

Advancing School Leadership for Continuous Improvement

# The “Progress & Growth” of a Trauma Sensitive School

February 26, 2020

**R. Steven Jones, Principal Northeast High School (Macon)**

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 [@PRIDEEASTSIDE](https://twitter.com/PRIDEEASTSIDE)



# Session Norms

Place electronics on silence/vibrate.

Remain engaged in learning.

Respectfully share opinions.

Ask questions for clarification to avoid making assumptions

Expect Clarity not Closure

People > Phones

# The “Progress & Growth” of a Trauma Sensitive School

**NORTHEAST HIGH SCHOOL’S STORY OF PERSEVERANCE THROUGH PRIDE!**

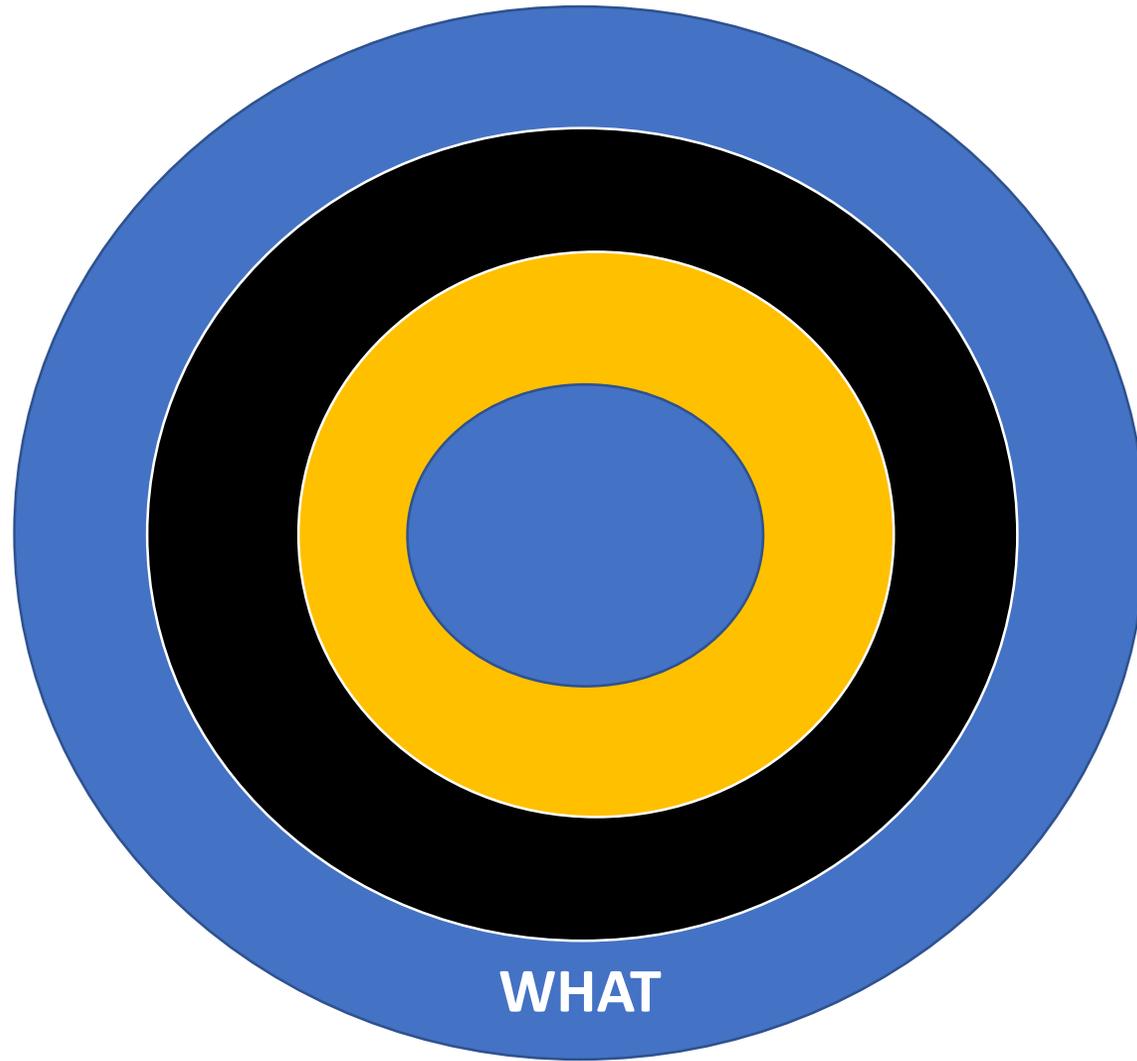
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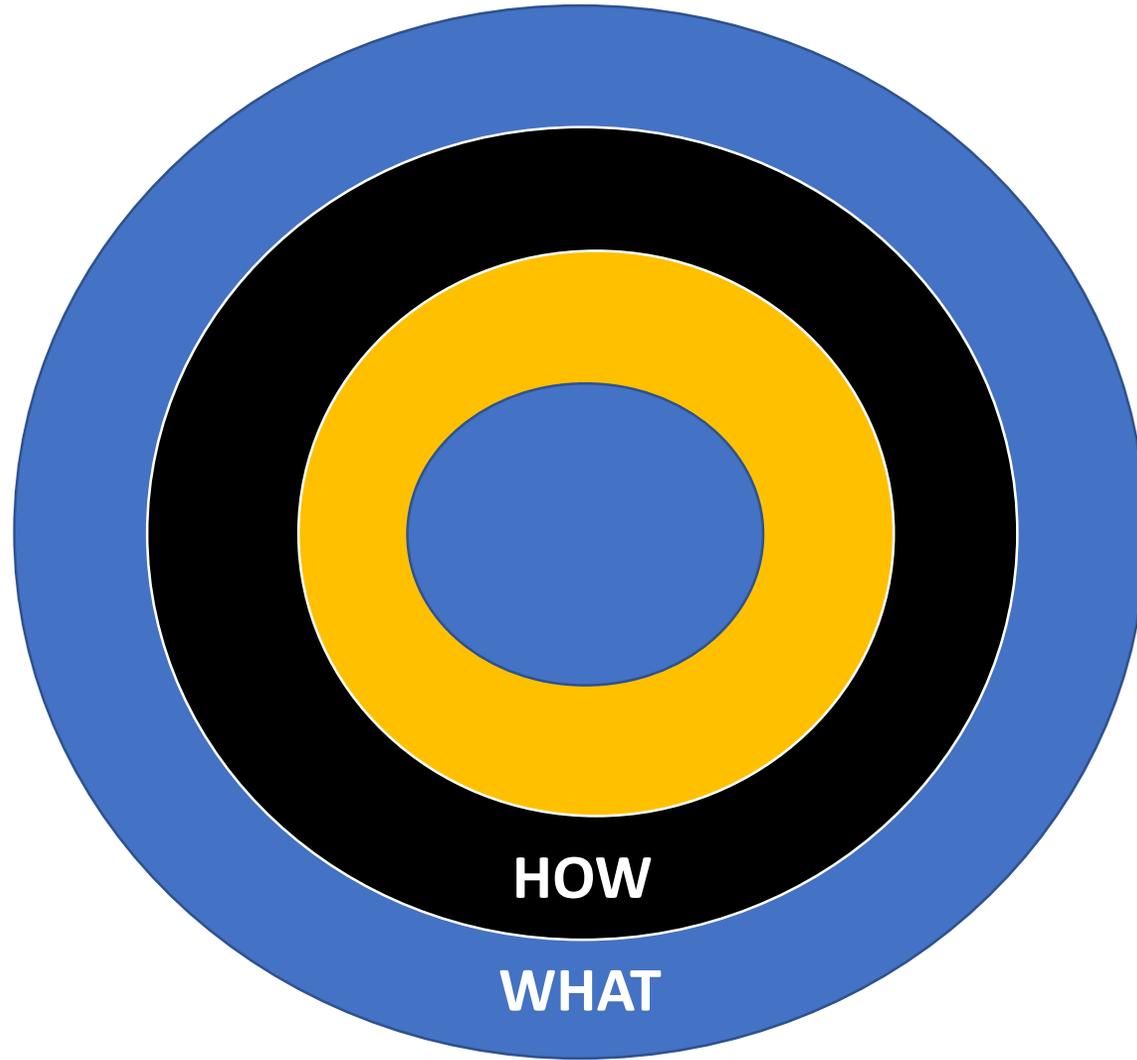
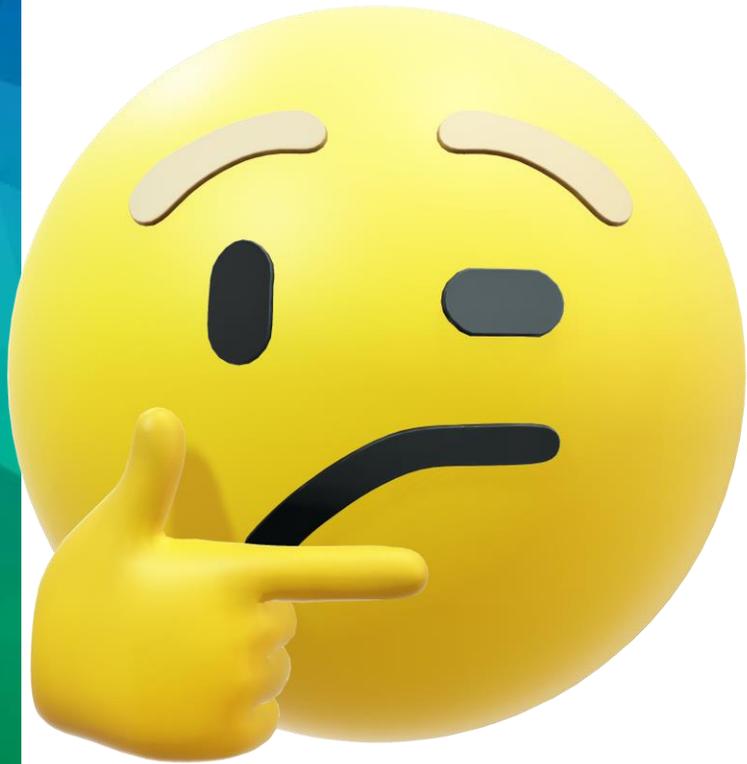
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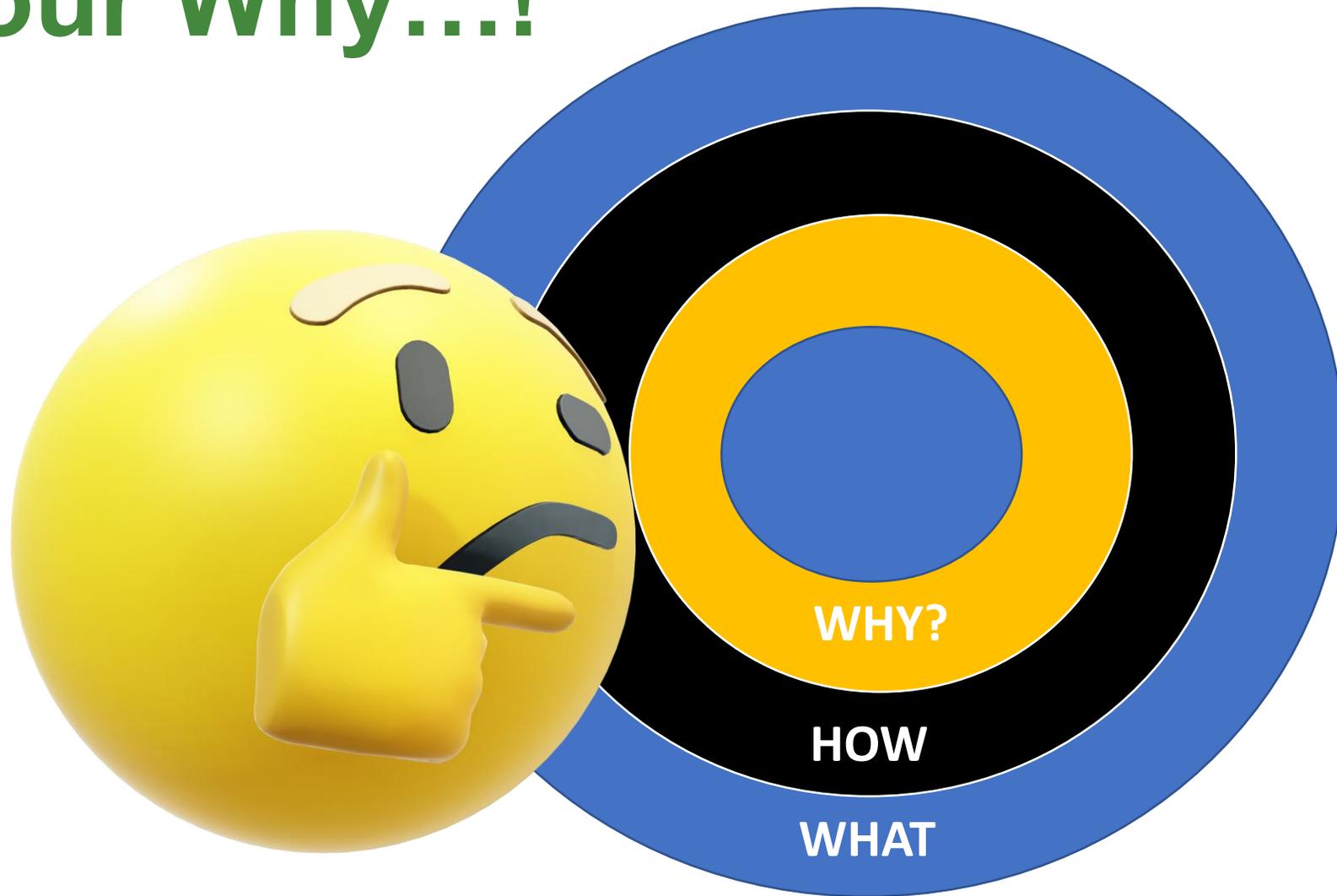
# Closing the Gap Activity



WHAT



# Your Why....!

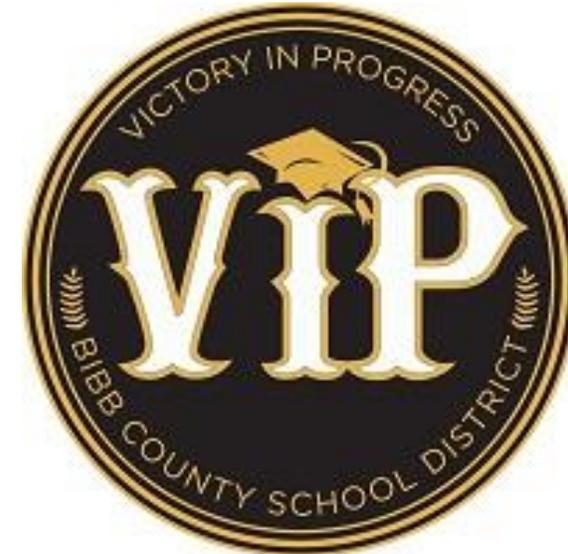


# Why...NOT!





Who Are We!!!





