

Comprehensive Progress Report

Mission:

The mission of Piedmont High School is to provide the opportunity for students to develop intellectually, socially, emotionally and ethically. We strive to ensure that all of our students are actively engaged in learning and are respectful and responsible problem solvers, enabling them to become productive members of the community, equipped to deal with the challenges of the 21st century.

Vision:

The purpose of Piedmont High School is to prepare all students for success by blending past, present, and future.

Goals:

Upon graduation, every student will be prepared for work, further education, and citizenship.

Every student has access to social and emotional support and resources.

Every student will have access to a personalized education to support post-secondary goals.



! = 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>		<p>Administration meets with each grade level at the beginning of the year to go over the UCPS Student Code of Conduct as well as school-level rules and procedures. Each student is given a copy of our Student Handbook which includes the UCPS Student Code of Conduct, our school level rules and procedures and MTSS suggestions. Each student and parent has to sign a form stating they have received a copy and understand the terms.</p> <p>Classroom teachers are required to create and communicate their own set of classroom rules and procedures and to follow them with fidelity. In our survey, the majority of teachers stated that as a whole, most teachers have a set of rules and employ effective classroom management. The area to improve is the positive teaching, reinforcement and rewards.</p> <p>We have implemented a new program entitled Panther Positivity Coupons. Teachers will be given 2 coupons each 6 weeks and they will give them to students that they see doing the right things to include discipline, attendance, service learning, etc. The students can then turn the coupons in to counselors/administrators each Wednesday in the lunchroom and receive a reward.</p> <p>Teachers are also sending Panther Success cards home in the mail to recognize students.</p>	Limited Development 09/30/2019		
<i>How it will look when fully met:</i>		Students will be aware of the rules and policies of UCPS and Piedmont High School through various avenues as handbook, website, personal communication and administrative meetings. There will be a rewards system in place to recognize students who follow said rules.		Mari McTamney	05/28/2021
<i>Actions</i>			0 of 4 (0%)		
	10/14/19	Panther Positivity Program/Coupon- Each 6 weeks, teachers will give out 2 coupons each to deserving students. The guidance department is in the cafeteria daily with treats and prizes for students who turn in their Panther Positivity Coupons.		Mari McTamney	05/28/2021
<i>Notes:</i>					

11/14/19	Assembly at the beginning of 2nd semester to revisit rules and expectations.		Mari McTamney	05/28/2021
<i>Notes:</i>				
11/14/19	Teachers will be expected to contact parents when a referral is initiated or misbehavior takes place in class. Administrators will follow up on referral in Ed Handbook and assign appropriate consequences.		Mari McTamney	05/28/2021
<i>Notes:</i>				
11/14/19	Teachers will mail home Panther Success cards to recognize students for following the rules and doing the right thing.		Mari McTamney	05/28/2021
<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>		<p>Each department meets as a whole to discuss standards, common assessments, instructional practices, curriculum alignment and data. Within each department, there are leveled PLC meetings that occur once a month at a minimum. For example, Math 1 teachers meet to go over any NC Check-In data, common assessment data and to plan instructional units to include emphasis on power standards. They share best practices as well as develop tutoring schedules and credit recovery remediation schedule to address weaknesses and to reteach standards not mastered.</p> <p>Our ELL teacher provides our teachers with supplemental activities to reinforce English concepts and vocabulary. She also pulls students 4th block to work with them on ELL curriculum. Our EC teachers invite regular ed teachers into the IEP meetings to discuss accommodations as well as strategies to help students be successful in the classroom. We also have certain co-taught courses in which a regular ed teacher is paired with an EC teacher to collaborate on student instruction.</p> <p>Teachers share activities, tests, resources, etc., via Canvas and county level repositories.</p>	Full Implementation 11/14/2019		

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>		<p>We are following UCPS district Tier 1 instructional model for Gradual Release of Responsibility.</p> <p>We are utilizing the data dashboard to identify students in need of interventions (behaviors, academics and attendance).</p> <p>School personnel attends MTSS professional development.</p> <p>Teachers participate in focused professional development activities at the school and district level.</p>	Limited Development 11/14/2019		
<i>How it will look when fully met:</i>		<p>Fully implemented MTSS process will identify and provide targeted interventions and strategies for students falling within data parameters set by the MTSS team.</p> <p>Up to date data dashboard</p> <p>Use of Ed-handbook reports to disaggregate behavior data supported with behavioral intervention plans when needed.</p> <p>We will use attendance data to track and identify students with attendance issues outside our policy.</p> <p>Agendas/minutes from MTSS meetings.</p>		Dylan Stamey	05/28/2021
<i>Actions</i>			2 of 4 (50%)		
	11/17/20	We have added an instructional coach through Mr. Schneider to meet with teachers to discuss classroom instructional support and to provide virtual support. He provides professional development and one on one meetings on Fridays.	Complete 11/17/2020	Patrick Ledford	12/21/2020
<i>Notes:</i>					

