

## Comprehensive Progress Report

**Mission:** High Point Central High School is committed to focusing on high expectations and implementing best instructional practices while emphasizing the importance of meaningful relationships to maximize each student's learning potential.

**Vision:** High Point Central will provide students a high-quality education in a safe, academically innovative and engaging space that prepares them to be successful members of their global communities.

**Goals:**

**Discipline:** High Point Central's school climate and culture will be improved to reflect a safe, welcoming, and respectful environment for all students. \* HPC will decrease the number of OSS and ISS suspensions from 262 to 222 and the ISS suspensions from 296-252. (A4.06)

**Achievement Gap:** High Point Central will ensure that each student receives an equitable, high-quality education. \* HPC will decrease the achievement gap between African American students and all students in Math I from 11.6 to 8.6. (A1.06, A1.07)

**Culture and Climate:** By June 2020, High Point Central will increase the graduation rate from 85% to 88%; and will increase the attendance rate from 90.75 to 92%. (A4.16)

**Performance Composite:** By June 2020, High Point Central High School will increase the performance composite from 37.6% to a minimum of 40.2%. (A2.04)  
(A) English - Increase the overall grade level proficiency in English 2 from 39.8% to 41.8% by June 2020. (B) Math I - Increase the overall grade level proficiency in Math 1 from 34.5% to 53.1% by June 2020. (C) Math III - Increase the overall grade level proficiency in Math 3 from 37.0% to 40.0% by June 2020. (D) Science - Increase the overall grade level proficiency in Biology from 38.3% to 41.3% by June 2020.



! = Past Due Objectives      KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date	
Initial Assessment:			Limited Development 10/30/2019			
How it will look when fully met:		All lesson plans in all classes include multiple modes of instruction to support student learning needs.		Chaundra Rogers	06/30/2021	
Actions						
Notes:						
	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
Initial Assessment:		Current policy addresses classroom management. However, policy is not consistently implemented across the school. Current policy also needs to reflect concern and attention towards student mental health.		No Development 09/03/2017		
		Priority Score: 2	Opportunity Score: 1	Index Score: 2		
How it will look when fully met:		Policies are consistently implemented and enforced school wide. Decrease in referrals to the office. Decrease in student incidents to OSS and ISS. Improved student mental health.			Michael Cook	06/12/2020
Actions				10 of 11 (91%)		
	9/4/17	Develop school wide expectations for student behavior along with a visual document to explain it.		Complete 10/02/2017	Chris Wheat	10/05/2017
Notes: Michael Holden will assist with document.						
	9/4/17	Provide a school wide PD for staff on building relationships with students and follow-up with additional resources and support for working with students in poverty. Participate in a research based training such as PBIS or Restorative Justice.		Complete 10/09/2017	Robison Bean	10/09/2017
Notes:						
	9/5/17	Maintain student discipline data for ISS. SBLT will review data at end of first marking period.		Complete 10/30/2017	Brandon Greeson	10/30/2017

	<i>Notes:</i> Mr. Greeson will collect data, SBLT team will assess.			
10/3/17	All teachers will continue to implement the discipline flow chart established by administration.	Complete 06/05/2018	Chris Wheat	06/08/2018
	<i>Notes:</i>			
10/3/17	All teachers will participate in restorative justice PD.	Complete 06/05/2018	Robison Bean	06/08/2018
	<i>Notes:</i>			
10/3/17	HPC will work to build relationships with students and families via the HPC on the Road initiative.	Complete 04/21/2018	Ben Free	06/08/2018
	<i>Notes:</i>			
10/3/17	Admin will work with teachers to provide consistent consequences for all students.	Complete 06/05/2018	Chris Wheat	06/08/2018
	<i>Notes:</i>			
10/3/17	HPC will continue to implement peer mediation strategies as an alternative discipline strategy.	Complete 02/23/2018	Shaun Trepal	06/08/2018
	<i>Notes:</i>			
10/3/17	HPC will restructure the ISS referral process to be more teacher directed rather than admin directed.	Complete 09/05/2017	Chris Wheat	06/08/2018
	<i>Notes:</i>			
10/3/17	ISS will implement alternative discipline options for students who are referred to ISS.	Complete 06/05/2018	Janita Soares	06/08/2018
	<i>Notes:</i>			
9/11/18	Implement professional development for student mental health that includes follow up, support, and monitoring of implementation.		Robison Bean	06/10/2020
	<i>Notes:</i>			
<b>Implementation:</b>		06/13/2018		
<b>Evidence</b>	6/13/2018 This is evidenced by countless data we have collected in the form of discipline reports, Intervention Center data logs, peer mediator records, and HPC On The Road records.			