### Northeast High School student excited after 18 college acceptance letters

"He really has grown."

**LOCAL**

Author: Sabrina Burse  
Published: 6:36 PM EDT April 15, 2019  
Updated: 10:58 PM EDT April 15, 2019

**MACON, Ga.** — A Macon teen is fired up after getting 18 college acceptance letters. Sabrina Burse spoke to him to find out his plans and what helped him reach his goals. Northeast High School student Donell Lossa

### 31st Annual Middle Georgia State University Academic Bowl Competition #RaiderPride #EastsideOutLoud

Update!!!  
Northeast took victories over the following schools:  
Southwest 160-20  
Warner Robins High School A 150-110  
Mary Persons B 150-120

Please don't ever tell me excellence can't be epitomized across the river! 🧠🧠🧠



EDUCATION

## Education Notebook: Northeast grad receives Jack Kent Cooke scholarship

Auriel Wright, a Harvard University freshman and Northeast High School's Class of 2015 valedictorian, has been selected into the Jack Kent Cooke

Northeast High School senior Auriel Wright has raked in about \$1.3 million in scholarship money. Stanford, Harvard, Yale, U Penn, Princeton and Georgetown are just the short list of prestigious schools she's been accepted to.



13WMAZ.COM

### Bibb student gets into four Ivy League schools

Most students would be honored to get an acceptance lett...

**CONGRATULATIONS** to Senior Class President "Nia James". She is the 2020 CTAE Student of the year and will represent NEHS April 8, 2020.



A glimpse into our daily learning environments here at Northeast...we teach....they learn....they have a growth mindset....their scores are rising tremendously...they save lives by donating blood....they can save a life by performing CPR...they donate their personal time to the community, when they can be doing other things...

#iTeach  
#TheyLearn  
#T... See More

Northeast High School! We teach and learn together!





**June Jordan O'Neal is with Dominique Johnson and 7 others at Northeast Health Science Magnet High School.** ...

Dec 3, 2019 at 10:06 AM • Macon, Georgia • 🧑🏻‍🤝‍🧑🏻

Delighted to be at the ribbon cutting of Northeast High School.



It is so inspirational to see so many people offering new choices for students in East Macon. Our newest club, at Northeast, is the Robotics Team. I am simply amazed at what this team has done in one year. This is Chelsea Robinson's first year at Northeast and she has done a tremendous job with our students. Yes, we have a competitive Robotics... [See More](#)



**Alfa Insurance - Brad Powell Agency**

Nov 25, 2019 at 4:06 PM • 🌟

Congratulations to Kevin Stewart of the Northeast Raiders football program. Kevin is the Alfa Insurance: Offensive Lineman of the Week and the our fin... [See More](#)



Northeast was proud to be in the number Thursday night with several other Bibb schools. We were recognized twice at the board meeting.

1. PBIS State Distinguished School
2. We were removed from the state TSI list (meaning we are making gains and moving in the right direction)

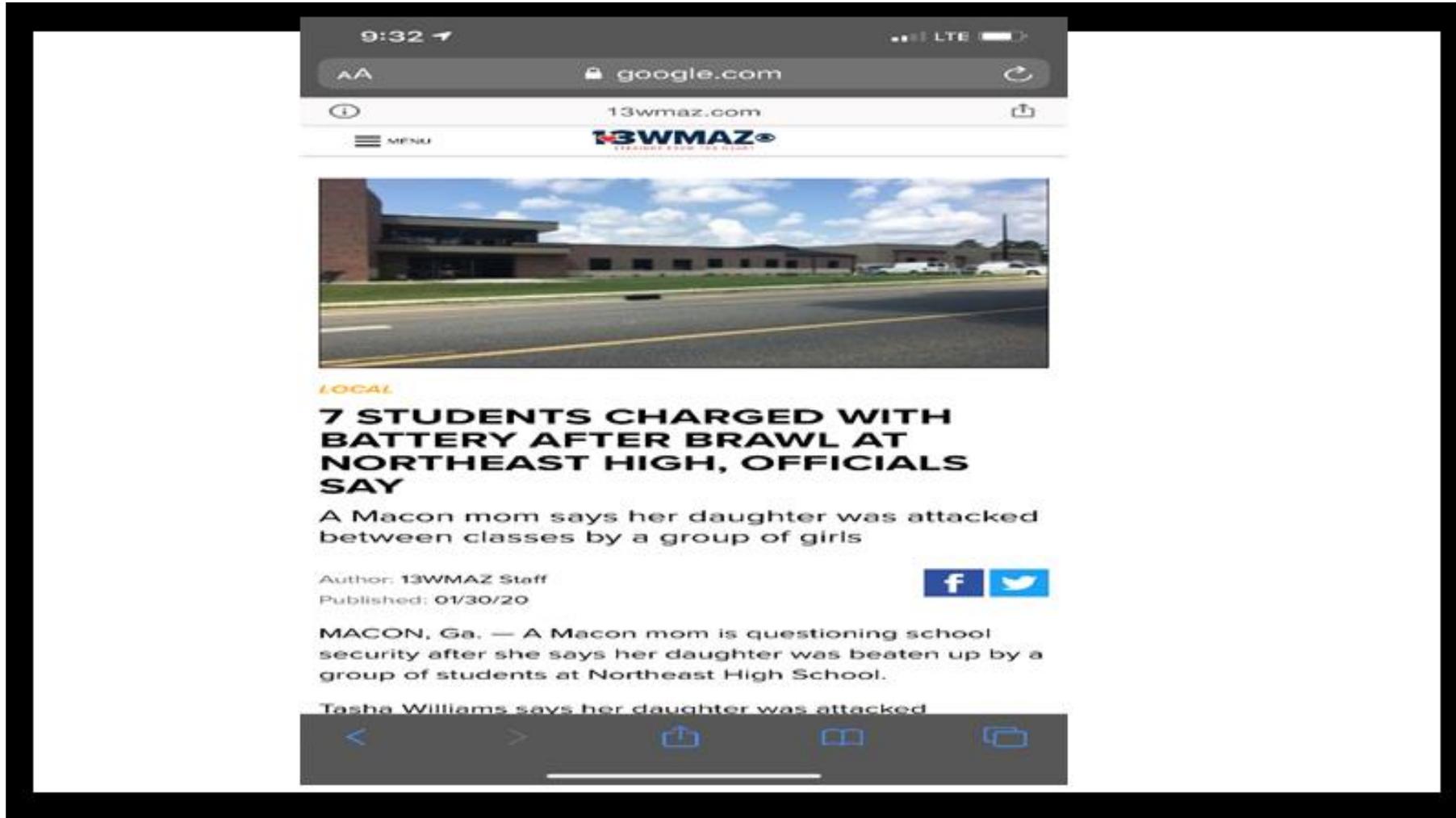
Shout out to the faculty, staff, students and community that made this... [See More](#)