11/17/20	Data manager will run reports to identify student failures and teacher failure rates. These reports will be shared with grade level administrators and counselors for follow-up.		Dylan Stamey	05/28/2021
<i>Notes:</i>				
11/17/20	Continue to update data dashboard		Dylan Stamey	05/28/2021
<i>Notes:</i>				
11/14/19	Attendance counselor will run reports to identify students who have not been in attendance on their face to face days and who have not been logging in to Canvas to be marked "Present Off Site." Grade level administrators and counseling will review this information and make contact with the parents and students to encourage attendance and engagement. We will also be in contact with all teachers involved to provide them with accurate updates.	Complete 11/13/2020	Dylan Stamey	05/28/2021
<i>Notes:</i>				

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>A district initiative to add a 5th counselor in all high schools was funded. Piedmont onboarded our 5th counselor in the middle of the 2019-2020 school year. This counselor supports the social and emotional learning needs of our students.</p> <p>During a traditional school year, counselors visit homerooms to establish positive relationships. Due to Plan B and planning our schedule for Covid-19, counselors are available during all lunches to establish positive relationships with our students. They are also looking at survey results data and addressing individual concerns with students.</p> <p>Counselors are also attending targeted SEL training and in turn, providing training to our staff.</p> <p>Counselors are documenting the students they meet with and work collaboratively with our assigned social worker and behavioral therapist.</p>	Limited Development 10/14/2019		
How it will look when fully met:			<p>We will have a full time 5th counselor dedicated to SEL.</p> <p>We will have established SEL lessons, guidelines and policies to support students' needs.</p> <p>We will be able to use the documentation data to drive our school counseling program.</p> <p>Students will be able to identify and have access to at least one advocate in our building. (Positive relationships)</p>		Sarah Mitchell	05/28/2021
Actions				2 of 4 (50%)		
	11/17/20	School administration will establish a meeting schedule with our guidance department for strong communication and to collaborate as a team to address our common goals.		Complete 11/17/2020	Mari McTamney	12/21/2020

<i>Notes:</i>						
	11/17/20	Our guidance department will establish a weekly cafeteria schedule for coverage and to provide support and be visible for our students. This will allow them to check in with our students through daily, less formal interactions outside of the guidance office.	Complete 11/17/2020	Mari McTamney	12/21/2020	
<i>Notes:</i>						
	11/17/20	Weekly counseling visits with students and virtual check ins available. Counselors will also be available to provide one on one meetings for SEL support and to promote college and/or career readiness.		Sarah Mitchell	05/28/2021	
<i>Notes:</i>						
	11/17/20	Counselors will review yearly documentation data to determine high needs as well as successes.		Sarah Mitchell	05/28/2021	
<i>Notes:</i>						
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Currently, we have an 8th to 9th transition plan in place. Our counselors, administration and Career Development Coordinator meet with 8th grade students in the spring to discuss registration for 9th grade classes. Prior to this meeting, our counselors meet with administration and 8th grade counselor from the middle school to discuss registration as well as the teacher recommendation process.

We also have a new program-Freshmen Peer Mentors-in which a select group of seniors mentor at-risk 9th graders as identified by the middle school administration and counseling staff. They began meeting with the students in the 8th grade. Over the summer, we held a freshmen transition mini-camp. Mentors and teachers were on campus and held workshops/info sessions for the incoming freshmen.

Clubs/extracurricular activities sponsors were present to talk to the students about getting involved. Counselors were teaching a session on graduation requirements as well as academic tutoring assistance and social/emotional well being resources. Several of our mentors also held a Q&A session on topics that cause the most anxiety for our freshmen. We also gave out preliminary schedules and led them on a school tour.

Mentors and mentees are currently in the same homeroom and meet each week for approximately 10 minutes. They discuss such topics as academics, social media, tutoring and other topics that are relevant to our freshmen class.