<p><b><i>Experience</i></b></p>	<p>6/13/2018</p> <p>In an aim to empower teachers, hold students accountable, and connect with the community High Point Central made some significant changes this school year. Discipline procedures were placed into the hands of teachers in order to allow teachers to gain full control of their classroom. This initiative significantly freed up administrators to focus their efforts on instructional leadership.</p> <p>In addition we set up a program of peer mediators to help defuse conflict within the student body. Staff members were trained on Restorative Justice to foster meaningful relationships within the classroom. We also issue alternative approaches to discipline where some students would be assigned meaningful community service as opposed to out of school suspension. Lastly, we made a sustained effort to increase home visits to the hard-to-reach parents. This program, HPC On The Road, ventured out monthly to connect our school to the community via home visits and guest appearances and neighborhood community centers.</p>			
<p><b><i>Sustainability</i></b></p>	<p>6/13/2018</p> <p>These programs will be reassessed, improved upon, and implemented in the following school year. They will constantly be re-evaluated to ensure their effectiveness and success throughout the year.</p>			

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>		Some departments are implementing PLCs consistently while others need assistance.	Limited Development 09/06/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<b>How it will look when fully met:</b>		All teachers will work collaboratively in instructional teams and learn from each other, and learn to share the load. Also, common units of study will allow for a comparison of strategies and good vertical and horizontal articulation. PLC Meeting Agendas Common Assessments Analyzed Data Teacher Recommendations PD notes Teacher Lesson Plans- Aligned with SCOS PLC Meeting Schedule		<b>Chaundra Rogers</b>	<b>06/11/2021</b>
<b>Actions</b>			<b>9 of 14 (64%)</b>		
	9/4/17	Create a PLC schedule for all content areas. Assign one administrator to also attend and the CF to facilitate to ensure teachers receive curriculum assistance needed.	Complete 10/01/2017	Michelle Barfield	09/08/2017
<i>Notes:</i>					
	10/9/17	HPC will increase equitable access to literary texts at a variety of reading levels.	Complete 06/05/2018	Chaundra Rogers	06/01/2019
<i>Notes:</i>					
	9/11/18	Strengthen PLC's via use of technology and research based strategies.	Complete 06/10/2019	Michelle Barfield	06/10/2019
<i>Notes:</i>					
	9/11/18	Common assessments will be used when applicable using "Performance Matters"	Complete 06/10/2019	Michelle Barfield	06/10/2019
<i>Notes:</i>					
	9/11/18	PLC's will frequently monitor and adjust strategies from collected regularly data	Complete 06/10/2019	Shelley Nixon-Green	06/10/2019
<i>Notes:</i>					
	10/3/17	All teachers will follow the county pacing guides for their course.	Complete 06/05/2018	TBD	06/15/2019
<i>Notes:</i>					
	10/3/17	All teachers will participate in PLC's to create/implement unit plans in each course	Complete 06/05/2018	TBD	06/15/2019
<i>Notes:</i>					

10/3/17	Teachers will also look to modify unit plans provided by the county with support from the EC department, and Special Populations.	Complete 06/05/2018	TBD	06/15/2019
<i>Notes:</i>				
10/3/17	English 1 Teachers will continue to participate in the ARC PD provided by the county, and participate in ARC coaching days paid for via Title 1 funds.	Complete 06/05/2018	Chaundra Rogers	06/15/2019
<i>Notes:</i> Title I funds will be used to support this effort.				
10/30/19	Unit plans and district pacing guides will be shared on the One -Drive for teacher access.		Chaundra Rogers	01/31/2020
<i>Notes:</i>				
10/30/19	A protocol will be created for teachers to assess alignment of unit and lesson plans, as well as, criteria for mastery.		Monica Bass	01/31/2020
<i>Notes:</i>				
10/30/19	Teachers will be trained in PLC on how to use the protocol for alignment analysis.		Kentria Denny	02/28/2020
<i>Notes:</i>				
10/30/19	All PLCs and/or teachers will implement content/course unit plans.		Chaundra Rogers	06/12/2020
<i>Notes:</i>				
10/30/19	English I teachers will implement ARC in their classrooms; Math I teacher will implement MVP in their classrooms.		Monica Bass	06/25/2021
<i>Notes:</i>				
<b>Implementation:</b>		06/13/2018		
<b>Evidence</b>	6/13/2018 Professional Development Logs and minutes from Professional Learning Community meetings can be provided as evidence for these action steps.			
<b>Experience</b>	6/13/2018 Through Professional Learning Communities teachers have created common unit plans working closely with our EC department to ensure that special populations were being served in a way to most effectively foster their education. Through the American Reading Company English teachers created goal-specific lesson plans and unit plans to effectively increase reading levels.			
<b>Sustainability</b>	6/13/2018 Professional Learning Communities will continue to meet to evaluate the potential for these programs moving forward.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our EC and ESOL populations are served on a limited basis due to budget and staffing conditions. We are also limited by classroom space for many accommodations. Strategies in place are ARC, we are strategic with the way we schedule students. We also offer a variety of IB, AP, CTE, and honors courses.	Limited Development 09/06/2016		
<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 base on their level of need (Academic Levels of support: Remediation, intervention, maintenance, enrichment). Students who 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 non-responsive to supplemental interventions, they will receive interventions as well.		Chaundra Rogers	06/25/2021
<b>Actions</b>			<b>6 of 9 (67%)</b>		
	9/11/18	PDP School Wide Goal will include a campus wide focus on use of instructional strategies	Complete 06/10/2019	Michelle Barfield	10/30/2018
<i>Notes:</i>					
	9/11/18	Monitoring of implementation of strategies through lesson plans and observations	Complete 06/10/2019	Shelley Nixon-Green	06/10/2019
<i>Notes:</i>					
	10/3/17	HPC will look to provide students with extended learning opportunities via site-based tutoring, EOC boot camps, ACT Blitz, and Saturday School.	Complete 06/05/2018	TBD	06/15/2019
<i>Notes:</i>					
	10/3/17	HPC will look to utilize Title 1 funds to provide site-based tutoring.	Complete 06/05/2018	TBD	06/15/2019
<i>Notes:</i>					
	10/3/17	HPC will look to purchase a subscription to Scientific Minds* to support teachers in Biology instruction paid for via Title 1 funds.	Complete 06/05/2018	TBD	06/15/2019
<i>Notes:</i>		Scientific Minds is web-based application that will require regular access to projectors, and laptops in classrooms.			
	10/3/17	HPC will look to purchase additional student laptops and projectors for teachers to utilize technology in classrooms; paid for via Title 1 technology funds.	Complete 06/08/2019	TBD	06/15/2019