**Bibb County School District is with Jesse Harrelson and Jamie Harrelson.**

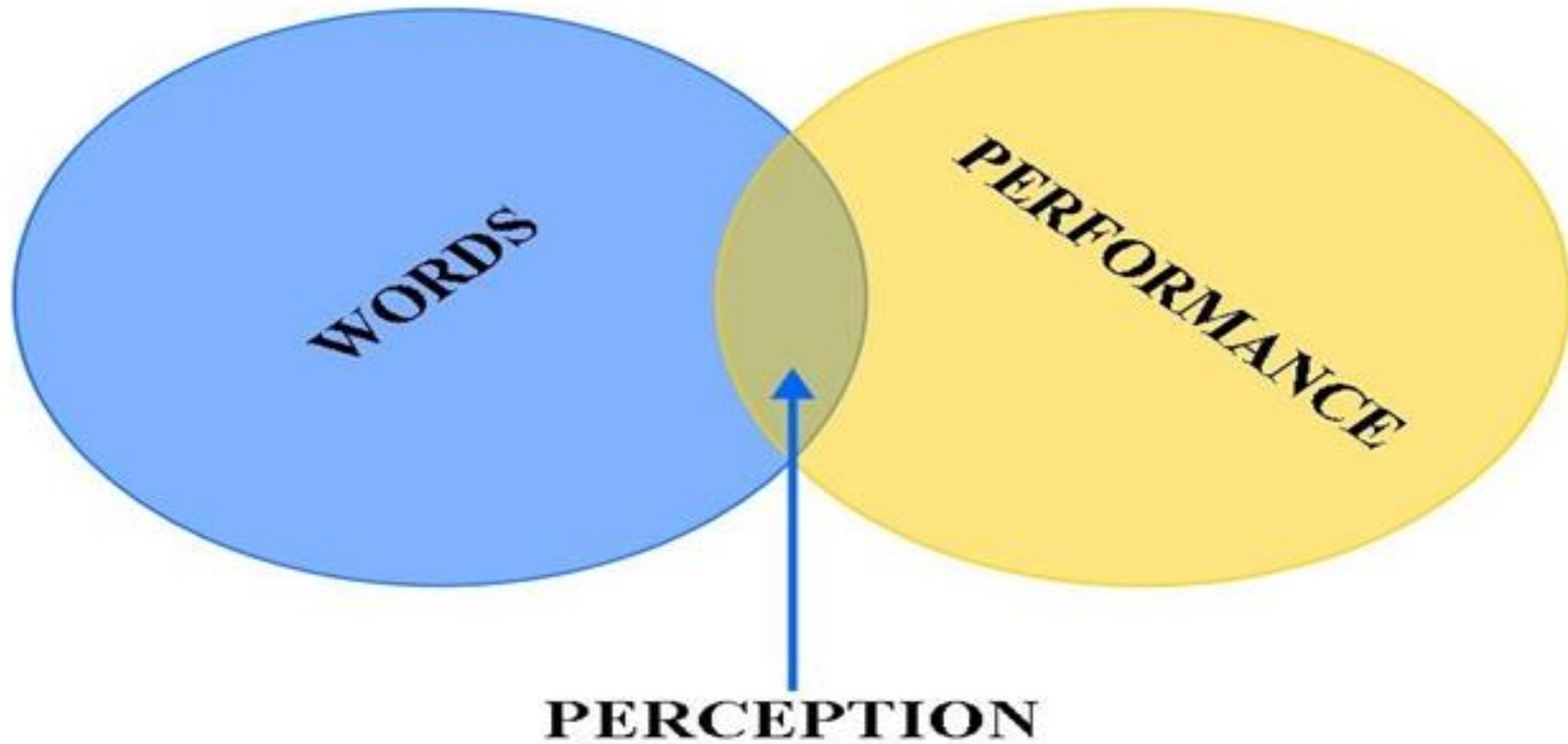
Dec 13, 2019 at 1:51 PM • 🌟

Last night, the Bibb County Board of Education held its regular monthly meetings. Special thanks to the following students for leading the Pledge of A... [See More](#)





# MANAGING PERCEPTION



“Deficit speech is a  
result of Deficit  
Thinking”

- **Principal Kafele**



# What do you see?



# What do you see?

- Vacancies
- Community
- Accountability
- Personal
- Trend Data
- Neglect
- Homeless
- Hunger
- Divorce
- Abuse
- Death



# Raider Declaration



## Northeast Health Science Magnet High School

**TODAY I AM SUCCESSFUL**

*Progress is my only option.*

**I am a Raider.**

*I am focused on the positive.*

**I encourage myself and others.**

*I recall information.*

**I understand what I am reading.**

*My teachers prepare me well.*

**I respond appropriately.**

**GREATNESS IS MY PORTION!**



## The Task At Hand: Trauma in our Schools vs. CCRPI

Richard Woods, Georgia's School Superintendent | Georgia Department of Education | Educating Georgia's Future



