

## Comprehensive Progress Report

**Mission:** The Northern Guilford community aspires to develop and motivate the whole student for the 21st century through a diverse, supportive, and innovative learning environment.

**Vision:** Northern Guilford High School will equip and prepare all graduates with a career plan, apprenticeship, enlistment agreement, or acceptance letter to a post-secondary school.

**Goals:**

By June, 2022, Northern Guilford High School will increase our performance grade score 8.0 percentage points from 67.4% to 75.4%. (C2.01, A2.04)

By June, 2022, Northern Guilford High School will increase its graduation rate from 94.4% to 98.5%. (A4.01)

By 2022, Northern Guilford High School will reduce the number of days of instruction lost to suspension from 575 days to 450 days. (A4.01)



! = 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>		The school has established policies addressing electronic devices, tardies, and the dress code. Teachers are expected to teach from bell to bell and engage students in the learning process. An after school detention program has been established to support teachers with minor classroom infractions. Hall passes will be mandatory for students in the halls between classes. We will also implement tardy sweeps this year.	Limited Development 09/11/2017		
<i>How it will look when fully met:</i>		All teachers will have functional classroom management strategies that will engage all learners and hold students accountable for their choices and learning. Establishing and posting classroom rules and procedures as well as teachers providing students instruction and reinforcement for understanding and following the rules and procedures.		Monique Wallace	06/02/2023
<i>Actions</i>			1 of 2 (50%)		
9/11/17	Create scenarios describing administrative issues vs classroom issues for staff to discuss and come to consensus		Complete 08/14/2019	Janiese McKenzie	08/20/2019
<i>Notes:</i> Training will continue for new staff annually.					
8/6/19	Systems are in place to review the number of referrals and analyze them to identify patterns or trends in referral data.			Timothy Wolfe	06/12/2021
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Not ALL teachers consistently align instruction to standards. Social Studies has already completed the first three unit assessments and Math has been doing so.	Limited Development 08/08/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		Professional Learning Communities will meet weekly and use their curriculum standards to drive their instructional planning. Assessments will be based on the state standards. Teachers will collect data on student proficiency for each standard and will use the data to guide their instruction as supported by the Instructional Leadership Team.		Jonathan Ball	06/11/2021
<b>Actions</b>			<b>3 of 5 (60%)</b>		
	8/6/19	PLCs will be by subject taught to ensure assessments and lessons are common and aligned to the standards.	Complete 09/15/2020	Andrew McDowell	06/05/2021
<i>Notes:</i>					
	8/6/19	Teachers with multiple subjects should alternate PLCs on a bi-weekly basis.	Complete 09/15/2020	Jonathan Ball	06/05/2021
<i>Notes:</i>					
	8/6/19	All lessons will include the standard being taught using student friendly language, I Can statement, and/or an Essential Question.		Jonathan Ball	06/05/2021
<i>Notes:</i>					
	8/6/19	All assessments will have questions identified with the standard/objective number being assessed.		Jonathan Ball	06/05/2021
<i>Notes:</i>					
	10/7/19	Teachers will use the scope and sequence provided by the district to ensure grade-level standards are taught as defined by the state.	Complete 09/15/2020	Jonathan Ball	06/05/2021
<i>Notes:</i>					
<i>Implementation:</i>			06/21/2018		
<i>Evidence</i>		6/21/2018			
<i>Experience</i>		6/21/2018			

<i>Sustainability</i>	6/21/2018			
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<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>			
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<b>Effective Practice:</b>	<b>Student support services</b>			
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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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<i>Initial Assessment:</i>	Few teachers are using a tiered instructional system to reach all levels of learners. The district is implementing MTSS training for all staff through webinars that will be facilitated by the admin team during staff meetings.		No Development 08/08/2016		
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<i>How it will look when fully met:</i>	By 2021, students will receive targeted instruction of supplemental supports in the areas of behavior, social-emotional, attendance, math, and reading based on their level of need (Academic levels of support: remediation, intervention, maintenance, enrichment). Students that are determined to be "at-risk" through an early warning system, will receive supplemental interventions, with progress monitoring, that follow a standard treatment protocol. If students are considered to be a non-responder to supplemental interventions, they will receive intensive interventions as well.			Janiese McKenzie	06/04/2021
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<b>Actions</b>			<b>3 of 6 (50%)</b>		
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8/6/19	The ILT will develop and communicate school-wide core academic practices through professional development by October 31st.	Complete 10/30/2019	Molly Walsh	10/31/2019
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*Notes:* A1.06, A2.17, A2.26