*Notes:* Scientific Minds is an example of web-based applications that will require regular access to projectors, and laptops in classrooms. Title I funds will be used

9/11/18 Professional development will be provided for differentiation strategies with a direct focus on AIG, EC, and EL

Chaundra Rogers

06/19/2020

*Notes:*

9/11/18 Teachers will be educated on growth mindset

Chaundra Rogers

06/19/2020

*Notes:*

10/30/19 Training will be given to teachers on the MTSS framework throughout the school year to provide teachers with a foundational understanding of MTSS and its concepts.

Chaundra Rogers

06/26/2020

*Notes:*

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
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**Initial Assessment:**

Due to budgetary constraints student support services are not available 5 days a week throughout the school year. Nurse is only on site 2 days a week, School Social worker 1.5 days a week. Teachers need more professional development to recognize and respond and guide student in managing their emotions.

Limited Development  
09/06/2016

Priority Score: 2

Opportunity Score: 1

Index Score: 2

**How it will look when fully met:**

HPC teachers and faculty will be more attentive to students emotional states and be better prepared to guide students in managing their emotions.

Marshal Glenn

06/10/2020

**Actions**

8 of 10 (80%)

10/4/16 Recruit students for peer mediation services.

Complete 10/04/2016

George Rubenstein

10/04/2016

*Notes:* 12 students were recruited. Training will be this Saturday at Saturday School

10/4/16 Training for peer mediators at Saturday School.

Complete 10/08/2016

Chaynel Blake-Nichols

10/08/2016

*Notes:* 12 students were trained and have already been involved in some peer mediation.

10/25/16 Provide a script for teachers to share resources for mental health with students and to highlight various issues effecting our students. During a 'resource awareness week' November 14th-18th

Complete 11/18/2017

Seymour Floyd

11/11/2016



	Notes: Morning Announcements: Resources Depression Stress BiPolar Anxiety Trauma/PTSD Self-Image			
9/5/17	Bison Connect club will be created as a safe space for students to share their issues with teachers and peers. And will meet twice a month.	Complete 06/08/2017	Janita Soares	06/08/2017
	Notes:			
10/4/16	Counseling department will provide existing resources to all staff. Including family services, GUESS, Day treatment, etc. In addition, list of services will be updated on school website.	Complete 10/27/2017	George Rubenstein	10/31/2017
	Notes:			
10/3/17	All staff will participate in Restorative Justice training provided by the District offices.	Complete 06/05/2018	TBD	06/15/2019
	Notes:			
10/3/17	HPC will continue to expand the Bison Connect Club – specifically aimed at providing support for student’s emotional needs.	Complete 06/05/2018	TBD	06/15/2019
	Notes:			
10/3/17	Counselors will develop student success plans and facilitate/recommend interventions in an effort to reduce discipline concerns.	Complete 06/05/2018	TBD	06/15/2019
	Notes:			
9/11/18	Research will be conducted and presented to SBLT team for opportunities to adjust the schedule to meet the emotional needs of students during the school day.		Janita Soares	06/10/2020
	Notes:			
10/30/19	Develop a training on Restorative Practices using teachers who have attended the district trainings.		Robison Bean	06/26/2020
	Notes:			
<b>Implementation:</b>		06/13/2018		
<b>Evidence</b>	6/13/2018 Guidance Counselors have records of staff training and student logs on meeting dates. Bison Connect Club has attendance records and meeting minutes for their sessions.			

<b>Experience</b>		6/13/2018 Our school has made great strides to train our teachers in recognizing mental health issues and providing both our teachers and students multiple avenues of support.			
<b>Sustainability</b>		6/13/2018 These programs will be evaluated and adjusted moving forward to improve upon what is working and continue to offer our students the support they need.			
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and ongoing 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>
<b>Initial Assessment:</b>		Currently, counselors and teachers collaborate regularly to identify and support at risk students. Improved efforts are currently being made to ensure higher graduation rates for all students, especially in SWD.	Limited Development 10/03/2017		
		Priority Score: 1                      Opportunity Score: 1	Index Score: 1		
<b>How it will look when fully met:</b>		Students will graduate HPC within four years and will have completed a course track that will have them prepared for a four year University or career readiness.		<b>Shelley Nixon-Green</b>	<b>06/11/2021</b>
<b>Actions</b>			<b>3 of 4 (75%)</b>		
	10/3/17	Counselors and Teachers will make course recommendations based on EVAAS data, AP Potential, and teacher recommendations.	Complete 06/05/2018	TBD	06/15/2019
<i>Notes:</i>					
	10/3/17	Counselors case load will be separated by alphabet, rather than grade level, to ensure consistent monitoring of course recommendations, college or career readiness over 4 complete years.	Complete 09/05/2017	TBD	06/15/2019
<i>Notes:</i>					
	10/30/19	Create a team of administrators, counselors, teachers, and support staff to work with at-risk students to help keep them on track for success in high school and beyond.		Marshal Glenn	01/31/2020
<i>Notes:</i>					
	9/11/18	A team of counselors, administrators, and support staff will provide targeted intervention and support to at risk students to ensure successful transition from grade level to grade level.	Complete 06/10/2019	Marshal Glenn	06/10/2020