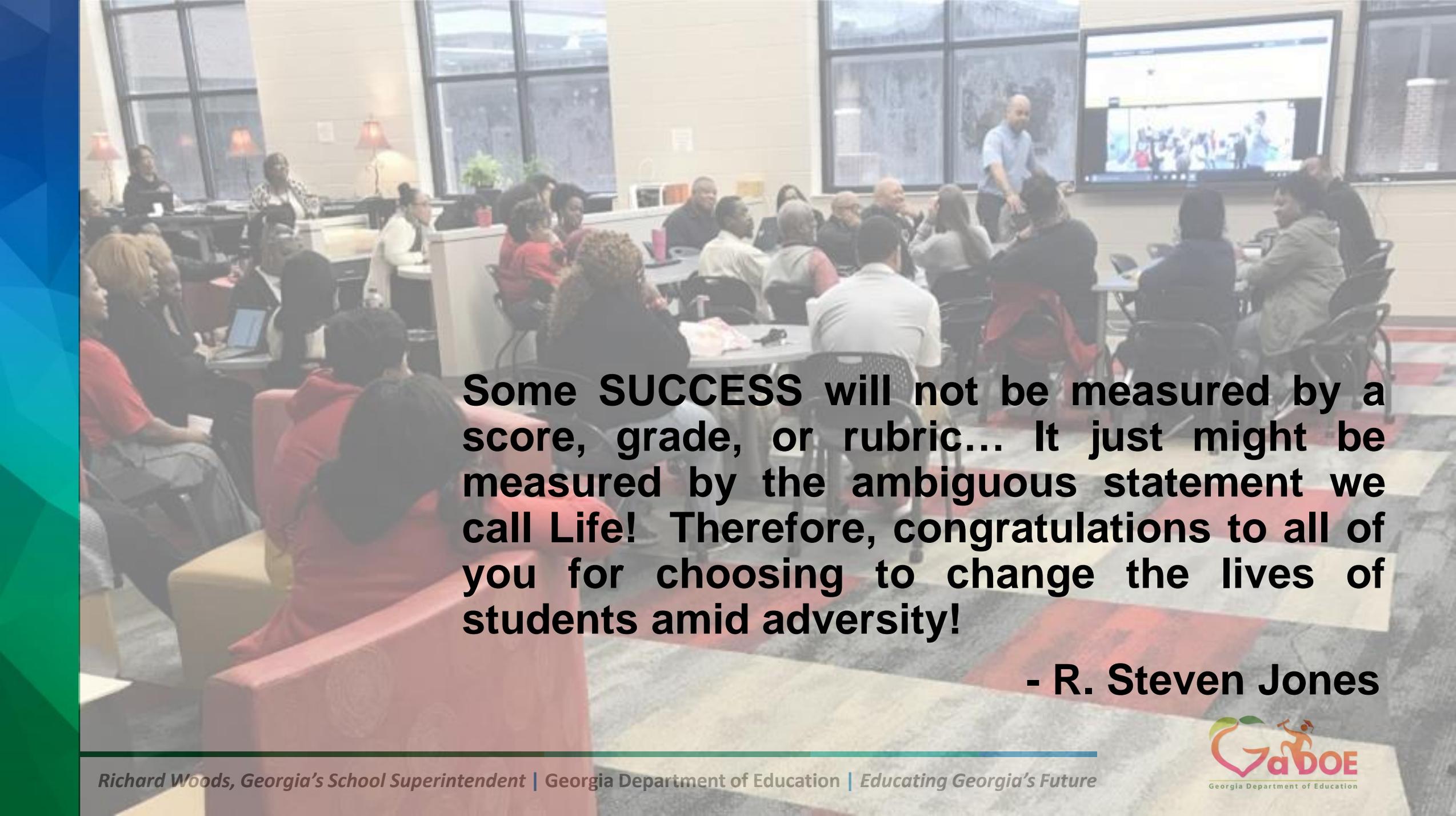
# Dealing with Feelings



© 2011 Good and Beautiful, Inc.

**You have developed a Trauma Sensitive School when students and staff understand that school is a safe place to carry their invisible back-pack. Students and staff understand that WE have a safe environment free to carry the complexities of life whether intentional or unintentional; however, **SUCCESS** is the expected product.**

**- R. Steven Jones**

A group of people are seated around tables in a meeting room, engaged in a discussion. A man in a light blue shirt is standing and presenting to a large screen displaying a video. The room has large windows and modern decor.

**Some SUCCESS will not be measured by a score, grade, or rubric... It just might be measured by the ambiguous statement we call Life! Therefore, congratulations to all of you for choosing to change the lives of students amid adversity!**

**- R. Steven Jones**



# TRAUMA

**Witnessing or experiencing an event that poses a real or perceived threat to the life or well being of the child or someone close the child (a loved one).**

---



## What sorts of Childhood Trauma effect the brain?

- Neglect
- Extreme Poverty
- Mentally Ill or addicted Parent
- Violent Household
- Losing a Parent or Sibling
- Sexual Abuse



# Effects

- May occur immediately or over time
- Individual may not recognize the connection between the effects and the events
  - inability to cope with the normal stresses and strains of daily living
  - Inability to trust and benefit from relationships
  - inability to manage emotions, memory, attention, thinking, and behavior
  - altering of one's neuro-physiological make-up and ongoing health and well-being.

Traumatic experiences may lead to a hypervigilant, constant state of arousal

# Strategies

- Social Emotional Learning
- Caring Relationship with an adult(Think about what problems the child has instead of a problem child)
- Learn what the triggers are
- De-escalation
- When upset, give student some water
- Wait until the shoulders drop

# Effects

- May occur immediately or over time
- Individual may not recognize the connection between the effects and the events
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  - Inability to trust and benefit from relationships
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Traumatic experiences may lead to a hypervigilant, constant state of arousal

# Who We Are

## OUR VISION

Each student will demonstrate strength of character and will be college or career ready.

## OUR MISSION

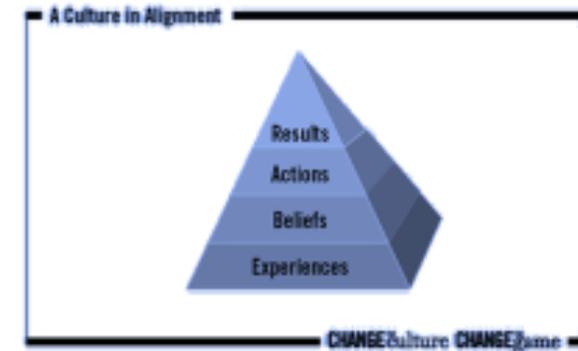
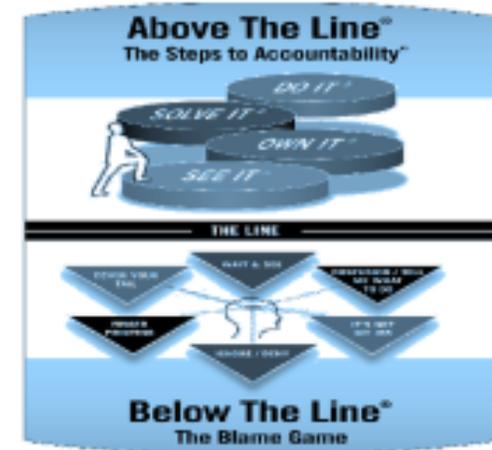
The Bibb County School District develops a highly trained staff and an engaged community dedicated to educating each student for a 21<sup>st</sup> century global society.