10/7/19	The ILT will develop and communicate school-wide core behavior practices through professional development by November 29th.	Complete 11/29/2019	Molly Walsh	11/29/2019
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*Notes:* ILT Professional Development  
A2.02, A4.10, A4.22

8/6/19	PLCs will meet at least twice a month to discuss data from CFAs/interim assessments to determine effectiveness of core instruction.	Complete 03/13/2020	Jo Adams	06/05/2020
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*Notes:*

8/6/19	A student tracking system is in place that uses assessment information, course grades, teacher referrals, and attendance to track each student and their interventions.		Janiese McKenzie	06/05/2021
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*Notes:*

9/26/16	The ILT will develop and communicate school-wide core social-emotional practices through professional development geared towards adults.		Kayla Christmann	06/05/2021	
<i>Notes:</i>					
10/7/19	The ILT will develop and communicate school-wide core social-emotional practices through professional development geared towards students.		Monique Wallace	06/04/2022	
<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>	Currently teachers can refer students to guidance counselors, the Intervention Support Team or administrators for support with behavioral interventions. The IST team, in conjunction with the Behavior Support Teacher(s) will begin to implement restorative questioning as well as restorative circles to support student behavior and better manage their emotions. The school Social Worker will intervene as needed for specific cases. Exceptional Children's services will follow up when appropriate.	Limited Development 08/08/2016			
<i>How it will look when fully met:</i>	There will be a reduction in the number of students given discipline referrals. Teacher Working Conditions survey results will show improvements throughout the survey. Student attendance and grades will improve. Teachers will more frequently communicate with parents and families and will maintain communication logs with more engagement. Teachers will more often nominate students for Student of the Month. In order to show evidence that the object is fully met, the school can conduct a survey for students in one class period with targeted questions, and then share results with the teachers of those students. The school can also conduct a similar survey with parents to help gain understanding of life situations. The school can utilize referrals to social worker, guidance counselors and/or administrators. For struggling students, match students with a mentor teacher they could go to when necessary. Staff will also participate in Restorative Practices professional development.		<b>Kayla Christmann</b>	<b>06/09/2021</b>	
<b>Actions</b>			<b>0 of 2 (0%)</b>		
8/6/19	Data systems exist to track all discipline referrals and interventions (Educator's Handbook). Online Academic referral forms and attendance meetings are conducted to identify students in need of additional supports. This will work in conjunction with the IST.		Timothy Wolfe	06/12/2021	
<i>Notes:</i>					

10/20/16	Data are used to identify structural issues that need to be addressed such as equity and unsupervised environments.			Kevin Hairston	06/02/2023		
<i>Notes:</i>							
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>			<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		The guidance counselors meet with every eighth grade student during February of the year they will transition to the high school. NGHS hosts a transition ceremony in early June as well as a freshmen orientation the week before school starts.			Limited Development 09/11/2017		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6			
<i>How it will look when fully met:</i>		All students will have a personalized four-year plan. This will be worked out in conjunction with the middle and high school counselors. All students will know the expectations required for graduation.			<b>Objective Met 09/15/20</b>	<b>Monique Wallace</b>	<b>06/05/2020</b>
<b>Actions</b>							
9/11/17	Freshmen Orientation			Complete 08/19/2019	Janiese McKenzie	08/19/2019	
<i>Notes:</i> We will change the format of the current orientation in order to provide an opportunity to meet with teachers and address high school graduation requirements.							
10/7/19	Guidance counselors will meet with each student on their caseload at least twice each school year to review the four-year plan, conduct a transcript audit, and/or register students for the next year's classes.			Complete 08/17/2020	Guidance Counselors	06/05/2020	
<i>Notes:</i>							
<b>Implementation:</b>				09/15/2020			
<b>Evidence</b>	9/15/2020 All evidence is available in hard copy with each counselor who possesses the four-year plan for each student.						
<b>Experience</b>	9/15/2020 This goal has given the counselors the opportunity to meet individually with each freshman to develop a relationship, giving each student a face in the building that they can go to for support.						
<b>Sustainability</b>	9/15/2020 Continued follow up annually with each student to make necessary changes to the four-year plan and subsequent coursework.						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school.	Limited Development 08/08/2016		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		The LEA will have an organized effective transformation team that includes various stakeholders.	<b>Objective Met 09/15/20</b>	<b>Janiese McKenzie</b>	<b>06/05/2021</b>
<b>Actions</b>					
	9/27/19	Staff and families share their perspectives on school needs and performance to inform school goals.	Complete 09/15/2020	Jason Anderson / World Language (Spanish & French)	06/10/2021
<i>Notes:</i>					
<b>Implementation:</b>			09/15/2020		
<b>Evidence</b>	9/15/2020	Attendance at SIT meetings, PTSA meetings, and parent forums.			
<b>Experience</b>	9/15/2020	Parents are encouraged to provide input through our School Improvement Team, Parent Forums, and PTSA meetings.			
<b>Sustainability</b>	9/15/2020	We will continue to have parent representatives on the SIT and conduct monthly parent forums.			

KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		The NGHS Instructional Leadership Team consists of the principal, instructional leaders who represent their department, the curriculum facilitator and administrative team. The team meets at least twice a month. The team will begin facilitating professional development on high impact instructional strategies this year.	Limited Development 08/08/2016		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>		The NGHS SIT will consist 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. The Instructional Leadership Team meets twice a month to discuss the implementation of high impact strategies as well as roll out MTSS expectations. PLCs meet weekly to discuss student performance on assessments and utilize the data to drive remediation and instruction. Department heads will meet twice monthly to assess whole school instruction.	<b>Objective Met 09/15/20</b>	<b>Jonathan Ball</b>	<b>06/05/2021</b>
<b>Actions</b>					
	9/18/17	The ILT will provide whole staff professional development to promote effective instructional practices.	Complete 06/05/2020	Jonathan Ball	06/02/2021
<i>Notes:</i>					
	9/18/17	Department heads will present data to the SIT communicating areas of struggle and growth within their department.	Complete 06/05/2020	Janiese McKenzie	06/02/2021
<i>Notes:</i>					
<b>Implementation:</b>			09/15/2020		
<b>Evidence</b>	9/15/2020	PD log and sign in from the 2019-2020 school year.			
<b>Experience</b>	9/15/2020	The Instructional Leadership Team implemented quality professional development throughout the 2019-2020 school year on high-impact instructional strategies, including utilizing data to inform instruction.			
<b>Sustainability</b>	9/15/2020	The ILT will continue to provide PD to the staff on instructional strategies that engage students.			



Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers have allotted time to meet as departments and in professional learning communities. They have minimal required duties as most are voluntary. All teachers are given a planning period.	Limited Development 08/06/2019		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		Clear guidelines for Professional Learning Communities are established and communicated through ILT. PLC feedback forms are submitted for observation and feedback. All PLCs will meet during designated time to evaluate unit plans, create common assessments, analyze data, and calibrate student work.	<b>Objective Met 09/15/20</b>	<b>Janiese McKenzie</b>	<b>06/10/2022</b>
<b>Actions</b>					
	9/27/19	The school has a detailed and consistent schedule of teacher PLC meetings, leadership team meetings, class schedules, and intervention activities, including staff and students involved in each.	Complete 06/05/2020	Jo Adams	06/10/2022
<i>Notes:</i>					
<b>Implementation:</b>			09/15/2020		
	<b>Evidence</b>	9/15/2020 Calendars are available upon request.			
	<b>Experience</b>	9/15/2020 Providing a structured time for PLC, SIT, Department head meetings, strategic scheduling, and integrating MTSS has allowed for quality time to conduct needs assessments for the school and plan next steps.			
	<b>Sustainability</b>	9/15/2020 Maintain and adapt the schedules as necessary.			