Notes:

<b>Implementation:</b>		06/11/2018		
<b>Evidence</b>	6/11/2018 Recommendations were submitted through Power School and are stored in the system. Counselors list can be found on the school website.			
<b>Experience</b>	6/11/2018 Teachers were required to provide feedback on each one of their students in terms of course recommendation, work ethic, and ability. This data was used to provide students with an appropriate course load that can maximize their academic potential.			
<b>Sustainability</b>	6/11/2018 Counselors were assigned students based on the alphabet as opposed to grade level. This has allowed counselors to work with students for their full 4 years in high school. We anticipate that this extended time working with the students will allow the counselors to more effectively guide			

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 09/06/2016		
<i>How it will look when fully met:</i>		A succesful collaboration will take place among all stake holders to ensure a quality SIP and meet the needs of Title 1.		Chaundra Rogers	06/12/2020
<i>Actions</i>			<b>2 of 3 (67%)</b>		
	10/3/17	GCS has restructured the county offices, and redefined its mission and goals for students, staff, and educators.	Complete 06/05/2018	TBD	06/15/2019
<i>Notes:</i>					
	10/30/19	Create a sustainability plan for SBLT to ensure that the team is able to continue functioning successful from year to year.		Robison Bean	06/12/2020
<i>Notes:</i>					
	9/11/18	Create a team of elected members of the staff community and students to meet twice a month to focus on culture and climate of the school	Complete 06/10/2019	Shaun Trepal	11/01/2020
<i>Notes:</i>					

	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 structure is in place for the leadership team to start implementing these practices using the new school improvement plan.		Limited Development 09/06/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>		By June 2019 The SBLT team consisting of a principal, administrative staff, counseling, at least one representative from each academic department, and parent representation that matches community demographics will meet twice a month, monitor the implementation of effective practices within the school, and review data to actively evaluate successes and failures within the school to ensure the school meets current academic goals.		<b>Objective Met 06/07/19</b>	<b>Shaun Trepal</b>	<b>06/10/2019</b>
<b>Actions</b>						
	10/4/16	Create a google form for PLCs, Departments to submit concerns		Complete 10/25/2016	Brooke Sumner	11/01/2016
		<p><i>Notes:</i> What is your concerns, what is the reasoning? What do you feel the impact is of the issue? What are you seeing?</p> <p>Created google doc:  <a href="https://docs.google.com/forms/d/e/1FAIpQLSelbxasUod3Cp3vmZA68nsueh8tdyxdYoA3cj0BEmfu5TD7wA/viewform">https://docs.google.com/forms/d/e/1FAIpQLSelbxasUod3Cp3vmZA68nsueh8tdyxdYoA3cj0BEmfu5TD7wA/viewform</a></p>				
	10/4/16	Create survey to gather data on the effectiveness of practices		Complete 11/01/2016	Taylor Berrier	11/01/2016
		<i>Notes:</i> Sent out to faculty. will review Dec. 6th meeting.				
	10/17/16	Meetings will be held alternately in the morning before school and after school to accommodate various teacher & professional schedules. Meeting dates and times will be posted in advance for the semester on the School Master Calendar and shared on OneDrive.		Complete 06/09/2017	Phebe Eley	06/09/2017
		<i>Notes:</i>				
	10/17/16	All teachers will attend regular PLCs & Department meetings, which gives teachers the venue to discuss and record concerns relating to effective practice implementation. They will share these with the SBLT committee. The committee will address these concerns at the next scheduled meeting and will implement and communicate these changes as needed.		Complete 06/09/2017	Bryan Johnson	06/09/2017

<i>Notes:</i>				
10/17/16	The leadership team will utilize technology and surveys in order to gather individualized concrete feedback on the implementation of effective practices within the school. The SBLT will review data to actively evaluate successes and failures within the school. Survey results and SBLT minutes will provide evidence of reflection and/or action.	Complete 06/09/2017	Bryan Johnson	06/09/2017
<i>Notes:</i>				
10/17/16	SBLT membership will be posted online and accessible by school and community and members in attendance at SBLT meetings will be indicated in minutes posted for each meeting.	Complete 11/01/2016	Bryan Johnson	11/30/2017
<i>Notes:</i> done per webmaster.				
10/3/17	HPC will restructure the leadership team to provide equitable representation from each subject and staff area via future elections.	Complete 06/01/2018	TBD	06/15/2019
<i>Notes:</i>				
10/3/17	HPC will revisit the bylaws regarding election of future team members to ensure equitable representation.	Complete 06/05/2018	TBD	06/15/2019
<i>Notes:</i>				
10/3/17	HPC will look to include student representation on the SBLT.	Complete 12/05/2017	TBD	06/15/2019
<i>Notes:</i>				
9/11/18	An instructional leadership team will be created by strategically selecting leaders in the profession	Complete 06/10/2019	Chaundra Rogers	12/20/2020
<i>Notes:</i>				
<b>Implementation:</b>		06/07/2019		
<b>Evidence</b>	6/7/2019 See meeting minutes from 2017-2018 and 2018- 2019 school year.			
<b>Experience</b>	6/7/2019 SBLT team met regularly, both before and after school. Team consisted of multiple stakeholders from a variety of departments and backgrounds. We created bylaws and had an election for new members when members rotated off at the end of the year.			
<b>Sustainability</b>	6/7/2019 SBLT will continue to meet. SBLT will target more parent representation on team, and aim to have better reflection of the student population.			