## OUR VALUES

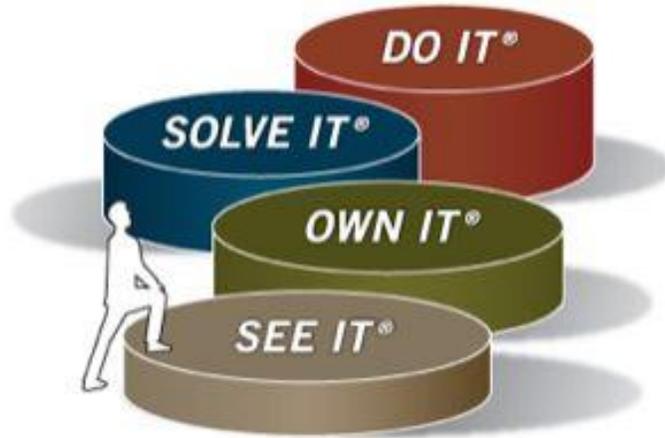
COMPETENCE  
LOYALTY  
OPEN COMMUNICATION  
DEFINED AUTONOMY  
HONOR

## OUR NON-NEGOTIABLES

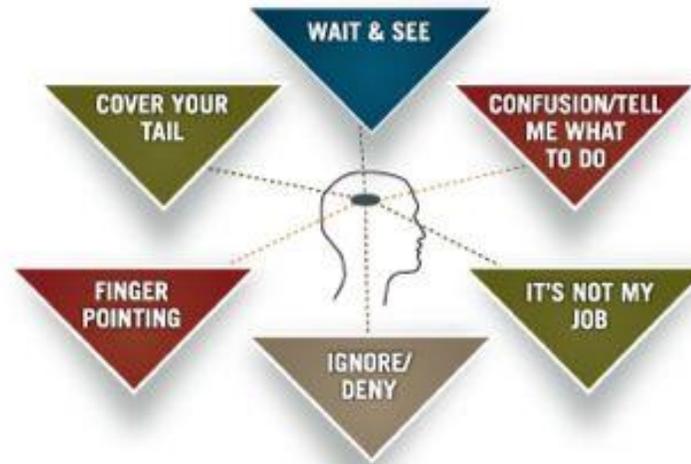
PBIS  
RTI  
FIP  
TKES & LKES



# ABOVE THE LINE®



## THE LINE

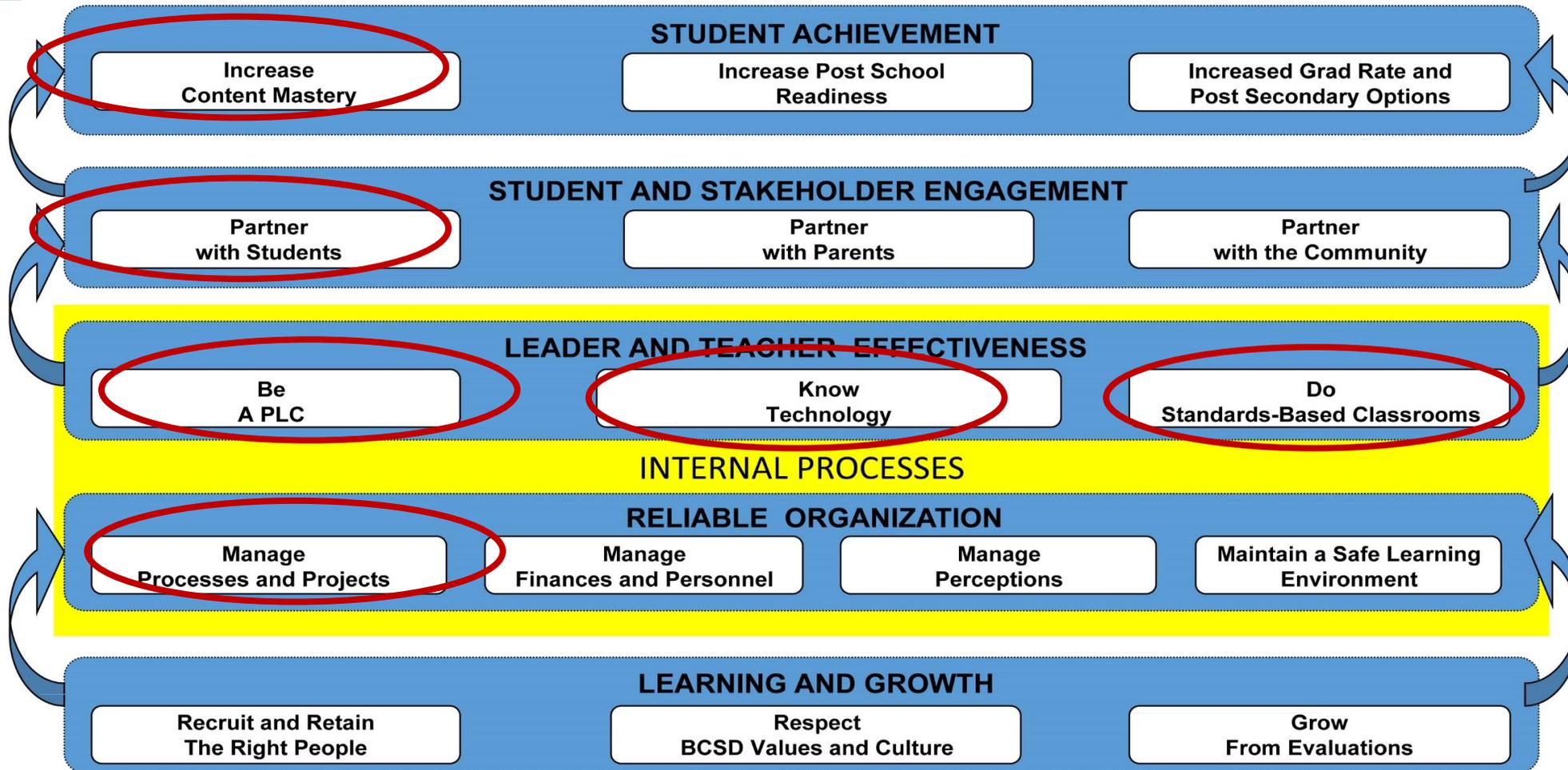


# BELOW THE LINE®

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# Victory in Our Schools

Overriding Objective = CCRPI > 70



## STRATEGIC PRIORITIES

**Priority 1:** Get students reading on grade level.

**Priority 2:** Be successful on the Georgia Milestones.

**Priority 3:** Increase the number of students in school every day.

**Priority 4:** Close the knowing-doing gap.

**Priority 5:** Work hard to support schools.

**Priority 6:** Establish a culture of accountability for everyone.



# Small Wins are Wins!

Happy Black Friday!!! INCENTIVES ARE IN!!!

4+



Jones, Roosevelt

Thu 11/21/2019 12:15 PM

6

NHSAII; Davidson-Bibaud, Ashley; Taylor, Jasmine; jarvisdenmark00@gmail.com +4 others



Northeast CCRPI 1 Pager 201...

685 KB

We did it, we did it! Another great year in the books. As a result of the increase in the CCRPI score, we will receive our incentives just in time to spend it for Black Friday (if that's your thing)!!! The picture below shows why ALL of us will receive our \$500 incentive for an increase in CCRPI scores. Yes, everyone (teachers, custodians, nutrition department, paraprofessionals, office staff and admin) that worked here last year will receive the \$500.00 bonus this week. Attached is a 1 Pager to show just how well we improved in many areas. Remember, this is separate from our Teacher Progress report that will be issued in December for those that earned one. The ELA and Math departments will also receive an additional December incentive for GROWTH Bubbles!!!! In an effort to increase to more opportunities for other teachers, we have added an incentive to all teachers that earn the green flags in the Closing the Gap area.

It is hard work being a Raider! While these incentives do not closely represent the hard work you do, it is another way of us using SIG funds to say thank you for ALL YOU DO. Pay close attention to the numbers below:



# CCRPPI Update

HIGH SCHOOL SCORE

**65.0** ↑

9.9 Point Increase

2018	2019
<b>26.0</b>	<b>29.9</b> ↑
<b>CONTENT MASTERY</b>	<b>CONTENT MASTERY</b>
English Language Arts: 36.08	English Language Arts: 42.98
Mathematics: 18.10	Mathematics: 20.94
Science: 24.27	Science: 28.72
Social Studies: 25.36	Social Studies: 26.89

ENGLISH LANGUAGE ARTS	42.98	↑
MATHEMATICS	20.94	↑
SCIENCE	28.72	↑
SOCIAL STUDIES	26.89	↑

**WHAT IS PROGRESS?**

Progress measures how much growth students demonstrate in English language arts and mathematics and how well English learners are progressing towards English language proficiency. The English language arts and mathematics indicators utilize Student Growth Percentiles (SGP) to measure how much growth students demonstrated relative to academically-similar students. English Language Proficiency measures whether students are improving within a performance band or moving up to another performance band, thus moving towards English language proficiency.