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Monitoring instruction in school				
	B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		The administrative team adheres to the evaluation schedule set forth by Guilford County Schools. Feedback is provided to teachers following walkthroughs and observations.	Limited Development 09/11/2017			
<i>How it will look when fully met:</i>		A walkthrough form will be utilized on a weekly basis by all administrators with constructive feedback for teachers to facilitate their improvement.		Janiese McKenzie	06/05/2021	
<b>Actions</b>			<b>1 of 2 (50%)</b>			
	9/11/17	Create a formative walkthrough document.	Complete 05/10/2019	Jo Adams	06/05/2020	
<i>Notes:</i>						
	9/16/19	The Guidance department and NHS sponsors will track the students attending after school tutoring/remediation and conduct conferencing with students not showing progress.		Kayla Christmann	06/05/2021	
<i>Notes:</i>						
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		With a fully implemented administrative team, this will be a priority area. An observation calendar will be provided to administrators. All observations will result in a post-conference where feedback will be given to the teacher.		Limited Development 08/08/2016		
<i>How it will look when fully met:</i>		The principal and assistant principals will spend most of their time in classrooms doing observations and walk-throughs to monitor instruction. Feedback will always be given within 48 hours through either the GCS walk-through form or the NCEES observation system.			Janiese McKenzie	06/05/2021
<b>Actions</b>			<b>1 of 2 (50%)</b>			
	9/27/19	The instructional leadership team will identify and teach two consistent instructional strategies, classroom procedures, and routines that support student learning.	Complete 09/11/2019	Janiese McKenzie	10/01/2019	
<i>Notes:</i>		ILT Professional Development - Summarizing strategies and collaborative learning techniques.				
	10/7/19	The administrative team will conduct timely observations and provide constructive feedback to support classroom instruction. Coaching will be implemented for any teacher identified as struggling with content, management, or instruction.		Janiese McKenzie	06/05/2021	

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Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		During the 2017-2018 school year, professional development opportunities did not directly align with the goal of the SIP. The 2018-2019 SIP will drive all PD decisions and budget expenditures in order to drive academic success for all students. PLCs will report to the SIT with data.	Limited Development 08/08/2016		
<i>How it will look when fully met:</i>		Every teacher, student and parent will understand and be aware of the academic performance of their child and monitoring of skill deficits will continue until proficiency is achieved. Student data, teacher data (benchmarks, common assessments, and end of year school data) will be reviewed and analyzed to identify Tier 2 and Tier 3 students and provide remediation immediately.		Janiese McKenzie	06/05/2021
<b>Actions</b>			<b>1 of 6 (17%)</b>		
	8/31/17	All Professional Development provided at the school and district level will be targeted towards the SIP goals and performance measures to provide support and research-based instructional strategies and practices.	Complete 06/05/2020	Jo Adams	06/05/2020
<i>Notes:</i>					
	8/6/19	Teacher teams will frequently analyze data for root causes. On the basis of this analysis, students are regrouped and targeted and the curricular scope and sequence is revisited throughout the school year.		Jonathan Ball	06/05/2021
<i>Notes:</i>					
	8/6/19	Teacher teams will have deep and frequent conversations about formative student data and about strategies to adjust instruction for every student.		Jonathan Ball	06/05/2021
<i>Notes:</i>					

8/31/17	PLCs and the Instructional Leadership Team will review student data with administrators to monitor progress towards SIP goals. This will include benchmark, classroom, formative assessments, common assessments, and other student data. The department heads will report to the SIT once a month. Weak areas will be shared school-wide to garner support in identified areas of growth such as: writing, drawing inferences, graphing, and reading comprehension.		Jonathan Ball	06/05/2021
<i>Notes:</i>				
8/31/17	The Instructional Leadership Team will lead discussions in weekly meetings to emphasize data utilization and the need for it to drive instruction. They will regularly discuss data in Leadership meetings to find ways all disciplines can help raise achievement and meet SIP goals. Team members will coach colleagues in high-impact instructional strategies.		Jonathan Ball	06/05/2021
<i>Notes:</i>				
9/16/19	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.		Jonathan Ball	12/20/2021
<i>Notes:</i> MTSS implemented by ILT.				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school will continue to recognize staff at faculty meetings including Heart of the Hawk, Teacher of the Year, and Rookie Teacher of the Year. We need to develop relationships with local schools of education at the collegiate level, partner with Teach for America, and utilize word of mouth for recruitment of highly qualified teachers. Through evaluation, appropriate and immediate feedback should be given to support teacher growth and development.	Limited Development 08/08/2016		
		Priority Score: 1                      Opportunity Score: 2	Index Score: 2		
<i>How it will look when fully met:</i>		The school staff turnover will be less than 20%. The school will recruit qualified candidates from student-teacher placements in our building and from local schools of education. Administrators will utilize NCEES to give immediate feedback from observations, provide prescriptive supports and balance positives with the shortcomings observed. The school will continue celebrating the successes within our building, utilize Brian Series tickets and perks, and invite guest lecturers from college.	<b>Objective Met 09/15/20</b>	<b>Janiese McKenzie</b>	<b>06/02/2021</b>
<b>Actions</b>					
	9/27/19	Recruit for diverse expertise; build networks with traditional and nontraditional teachers sources by reaching out to local universities, partnering with human resources, and asking teachers to tap into their networks.	Complete 09/15/2020	Janiese McKenzie	06/26/2021
<i>Notes:</i> Attend hiring fairs throughout the spring and summer offered by GCS Human Resources.					
<b>Implementation:</b>			09/15/2020		
<b>Evidence</b>		9/15/2020 Fully staffed.			
<b>Experience</b>		9/15/2020 Partnering with GCS and local universities has allowed us to be fully staffed to start the 2020-2021 school year.			