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>		School has a full year duty plan outlined, each teacher has a planning period and department meetings and PLCs are scheduled and attended.	Limited Development 09/06/2016		
		Priority Score: 1                      Opportunity Score: 3	Index Score: 3		
<b>How it will look when fully met:</b>		Teachers will collaborate regularly and to maximize planning and align curriculum to current standards.	<b>Objective Met 06/07/19</b>	<b>Shaun Trepal</b>	<b>06/15/2019</b>
<b>Actions</b>					
	10/3/17	Admin/Counselors/CF will create a master schedule that allows for every teacher to have 1 block per day for instructional planning.	Complete 01/22/2018	TBD	06/15/2019
<i>Notes:</i>					
	10/3/17	Admin will create an equitable duty schedule for staff members to monitor student movement, and before school, after school, and lunch supervision.	Complete 01/22/2018	TBD	06/15/2019
<i>Notes:</i>					
	9/11/18	The master schedule will be developed with efforts to ensure common planning with teachers of the same subject.	Complete 06/10/2019	Lauren Fatyol	06/10/2021
<i>Notes:</i>					
<b>Implementation:</b>			06/07/2019		
<b>Evidence</b>	6/7/2019	Both the master schedule and duty schedule can be provided as evidence of completion.			
<b>Experience</b>	6/7/2019	A master schedule was created to give each teacher one planning period a day. A special effort was made to allow teachers of like content areas to share the same planning period when possible for collaboration purposes. An analysis of school safety was conducted and a duty roster was created to provide adult supervision in the most needed areas of campus.			
<b>Sustainability</b>	6/7/2019	This effort will need to be readdressed and recreated after each semester as student and teacher schedules vary.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The administration is working on processes and procedures to increase walkthroughs and provide timely feedback on instruction practices.	Limited Development 09/06/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>		By June 2019 the principal and assistant principals will regularly participate in classroom walk-throughs in 100% of the classrooms utilizing a walk-through document. The document is a site-based created document to meet the needs of the teachers at HPC. The administrative team will provide a copy of the document to the teacher, curriculum facilitator, and keep a copy. The administrative team will also utilize the High School Curriculum at-a-glance document provided from Guilford County Schools during the walk-throughs.	<b>Objective Met 10/30/19</b>	<b>Michelle Barfield</b>	<b>01/31/2019</b>
<b>Actions</b>					
	9/19/16	Create a walk-through document the administrative team can use that is specific to HPC.	Complete 09/13/2016	Bryan Johnson	09/20/2016
		<i>Notes:</i> Use the walk through document that the district provided with an adjustment to add student engagement as a focus for HPC.			
	10/4/16	Send walk-through document to entire faculty for their reference.	Complete 10/26/2016	Bryan Johnson	10/07/2016
		<i>Notes:</i> Sent by Ms. Barfield with teacher survey			
	10/4/16	Survey faculty at end of 1st nine weeks on types of feedback, timeliness, and usefulness of administrator feedback.	Complete 10/26/2016	Michelle Barfield	10/31/2016
		<i>Notes:</i> Sent on October 26th to faculty.			
	11/1/16	Review data from survey and discuss and address in admin meeting	Complete 12/16/2016	Michelle Barfield	12/06/2016
		<i>Notes:</i>			
	10/3/17	All teachers will receive County PD on implementing the use of Quality Tasks in October 2017.	Complete 11/03/2017	Chaundra Rogers	11/03/2017
		<i>Notes:</i>			
	10/3/17	All Math 1 teachers will participate in 10 hours of PD geared towards providing quality lesson plans.	Complete 01/01/2018	Chris Wheat	01/01/2018
		<i>Notes:</i>			
	10/3/17	All English 2 teachers will participate in 10 hours of PD geared towards providing quality lesson plans.	Complete 01/01/2018	Chaundra Rogers	01/01/2018