Limited Development
11/18/2019

How it will look when fully met:	<p>There will be transition plans in place to assist 8th grade to 9th grade. (freshmen mentors) Counselors continue to meet with students during the year and before registration to discuss classes to take to make sure they are matriculating to the next grade level. Homeroom teachers will be looped to provide continuity from grade level to grade level. Homeroom teachers assist students with planning from grade to grade. Due to current plan B schedule, we use student's second block class for teachers to assist students in planning from grade to grade. We will return to a schedule that offers homeroom once we are back on plan A.</p> <p>Core academic teachers will meet within their PLCs to discuss leveled courses -Math 1 to Math 2, etc. to ensure students are prepared academically to take the next level and be successful.</p>		Patrick Ledford	05/28/2021
Actions		1 of 4 (25%)		
11/17/20	With Covid-19 restrictions, our student government will create a welcome/open house video for our rising freshman students to get acclimated with Piedmont High School.	Complete 11/17/2020	Mari McTamney	12/21/2020
<i>Notes:</i>				
11/17/20	High school counselors meet with 8th grade counselors to discuss transition and registration plans.		Patrick Ledford	05/28/2021
<i>Notes:</i>				
11/17/20	Teachers will meet at least twice monthly within their PLCs to plan and discuss leveled course transitions to ensure students are ready for next level.		Dylan Stamey	05/28/2021
<i>Notes:</i>				
11/17/20	There will be a freshmen transition program in place to meet the needs of upcoming 8th graders. Senior mentees will be assigned to identified 8th graders and will meet each week in homeroom. There will be a summer mini-transition camp for all 8th graders which will include topics to assist 8th graders with a successful transition.		Mari McTamney	05/28/2021
<i>Notes:</i>				

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>		High school principals support one another through communication and collaboration. They effectively provide ideas and feedback regarding initiatives that are occurring in their buildings and how they are implementing them. High school principals also communicate and collaborate with principals within their cluster. The high school director provides direct support and input to all high school principals. High school principals attend multiple principal meetings per month in order to evaluate and analyze district initiatives.	Full Implementation 02/03/2020		
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
<i>Initial Assessment:</i>		<p>Leadership teams at Piedmont High consist of:</p> <ul style="list-style-type: none"> Department Chair Site-Based Committee Whole Staff Administration/Guidance <p>These teams meet weekly/monthly to review and discuss effective practices/programs.</p> <p>Each department/subject level meets at least twice a month in their respective PLCs alongside administration to discuss instructional practices and common assessments. Student data is discussed which is used to drive instructional practices.</p>	Full Implementation 10/14/2019		

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>		<p>Teachers are given time either face to face in planning periods, lunches or virtually to meet with their grade level peers or subject area PLCs.</p> <p>Our School Improvement Team consists of teacher, counselor, administrative and parent representation. The SIT meets once a month to discuss topics relevant to school improvement.</p>	Full Implementation 02/05/2020		

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>		<p>Principal and assistant principals all meet state observation guidelines for observation timelines and feedback.</p> <p>During the post-observation meetings, administration provides feedback based on NCEES observation standards and curriculum alignment.</p> <p>Currently doing periodic walkthroughs of classrooms.</p>	Limited Development 10/14/2019		
<i>How it will look when fully met:</i>		<p>Teachers will receive timely and valid feedback after each formal/informal observation. Teachers will be able to use the feedback to improve instruction which should in turn, drive student learning/achievement.</p> <p>Administration will have a digital walkthrough feedback form to utilize.</p>		Patrick Ledford	05/28/2021
<i>Actions</i>			2 of 3 (67%)		
11/17/20		With virtual learning and the use of Canvas, school administration will provide clear expectations for teachers regarding what an exemplar Canvas page should include for smooth navigation for all stakeholders. Administration will also review teacher's Canvas pages and provide feedback.	Complete 11/17/2020	Dan Edwards	12/21/2020
<i>Notes:</i>					
11/17/20		Administration will complete observations by the stated deadlines for the district.		Patrick Ledford	05/28/2021
<i>Notes:</i>					
10/14/19		Create a shared digital walkthrough instrument that would enable administration to provide immediate feedback to teachers.	Complete 10/28/2020	Dylan Stamey	05/28/2021
<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
<i>Initial Assessment:</i>		<p>Teachers and administrative team are provided benchmark and testing data which is used to make instructional decisions and possible interventions.</p> <p>Some teachers and each administrator utilizes EVAAS data to determine pathways for students transitioning from 8th to 9th grade. We also use it to determine which students are placed in foundational courses to provide needed assistance and which are placed in the accelerated pathways.</p> <p>Some teachers utilize benchmark data to identify and reteach concepts that were not mastered and to identify strengths/weaknesses and plan instruction accordingly.</p> <p>There is an identified MTSS coordinator that has created a district-wide data-dashboard to assist with collection of individual student data for invention purposes.</p> <p>The district has provided Instructional Content Facilitators to assist our teachers with disaggregation of benchmark and testing data for planning purposes.</p> <p>We currently utilize a classroom walk-through form to provide instant feedback to teachers to allow them to reflect and make instructional modifications to their lesson plans/instruction.</p>	Limited Development 02/05/2020		

