

Comprehensive Progress Report

Mission: Mission: Hibriten High School will provide diverse opportunities for the continuous advancement of the desire to learn, the inspiration to serve, the courage to lead in order to prepare each student for college and career in the 21st century.

Vision: Vision: The students, staff, parents, and volunteers of Hibriten High School share a commitment to excellence in academics, arts, athletics, service, and leadership in our community.

Goals:

All students will have the opportunity to create a commitment to excellence.

All students will have the opportunity to participate in service leadership through positive community immersion that will provide diverse opportunities.

The physical environment of our school is safe, welcoming, and conducive to learning.



! = 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
Initial Assessment:		<p>We feel that the majority of teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. We know that not ALL teachers are at the same level of effectiveness. We currently have the following things in place:</p> <ul style="list-style-type: none"> • district mentor assigned for all beginning teachers • weekly content PLC's to offer support • in house PD for effective classroom management 	Limited Development 10/20/2017		
How it will look when fully met:		All teachers will employ effective classroom management and reinforce classroom rules by positively teaching them. The evidence that this indicator is fully met when our teacher working conditions survey shows that 80 of our staff agree that expectations are consistently enforced by administration and teachers.		Courtney Wright	06/01/2022
Actions			6 of 9 (67%)		
	9/5/18	Teachers will receive further PD on classroom management and continue to strive to meet the goal.	Complete 06/05/2020	David Colwell	06/05/2020
		<i>Notes:</i> This will be decided through data collected from the NC TWCS. Question 5.1 indicated that teachers do not feel that ALL teachers employ effective classroom management. We will continue to work on these actions.			
	6/10/19	We will continue with this objective in the 2019-2020 school year. We need to develop more professional development to implement during planning period meetings and PLC's.	Complete 06/05/2020	Denise Allen	06/05/2020
		<i>Notes:</i>			
	10/2/19	Professional Development for all teachers on effective classroom management which will include the Resiliency Training.	Complete 06/05/2020	Denise Allen	06/05/2020
		<i>Notes:</i> This professional development will take place 3 times this year during monthly planning period meetings or on early release days. Evidence will be agendas and sign in sheets.			
	10/2/19	Caldwell County Schools provides mentors for beginning teachers.	Complete 06/01/2020	David Colwell	06/05/2020
		<i>Notes:</i> The district mentor will meet with beginning teachers per her schedule. Evidence will be mentor schedule and NCEES evaluation.			

10/2/19	Implementation of Individual Growth Plan	Complete 06/01/2021	Cathy Barlow	06/05/2020
<i>Notes:</i> These will be updated each grading period.				
10/2/19	Community Partnership with licensed clinical social workers.	Complete 06/01/2021	Jennifer Moore	06/05/2020
<i>Notes:</i> They will be here every Tuesday for appointments with students.				
6/4/21	Update student handbook- specifically the discipline matrix		Courtney Wright	08/25/2021
<i>Notes:</i>				
6/4/21	Create and implement a standard treatment protocol for absences and tardies.		Courtney Wright	10/31/2021
<i>Notes:</i>				
6/4/21	Teacher may begin using pocket charts to assist with minimizing cell phone distractions during instruction.		Courtney Wright	10/31/2021
<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
Initial Assessment:		Due to COVID-19 our in person instruction is limited to two 90 minutes face-to-face classes. Since this is a dramatic decrease in face-to-face instruction it is a priority to protect this time as much as possible and ensure that our teachers develop and implement lessons that are based on the NCSCOS.	Limited Development 12/05/2019		
How it will look when fully met:		Students will receive 390 minutes of uninterrupted instruction per week in each course taken at HHS.		Courtney Wright	06/01/2022
Actions			6 of 7 (86%)		
10/12/20	Purchase Planbook.com for teachers to assist in lesson planning.		Complete 08/10/2020	Courtney Wright	08/10/2020
<i>Notes:</i>					
10/12/20	Create and deliver hall passes to teachers so they do not have to use instructional time to write hall passes.		Complete 08/10/2020	Courtney Wright	08/17/2020
<i>Notes:</i>					
10/12/20	Create a master schedule with time included for our 10 minute break and announcements, so we do not lose instructional time.		Complete 08/10/2020	Courtney Wright	08/17/2020
<i>Notes:</i>					