<i>Notes:</i>				
10/3/17	All Biology teachers will participate in 10 hours of PD geared towards providing quality lesson plans.	Complete 01/01/2018	Phebe Eley	01/01/2018
<i>Notes:</i>				
10/3/17	Admin/CF/Dept Chairs will make regular classroom visits to monitor lesson plan implementation, provide targeted feedback aimed at increasing student engagement.	Complete 06/05/2018	Chris Wheat	06/08/2018
<i>Notes:</i>				
10/3/17	Admin/CF will monitor lesson plans for effective modeling strategies, and scaffolding support such as I do, We do, You do.	Complete 06/05/2018	Shelley Nixon-Green	06/08/2018
<i>Notes:</i>				
10/3/17	Admin & CF will monitor the implementation of lessons learned in PD in classrooms.	Complete 06/05/2018	Chaundra Rogers	06/08/2018
<i>Notes:</i>				
10/3/17	Teachers will utilize data from Common Assessments to develop instructional plans in PLC meetings.	Complete 06/05/2018	Chaynel Blake-Nichols	06/08/2018
<i>Notes:</i>				
10/3/17	HPC will implement the use of the CANVAS platform for weekly lesson plan submissions for accountability purposes.	Complete 06/05/2018	Shelley Nixon-Green	06/08/2018
<i>Notes:</i>				
10/3/17	Admin will monitor lesson plans to identify opportunities that will begin to close the achievement gap for underperforming minority groups.	Complete 06/05/2018	Shelley Nixon-Green	06/08/2018
<i>Notes:</i>				
10/3/17	Admin/CF will identify teachers who need additional PD, and will provide substitute teachers for teachers to attend targeted professional development based on feedback received.	Complete 06/05/2018	Shelley Nixon-Green	06/08/2018
<i>Notes:</i>				
10/3/17	Admin/CF will identify Master Teachers to provide site-based PD, and provide those teachers with a stipend for leading those PD sessions.	Complete 06/05/2018	Shelley Nixon-Green	06/08/2018
<i>Notes:</i>				
9/11/18	Lesson plans will be submitted regularly and feedback will be provided to ensure best instructional practices are used in the classroom.	Complete 06/10/2019	Chaundra Rogers	06/10/2019
<i>Notes:</i>				
9/11/18	Administrators and CF will conduct themed walkthroughs	Complete 06/10/2019	Shelley Nixon-Green	06/10/2019
<i>Notes:</i>				

9/11/18	PLC's will include administrators and CF as members	Complete 06/10/2019	Michelle Barfield	06/10/2019
<i>Notes:</i>				
<b>Implementation:</b>		10/30/2019		
<b>Evidence</b>	6/7/2019 Document available upon request.			
<b>Experience</b>	6/7/2019 Site-based walk-through document was created and used. Walkthroughs were done with a specific theme in mind and specific objectives to look for.			
<b>Sustainability</b>	6/7/2019 Admin team will continue to use walk-through document with faculty and continue walk-through			

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>		Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk through tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes. The school improvement team has reviewed current data and is currently using that data to plan professional development and develop the school improvement plan goals.	Limited Development 09/06/2016		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		We will have fully met our objective when there is no achievement gap between our black and white students. Obviously, this will not happen anytime soon, so success with this particular objective must be measured and celebrated in terms of progress; where as a narrowing of the gap is determined to show success. The information that we will need to gauge our progress will be our EOC exam scores. We intend to increase African American scores by 5% in tested areas by January of 2018		Chaundra Rogers	06/10/2021
<b>Actions</b>			<b>17 of 18 (94%)</b>		
	10/4/16	Implicit Bias training for faculty to address classroom culture.	Complete 11/01/2016	Christian Hill	11/01/2016
	<i>Notes:</i> There is interest in more PD and strategies and ongoing attention to Implicit Bias				
	10/3/17	Admin/CF will help teachers identify their target groups of students in their classrooms via EVAAS data.	Complete 06/05/2018	Shelley Nixon-Green	06/08/2018
	<i>Notes:</i>				
	10/3/17	Admin/CF will participate in PLC data conversations regarding their target groups.	Complete 06/05/2018	Shelley Nixon-Green	06/08/2018
	<i>Notes:</i>				
	10/3/17	Admin/CF will look for PD opportunities aimed at closing the achievement gap with minority students to either send teachers, or bring to the school.	Complete 06/05/2018	Shelley Nixon-Green	06/08/2018

<i>Notes:</i>				
10/3/17	Teachers will create and implement Common Formative Assessments in English 2.	Complete 06/05/2018	Seymour Floyd	06/08/2018
<i>Notes:</i>				
10/3/17	Admin/CF will monitor and participate in data conversations regarding Interim Assessments and CFA's.	Complete 06/05/2018	Chaundra Rogers	06/08/2018
<i>Notes:</i> Also assigned to Chris Wheat and Phobe Eley				
10/3/17	Admin/CF will look to implement extended learning opportunities for students enrolled in English 2.	Complete 06/05/2018	Chaundra Rogers	06/08/2018
<i>Notes:</i>				
10/3/17	Teachers will create and implement Common Formative Assessments in Math 1.	Complete 06/05/2018	Chaynel Blake-Nichols	06/08/2018
<i>Notes:</i>				
10/3/17	Admin/CF will look to implement extended learning opportunities for students enrolled in Math 1.	Complete 06/05/2018	Chris Wheat	06/08/2018
<i>Notes:</i>				
10/3/17	Admin/CF will look to implement extended learning opportunities for students enrolled in Biology.	Complete 06/05/2018	Phebe Eley	06/08/2018
<i>Notes:</i>				
10/3/17	Admin will monitor ISS and OSS discipline incidents, and aim to reduce lost time in all EOC courses.	Complete 06/05/2018	Chris Wheat	06/08/2018
<i>Notes:</i>				
10/3/17	Admin will monitor discipline referrals from teachers to identify and address additional support needed for individual teachers.	Complete 06/05/2018	Chris Wheat	06/08/2018
<i>Notes:</i>				
10/3/17	Teachers will create and implement Common Formative Assessments in Biology.	Complete 06/05/2018	Enkhnasan Enkhbold	06/08/2018
<i>Notes:</i>				
10/9/17	Teachers will create and implement Common Formative Assessments in Biology.	Complete 06/05/2018	Enkhnasan Enkhbold	06/08/2018
<i>Notes:</i>				
10/25/16	We will introduce a restorative justice model that will provide a more holistic framework that helps students resolve their conflicts in a more responsible, equitable, and humanitarian manner. The idea is that this model will allow for students to learn to better manage their behavior and thus be able to spend more time in the classroom.	Complete 06/05/2018	Robison Bean	06/08/2018