**HOW DID THE SCHOOL PERFORM ON PROGRESS?**

**85.8** ↑

HOW DID THE DISTRICT AND STATE PERFORM?	DISTRICT SCORE	STATE SCORE
	77.8	82.1

HOW DID THE SCHOOL PERFORM ON EACH INDICATOR?	ENGLISH LANGUAGE ARTS	MATHEMATICS	PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY
	90.08	81.50	

**GRADUATION RATE**

4-Year Graduation Rate: 80.7%

5-Year Graduation Rate: **81.82**

3 Consecutive Years Over 80%

**81.1** ↓

[VIEW DETAILS](#)

**SCHOOL CLIMATE**

Survey: 73.99

Discipline: 69.66

Safe And Substance-Free Learning Environment: 89.31

Attendance: 94.25

[VIEW DETAILS](#)

**WHAT IS CLOSING GAPS?**

Closing Gaps sets the expectation that all students and all student subgroups make improvements in achievement rates. This component is based on CCRPI improvement targets for academic achievement, which are represented by Improvement Flags, and it provides an opportunity for schools to demonstrate the progress made in improving student performance among all student subgroups.

**HOW DID THE SCHOOL PERFORM ON CLOSING GAPS?**

**90.6** ↑

SCHOOL DEMOGRAPHICS	DISTRICT SCORE	STATE SCORE
	66.7	80.0

2018	English Language Arts	Mathematics	Science	Social Studies	2019	English Language Arts	Mathematics	Science	Social Studies
ALL STUDENTS	█	█	█	█	█	█	█	█	█
AMERICAN INDIAN / ALASKAN NATIVE	█	█	█	█	█	█	█	█	█
ASIAN / PACIFIC ISLANDER	█	█	█	█	█	█	█	█	█
BLACK	█	█	█	█	█	█	█	█	█
HISPANIC	█	█	█	█	█	█	█	█	█
MULTI-RACIAL	█	█	█	█	█	█	█	█	█
WHITE	█	█	█	█	█	█	█	█	█
ECONOMICALLY DISADVANTAGED	█	█	█	█	█	█	█	█	█
ENGLISH LEARNERS	█	█	█	█	█	█	█	█	█
STUDENTS WITH DISABILITY	█	█	█	█	█	█	█	█	█



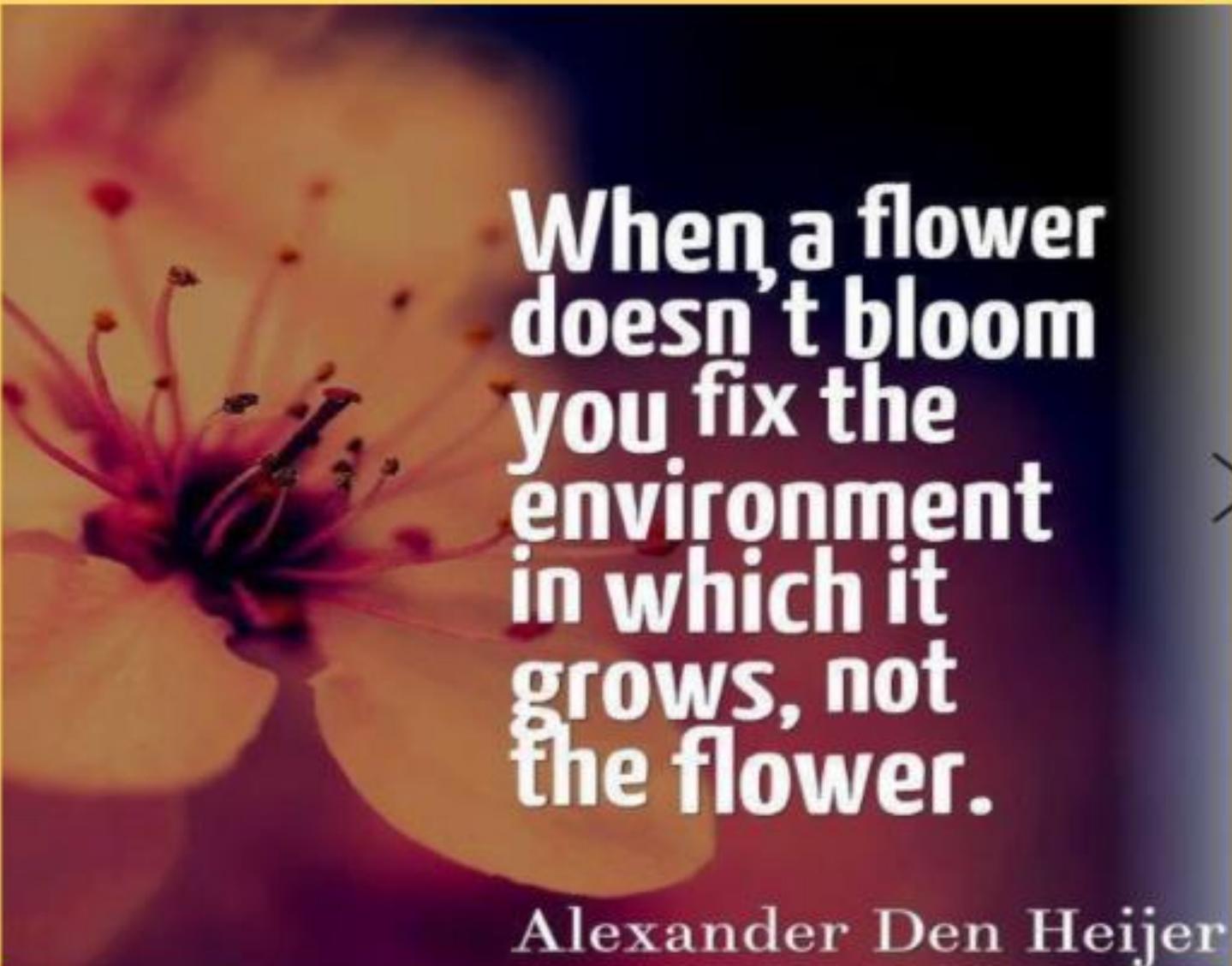
“Words of affirmation are a result of Positive Thinking”