10/12/20	Eliminate lunch bells	Complete 08/17/2020	Courtney Wright	08/17/2020
<i>Notes:</i>				
10/12/20	Teachers review each others online classroom to ensure that it is user-friendly for students per MTSS team.	Complete 12/09/2020	Denise Allen	12/17/2020
<i>Notes:</i>				
10/12/20	Eliminate homeroom meetings and class meetings.	Complete 05/11/2021	Courtney Wright	05/14/2021
<i>Notes:</i>				
6/4/21	Update Master Schedule to maximize uninterrupted instructional time.		Courtney Wright	08/01/2021
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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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
<i>Initial Assessment:</i>		<p>Currently at the high school level we have tiered classes (Academic, Honors, AP).We also have IEP's in place for EC students, LEP's for ESL students and 504's for others. We need further development with multi-tiered facilitation in all classrooms.</p> <p>We will begin MTSS implementation through reinforced Core Instructional Strategies and with Individual Growth Plan to assist with Supplemental Instructional Strategies. There should be a reduction in EC referrals, the achievement gap among sub groups should be lessened, and teachers will be able to determine is a student's academic challenges are due to factors other than a learning disability.</p>	Limited Development 11/10/2016		
<i>How it will look when fully met:</i>		This goal will be fully implemented when we have core, supplemental, and intensive plans/interventions for academics, attendance, and behavior.		Traci Stallings	06/01/2022
Actions			5 of 6 (83%)		
10/2/19	SMART lunch tutoring		Complete 06/01/2020	David Colwell	06/05/2020
<i>Notes:</i>		Supplemental Interventions include the availability of students to attend tutoring. Time is built into the daily schedule where students can attend tutoring and make-up missed work.			
10/3/19	Peer Tutors		Complete 06/01/2021	Leta Hartley	06/05/2020

Notes: Peer tutors will begin in the math department. Beta Club students can earn volunteer hours by tutoring underclassmen in math during SMART lunch. We will begin this in the math department and then possibly add other contents.

10/3/19	Individual Growth Plans	Complete 06/01/2020	All Teachers	06/05/2020
	<i>Notes:</i> Individual Growth Plans (IGP's) will be written for any student who has a D or and F in a class at the mid way point. Teachers will write plans that will include supplemental interventions. These interventions will be added to the Core Instruction taking place when a student is not progressing. Meetings will take place with teachers and parents and if student improves the plan will be on hold. If the student does not improve with supplemental interventions, then the student will be referred to the At Risk team for intensive interventions.			
10/3/19	Attendance Incentives	Complete 06/01/2021	Admin and MTSS Team	06/05/2020
	<i>Notes:</i> Some type of reward will be given to students who the attendance standards. These rewards may include a faculty vs. student basketball game, the opportunity to purchase outside food items, or free time at the end of the day.			
10/3/19	Resiliency Training	Complete 06/01/2020	Denise Allen	06/05/2020
	<i>Notes:</i> We will conduct professional development and teachers will learn how to recognize when a student is experiencing toxic stress and what they can do to assist the student.			
6/4/21	Create a SMART period/lunch that provides time for interventions for academics, attendance, and behavior.		Traci Stallings	08/25/2021
	<i>Notes:</i>			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
	B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>We feel that the school culture is such that it promotes the physical, social, emotional, and behavioral health of many of the faculty and staff members of Hibriten High School. There are changes that need to be made in order meet those needs for ALL school personnel.</p> <p>Food Truck on Wednesdays</p> <p>Free Food from local sponsors</p> <p>Fall Festival/Bacon Food Truck</p>	Limited Development 10/12/2020		
How it will look when fully met:		Once this objective is fully met, the North Carolina Teacher Working Conditions Survey will show that at least 95% of the teachers believe that Hibriten High School is a good place to work and learn. Student attendance will reach 92% for the 2021-2022 school year and teacher attendance will reach 95% for the 2021-2022 school year.		Courtney Wright	06/01/2022
Actions			3 of 4 (75%)		
10/12/20		Implement spirit weeks at various times throughout the school year.	Complete 05/11/2021	Missy Hampton Hogan	05/14/2021
	<i>Notes:</i>				
10/12/20		Reduce the number of staff meetings in order to relieve the stress caused by these.	Complete 05/11/2021	Denise Allen	05/14/2021
	<i>Notes:</i>				
10/12/20		Implement video announcements to minimize classroom interruptions	Complete 09/17/2020	Brian Costin	05/14/2021
	<i>Notes:</i>				
6/4/21		Cafeteria/Breakfast-Lunch updates		Courtney Wright	08/25/2021
	<i>Notes:</i>				