<i>Notes:</i> Need more time to research and address this issue				
10/25/16	We will offer professional development that challenges our staff to examine their own practices and self in regards to race. More explicitly these PDs would cover issues of implicit bias and racial equity.	Complete 06/05/2018	Marshal Glenn	06/08/2018
<i>Notes:</i> We need more time to address this action				
10/25/16	We will strategically examine our scheduling process. Who teaches what? When do they teach it? Where do they teach it? The idea is that we will intentionally and strategically put teachers who have proven to be both effective in teaching and in building relationships with our low academic achieving students.	Complete 06/05/2018	Shelley Nixon-Green	06/08/2018
<i>Notes:</i>				
9/27/18	HPC will develop Data Days, in conjunction with a data calendar, to review and analyze data as we increase data driven instruction.		Monica Bass	06/05/2020
<i>Notes:</i>				
<b>Implementation:</b>		06/13/2018		
<b>Evidence</b>	6/13/2018 Professional Development Documents and teacher responses are logged on Canvas.			
<b>Experience</b>	6/13/2018 Through Professional Development, Staff Meetings, and Professional Learning Communities teachers have been challenged to examine their practices in regards to race and implicit bias. This was directly geared towards reducing the Achievement Gap. Teachers were also training on Restorative Justice models of managing relationships and classroom discipline in order to maximize student performance. In addition specific professional development was given in the areas of English, Math, and Biology.			
<b>Sustainability</b>	6/13/2018 These programs will be evaluated moving forward to ensure they remain successful and we do not plateau with time.			

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>		It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance. School was fully staffed at the beginning of the school year.	Limited Development 09/06/2016		
		Priority Score: 1                      Opportunity Score: 3	Index Score: 3		
<i>How it will look when fully met:</i>		HPC will be staffed by highly qualified individuals and will take steps to reduce high turnover.	<b>Objective Met 06/07/19</b>	<b>Shaun Trepal</b>	<b>06/15/2019</b>
<i>Actions</i>					
	9/11/18	Research will be conducted to find best recruitment techniques to staff our school with highly qualified educators.	Complete 06/10/2019	Shaun Trepal	06/10/2019
<i>Notes:</i>					
	10/3/17	GCS will continue to recruit qualified candidates. HPC will continue to recruit qualified candidates via Applitrack and team based interview process/selection.	Complete 06/10/2019	TBD	06/14/2019
<i>Notes:</i>					

10/3/17	HPC will send Administrators, teachers and staff to appropriate AP/IB trainings throughout the year when teachers are recruited, and to be trained to effectively evaluate teachers in the AP/IB programs.	Complete 06/10/2019	TBD	06/15/2019
<i>Notes:</i>				
<b>Implementation:</b>		06/07/2019		
<b>Evidence</b>	<p>6/7/2019</p> <p>Tips to Recruit and Retain the Best Members of Our Profession</p> <ol style="list-style-type: none"> <li>1. Know What You're Looking For <ol style="list-style-type: none"> <li>a. Analyze our current teachers.</li> <li>b. What skills or attributes do our best teachers possess?</li> <li>c. Create a profile of the type of teacher that is the best fit for our school.</li> </ol> </li> <li>2. Structure the Interview to Fit the Profile <ol style="list-style-type: none"> <li>a. Create 6-10 interview questions designed to quickly assess if the candidate fits the profile.</li> <li>b. Develop 4-5 second-round questions to really dig deep.</li> </ol> </li> <li>3. Include "Discovery" type questions <ol style="list-style-type: none"> <li>a. How the candidate will inspire students to innovate, create and problem-solve</li> <li>b. Examples from the candidate showing that the teacher has a growth mindset and is 'a learner,' 'a collaborator' and a 'change maker.'</li> <li>c. How generationally savvy the candidate is and what strategies and skills they have to ensure they can work with Baby Boomers, Gen X and Gen Y colleagues while teaching Gen Zs and Gen Alphas</li> <li>d. Tech savvy, innovative and entrepreneurial skills and talents the candidate possess and how they will utilize them to enrich learning and teaching</li> <li>e. What approach the candidate takes to problems. Is the applicant a 'can-do' person, a problem solver, someone who will show persistence, flexibility and agility?</li> <li>f. How the candidate will facilitate 21st century learning for the students and community at your school.</li> </ol> </li> <li>4. Be Thorough in the Vetting Process <ol style="list-style-type: none"> <li>a. Do not waste time interviewing people that do not match the profile you've created</li> </ol> </li> <li>5. Train the Interview Team <ol style="list-style-type: none"> <li>a. It is important to be on the same page.</li> <li>b. Make sure people are not revealing the answers in the way they ask</li> </ol> </li> </ol>			

the questions.

c. Have a closing question or signal to show the team the interview should come to a close soon.

6. Look for Qualities Beyond the Profile

a. If a candidate displays favorable characteristics that were not thought of in the profile, do not be quick to dismiss.

b. The profile is a guideline but not a hard and fast check list.