**Sustainability**

9/15/2020

We will continue to partner with universities to host student teachers/interns to create a pool of teacher candidates. The administrators will also continue to attend GCS hiring fairs and interview/hire quality candidates.

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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>		The school sends home progress reports at the mid-point of each quarter and report cards at the end of each quarter. We host a Curriculum Fair every February to highlight career opportunities and course offerings that compliment the intended career path. Each grade level has a parent night where parents are provided with pertinent information regarding college, graduation, scholarships, career paths, and relevant grade-level information. Improvement is desired at the teacher level by communicating early when students are at-risk of not passing a course and need to implement steps to facilitate student success. We host a new to Northern and freshmen orientation prior to the start of school. We host an open house in early September for parents/guardians to meet their child's teachers. Teacher webpages are to be updated regularly. Grades are to be updated weekly with at least one grade per week. The school has implemented a Facebook and Twitter page. Academic referral forms will be reinstated for the 2019-2020 school year. Curriculum includes summer work packets that need to be signed by the parent.	Limited Development 08/08/2016		
<i>How it will look when fully met:</i>		Teachers and parents/guardians will work together to support students with open communication. Parents monitor PowerSchool gradebook and teacher websites for grades and information. Parents reach out to teachers when they have a concern or questions. The school uses the Connect-Ed automated phone calls to remind parents of events at the school, teacher websites and PowerSchool grade look-up access. A link to PowerSchool is posted on the school's website. Guidance counselors and teachers communicate options to students who are not planning to attend a four-year university. Options will include the GAP Program, College and Career Promise, and military options.		Janiese McKenzie	06/11/2021
<i>Actions</i>			<b>3 of 7 (43%)</b>		
	10/7/19	Parents will be invited to attend a Career/Curriculum Fair to discover curriculum pathways for students and the courses required/recommended for each.	Complete 03/02/2020	Leigh Smith	03/01/2020
<i>Notes:</i>					
	10/7/19	A parent forum will be conducted once a month to inform parents of school information and hear their concerns.	Complete 06/05/2020	Janiese McKenzie	06/05/2021

<i>Notes:</i>				
9/23/16	Teachers will communicate with parents and guardians when students are at risk of receiving a D or F average in a class, and will submit an Academic Referral Form to administrators as evidence of this communication. Administrators will hold student-led conferences with all F students each quarter to help students self-assess strengths, weaknesses, and where additional support is needed.		Monique Wallace	06/05/2021
<i>Notes:</i> Teachers are reminded of this quarterly and submit quarterly Academic Referral Forms to administrators.				
9/23/16	Teachers update websites regularly to post pertinent information (syllabi, important dates) to keep parents and students informed. Websites will include make-up work policies for each teacher. Teachers will also update the PowerSchool gradebook at least once a week, with a minimum of one grade and will include comments for missing grades, etc.		Janiese McKenzie	06/05/2021
<i>Notes:</i> Teachers are reminded to regularly post information on websites and update grades. The math department has also added video resources for each topic.				
8/6/19	Partner with the PTA to communicate with the parents how to support their child's academic success. A flow chart will be created and distributed online through a link on the school and PTSA website.		Janiese McKenzie	06/05/2021
<i>Notes:</i>				
8/6/19	Create a survey monkey in November to determine the effectiveness of student data distribution/grades in a timely manner in PS. The survey will be repeated in April. Family and community engagement data will be reviewed regularly and adapted as needed.		Monique Wallace	06/05/2021
<i>Notes:</i>				
10/7/19	The school will communicate to parents any students that are invited to attend Math 1, 2, or 3 focused intervention/remediation by ConnectEd.	Complete 06/05/2020	Kevin Hairston	06/05/2021
<i>Notes:</i>				