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
Initial Assessment:		<p>At the LEA level, school performance data is disaggregated through the use of teacher, school, and district goal summary reports. These reports are utilized for planning professional development that is both individualized and systemic for all stakeholders. Others sources of data include academic universal screeners, the</p> <p>Education Value-Added Assessment System (EVAAS), as well as evaluation surveys of prior professional development and professional learning community sessions. Data is considered at three levels: at the school level to focus on areas that need school wide improvement to meet adequate yearly progress, at the classroom level to focus on teachers' instructional strengths and weaknesses, and at the student level to focus on instructional needs of individual students.</p>	Limited Development 11/10/2016		
How it will look when fully met:		HHS will implement professional development to address the achievement gap for the following subgroups: economically disadvantaged, black, and students with disabilities. This will be fully implemented when there is no longer an achievement gap.		Courtney Wright	06/01/2022
Actions			7 of 10 (70%)		
10/20/17	October - November Data Focus - EVAAS		Complete 06/01/2020	David Colwell	06/05/2020
	<i>Notes:</i> Teacher and administrators will attend PD in October and utilize data in November to focus instruction and lesson planning.				
10/20/17	January and June Data Focus - EOC's, NCFE's, CTE's		Complete 06/01/2020	Jeanne Schlichting	06/05/2020
	<i>Notes:</i> Teacher and administration will utilize test data to determine proficiency and growth. This data will be used to drive instruction and lesson planning.				
10/20/17	February Data Focus - Master Schedule		Complete 06/01/2020	David Colwell	06/05/2020
	<i>Notes:</i> We will begin registration based on teacher recommendations, test data, EVAAS data and classroom observations.				
10/20/17	March Data Focus - Attendance and parent contacts		Complete 06/01/2020	Jeanne Schlichting	06/05/2020

	<i>Notes:</i> Teachers will look at attendance and make parent contacts mid way through the second semester.			
10/20/17	April and May Data Focus - EVAAS	Complete 06/01/2020	David Colwell	06/05/2020
	<i>Notes:</i> Teachers and administration will evaluate EVAAS data to determine a plan of action to assist with remediation before testing in June.			
9/5/18	We will continue with the actions from last year and add to them. We will spend more time looking at growth data in EVAAS and change the focus of conversations from student proficiency to student growth. This will be done beginning in October with individual conversations with teachers about growth data in EVAAS when it is released.	Complete 06/01/2020	David Colwell	06/05/2020
	<i>Notes:</i> This will be done when the initial data is released and then again once students have been assessed.			
10/2/19	Teacher Working Conditions Survey (TWCS)	Complete 06/01/2020	David Colwell	06/05/2020
	<i>Notes:</i> This is actually completed once every other year. Teachers will take the survey in March and the data is used to make adjustments for the upcoming year.			
6/4/21	Review of learning targets professional development from 20/21.		Denise Allen	09/30/2021
	<i>Notes:</i>			
6/4/21	Ruby Payne poverty training completed for all staff		Denise Allen	10/31/2021
	<i>Notes:</i>			
6/4/21	Success criteria training for all teachers.		Denise Allen	12/31/2021
	<i>Notes:</i>			