How it will look when fully met:	<p>All teachers will utilize EVAAS, benchmark and testing data to improve instructional delivery and to make scheduling decisions. We do not have any data from the Spring 2020 semester due to Covid-19.</p> <p>Teachers will make instructional changes based on walkthrough and observation feedback and suggestions.</p> <p>Administration will use growth/NCFE/EOC performance data to adjust master schedule.</p>		Dan Edwards	05/28/2021
Actions		0 of 1 (0%)		
2/5/20	Professional development provided to teachers on how to utilize EVAAS data to make instructional decisions to drive student growth and mastery.		Dan Edwards	05/28/2021
<i>Notes:</i>				

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Talent recruitment and retention
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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
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<p>Initial Assessment:</p>	<p>As a district, there is a system in place for recruiting highly qualified teachers. Administrators and Human Resource personnel travel to colleges to recruit graduates as well as holding our own district hiring fair. Potential candidates are given the opportunity to speak to school and UCPS representatives and may be given an onsite interview/job offer.</p> <p>On our website, links provide potential candidates as well as current employees, employment resources and support.</p> <p>UCPS Human Resource Site</p> <p>Teacher candidates are interviewed and scored utilizing the Habermann method. Applications are handled through Frontline so that other administrators can have access to potential hires for open positions.</p> <p>UCPS and the schools serve our beginning teachers, years 1-3, through a Beginning Teacher Support Plan. UCPS Beginning Teacher Support Program At the school level, Piedmont has a lead teacher who facilitates the BT program with our beginning teachers. She, in conjunction with administration, assigns mentors based on subject area, professional need, etc. Monthly meetings with the whole group take place and the mentor/beginning teacher meet at least once a week to go over assigned topics. The LEA Beginning Teacher Support Coordinator meets with our facilitator as well as our BTs on a periodic basis.</p>	<p>Full Implementation 11/15/2019</p>		
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<p>Core Function:</p>	<p>Dimension E - Families and Community</p>
<p>Effective Practice:</p>	<p>Family Engagement</p>

	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
Initial Assessment:			<p>Parents/community members are notified of school events/happenings through resources such as Connect-ed, PowerSchool, website, and multiple social media outlets.</p> <p>Teachers have a Canvas LMS page that parents can access to see what their student is doing/learning in classes.</p> <p>We currently hold open houses to allow parents to meet with teachers, counselors and administration to ask curriculum questions. One particular open house is geared specifically toward freshmen to address transition, curriculum, expectations, etc.</p> <p>It is an expectation that teachers make contact with parents to inform them of any academic issues and to support their student in the classroom.</p> <p>Parent/teacher conferences with counselor included</p>	Limited Development 02/05/2020		
How it will look when fully met:			<p>Each teacher will maintain a fully implemented and active Canvas page for students/parents.</p> <p>Open houses/curriculum night will continue to be held. Covid-19 restrictions have effected this process and we have accommodated virtually.</p> <p>All social media/electronic communication will be kept current with information for parents to support student learning.</p> <p>Teachers will maintain 2-way communication with parents/guardians to support student learning.</p>		Janet Smith	05/28/2021
Actions				1 of 5 (20%)		
		11/17/20	Mr. Stamey will establish a schedule for weekly Connect Eds and "This Week" for all stakeholder to stay informed with the events occurring at Piedmont High School.	Complete 11/17/2020	Dylan Stamey	12/21/2020

<i>Notes:</i>			
11/17/20	Provide ongoing support for Canvas platform utilization.	Janet Smith	05/28/2021
<i>Notes:</i>			
11/17/20	School will provide an electronic newsletter that will be published monthly on our website. It will include tips/study resources/academic advising, parent support, etc.	Janet Smith	05/28/2021
<i>Notes:</i>			
12/7/20	We will create teams to conduct home visits for students who have not been participating and logging on to their virtual lessons. We will complete the majority of our home visits on Fridays .	Dan Edwards	05/28/2021
<i>Notes:</i>			
2/5/20	Flyers/communication available with information on how to support their student's learning/academic goals. The info would include tutoring info, college planning, study tips/resources, ACT/SAT resources, etc.	Janet Smith	05/28/2021
<i>Notes:</i>			