funding, Transportation, quest speakers We are continuing this goal for the 2017-2018 school year.		Kim Bartlett	05/08/2018
Action(s)	Created Date		7 of 8 (88%)		
1	10/4/16	Diverse opportunities for parent involvement: Fall Open House	Complete 11/01/2016	Christienne Mouden	11/01/2016
		<i>Notes:</i> Brainstorming of why it is difficult to reach parents: parents work limited transportation lack of community centers in rural areas lack of funding			
2	10/20/16	Diverse opportunities for parent involvement: Hispanic Open House	Complete 11/01/2016	Nicole Gomez	11/01/2016

		Notes: Brainstorming of why it is difficult to reach parents: parents work limited transportation lack of community centers in rural areas lack of funding			
3	10/20/16	Diverse opportunities for parent involvement: Senior Night	Complete 11/01/2016	Kim Bartlett	11/01/2016
		Notes: Brainstorming of why it is difficult to reach parents: parents work limited transportation lack of community centers in rural areas lack of funding			
4	10/20/16	Diverse opportunities for parent involvement: Adult ESL classes	Complete 05/02/2017	Miriam Marroquin	05/02/2017
		Notes: Brainstorming of why it is difficult to reach parents: parents work limited transportation lack of community centers in rural areas lack of funding			
5	10/20/16	Diverse opportunities for parent involvement: Out of the Garden	Complete 05/02/2017	Brad Hensley	05/02/2017
		Notes: Brainstorming of why it is difficult to reach parents: parents work limited transportation lack of community centers in rural areas lack of funding			
6	11/3/16	Leadership team members will go back to their departments and brainstorm ideas for meeting parents/families in their neighborhoods.	Complete 12/06/2016	Craig Repko	12/06/2016
		Notes: By department, who is interested in going out to meet families? Generate list and submit to SIP chair.			
7	3/7/17	Lunch and Learn Event	Complete 05/15/2017	Melanie Palmer	05/02/2017

Notes: May 15 - Mrs. Palmer researched vendors, created a parent contact list, and generated potential topics for discussion during Lunch and Learn sessions. Due to repeated scheduling conflicts, the Lunch and Learn event did not take place. We would like to continue planning this event for the 2017-2018 school year.

Invite all parents through ConnectEd, flyers home with students, announcement on school website and translations in Spanish and Urdu. Parents must RSVP for food prep. We will have parents complete a survey onsite to gather and analyze information and to receive feedback.

8

8/29/17

Southern Guilford will host parent learning sessions to help prepare and inform them of options for their child for college, career and life. Parents will be given the opportunity to share their ideas for school improvement.

Bernadette Jones

05/08/2018

Notes: Social worker will work with school counselors and other school support personnel to compile resources to be provided to our parents.