7. Have a Training Plan in Place

a. A plan needs to be in place to continue to develop and grow the candidate after the hire.

b. Create a list of common questions/concerns for people new to your school. Use it to help transition new people to your school.

<b><i>Experience</i></b>	<p>6/7/2019</p> <p>Research was conducted by the Culture and Climate Committee and offered to administration. The results included the best ways to recruit top candidates and how to structure the interview process to select staff members who are a good fit for the team and school.</p>			
<b><i>Sustainability</i></b>	<p>6/7/2019</p> <p>It will be imperative to continue to implement these methods and monitor them for adjustment along the way.</p>			



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>		HPC is taking an active role in developing relationships with the community and all stakeholders. We hope to ensure long lasting effective two-way communication.	Limited Development 09/06/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		QUARTERLY FACE TO FACE- the school will hold quarterly face-to-face meetings with parents/guardians to ensure our students are successful in the classroom · Parent sign in sheets provided by teachers · Report card data and test scores WEEKLY CONNECT-ED-The school conducts weekly phone calls to all parents/guardians of HPC students to keep them informed of current events at HPC · Phone log of parents contacted OPEN HOUSE-The school will hold an open house in the fall and spring semesters where parents/guardians/students of HPC walk the schedule, talk to faculty and explore activities and opportunities. · Parent sign in sheets · Organization sign in sheets · Report data and test scores · Progress Reports HPC ON THE ROAD-Faculty/Staff attend monthly neighborhood meetings in order to build relationships with parents, students and the community. · Creating community partnerships · Minutes from neighborhood meetings WORK WITH SPECIAL POPULATIONS-The school ensures the students with special needs receive required services by law. · Annual reviews for EC students and parents · Sign in sheets for teen parents	<b>Objective Met 06/07/19</b>	<b>Bruce Blackwell</b>	<b>06/10/2019</b>
<b>Actions</b>					
	10/4/16	Email "HPC Bison Bulletin" to parents on the email distribution list. Add parents to list with sign up laptops at events such as Face-to-Face.	Complete 10/11/2017	Ben Free	10/05/2016
<i>Notes:</i>					
	10/4/16	Create a survey for teachers to nominate students for a home visit on HPC on the Road weekend.	Complete 10/07/2016	Michael Holden	10/10/2016
<i>Notes:</i> Survey is completed.					
	10/4/16	Plan a Face-to-Face meeting for before end of the first quarter for stakeholders to meet and discuss student progress/achievement. Parent Sign in sheets measure attendance.	Complete 10/11/2016	Ben Free	10/11/2016

	<i>Notes:</i> Number of parents that attended face to face was slightly less than the last face to face meeting last school year. Approx. 134 parents attended.			
10/4/16	The school has established the HPC ON THE ROAD Committee. The committee consists of faculty/staff whose main objective is to build relationships in the community. Faculty/stuff will attend monthly neighborhood meetings in the HPC district. They will meet with community leaders, parents/guardians and discuss events in the community. Members will go door to door in the community to meet parents and guardians of students specifically targeted by teacher survey.	Complete 06/08/2017	Ben Free	06/08/2017
	<i>Notes:</i> HPC ON THE ROAD team regularly went to community meetings. Door to door outreach happened twice during the year. A third was scheduled but was cancelled do to inclement weather.			
9/5/17	Parent Lunch and Learn sessions will be held quarterly to assist in use of powerschool and academically support their students with shared resources and suggested practices	Complete 10/30/2017	Shelley Nixon-Green	10/30/2017
	<i>Notes:</i>			
10/3/17	Admin will continue to implement Connect Ed phone calls in English and Spanish.	Complete 06/05/2018	Shelley Nixon-Green	06/15/2019
	<i>Notes:</i>			
10/3/17	CF/webmaster will continue to post the Bison Bulletin on the website, and keep an up-to-calendar.	Complete 06/05/2018	Michelle Barfield	06/15/2019
	<i>Notes:</i>			
10/3/17	Teachers will maintain an up-to-date website, and up-to-date gradebook.	Complete 06/05/2018	TBD	06/15/2019
	<i>Notes:</i>			
9/11/18	HPC will host a series of events and information sessions for parents and students at non-traditional times and locations to ensure greater access to our stakeholders.	Complete 06/10/2019	Marshal Glenn	06/10/2020
	<i>Notes:</i> Title I funds will be used to purchase food and speakers for these events.			
9/27/18	Principal will meet with different parent groups throughout the year.	Complete 06/10/2019	Shelley Nixon-Green	06/14/2020
	<i>Notes:</i>			
9/27/18	HPC will host information sessions and parent meetings for AP and IB students (current and prospective)	Complete 06/10/2019	Chaundra Rogers	06/15/2020
	<i>Notes:</i>			

<b>Implementation:</b>		06/07/2019		
<b>Evidence</b>	6/7/2019 Bulletins are available on web, and email. HPC on the Road team has forms and data from outreach.			
<b>Experience</b>	6/7/2019 Weekly bulletin was shared with parents in multiple ways. HPC on the Road community outreach team was met with positive response and results. Counseling staff, Principals, and AP Coordinator have hosted multiple parent nights. We have also hosted a parent night of Hispanic students.			
<b>Sustainability</b>	6/7/2019 We are going to continue these efforts and look for ways to host them in new locations and various times to accommodate our parents' busy schedules.			