- R. Steven Jones



**NEHS HIGH FIVES**





**When a flower  
doesn't bloom  
you fix the  
environment  
in which it  
grows, not  
the flower.**

Alexander Den Heijer



# THE NEHS DRAFT



# RaiderVisement

## 2 Days of Focused Learning

### Academic Day

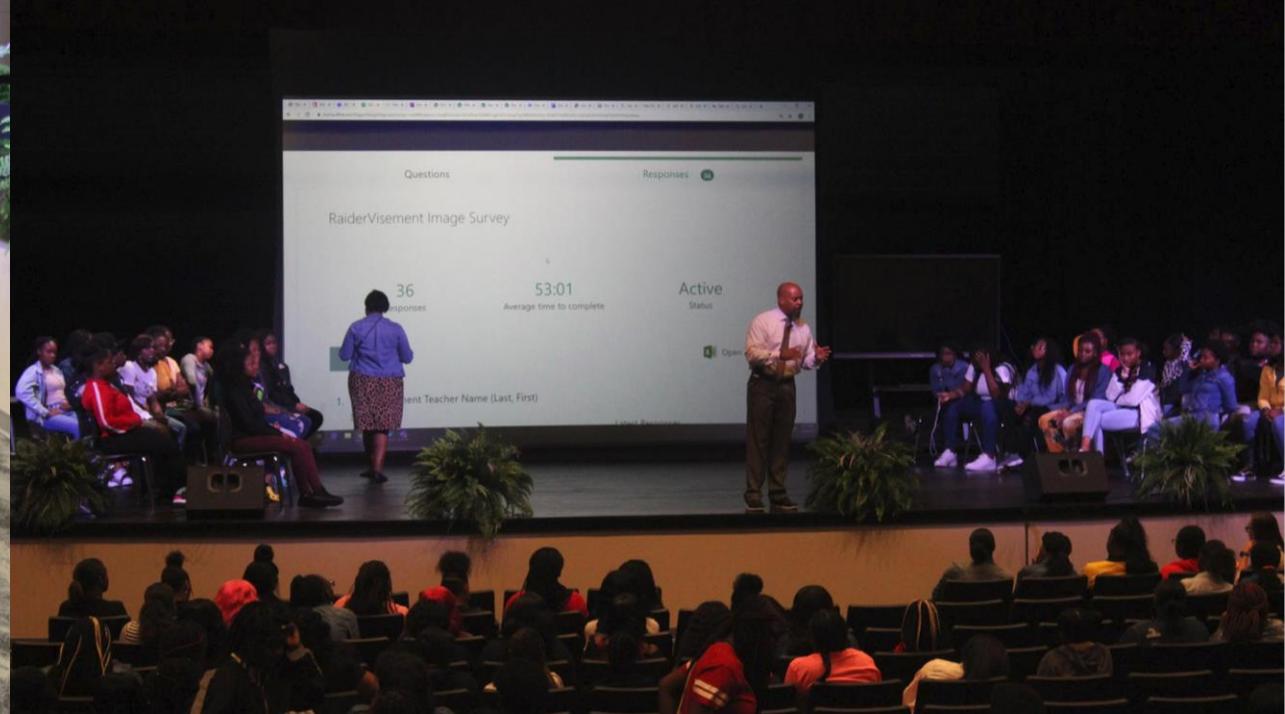
- Two 40 minute sessions
- ALDs driven
- Data Driven
- Radar Students
- Wins
- Student Proficiency Forms

### Social Emotional Day

- PBIS
- Seven Habits for Highly Effective Teens (Leader In Me)
- Mercer University Partnerships
- SEL Opening Activities
- Build Rapport
- Food

# Next Steps @ Northeast







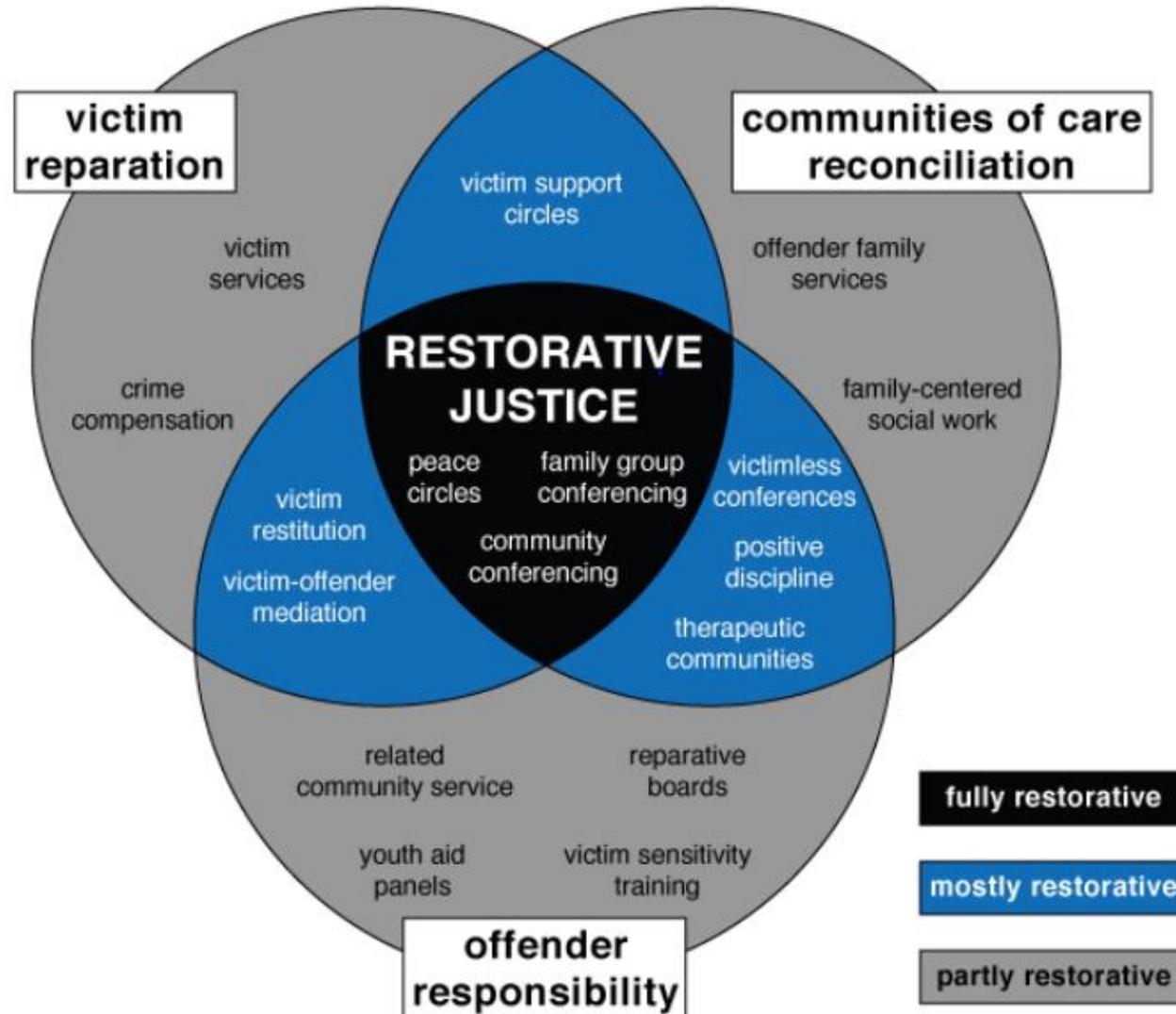
**Professional Development for Educators Series:  
Classroom Management**

**DR. CHARLES FLOWERS, LICENSED  
RESTORATIVE PRACTICE  
INSTRUCTOR**

**[CHANCESFORKIDS.ORG](http://CHANCESFORKIDS.ORG)**

# Social Emotional Learning Leads to Restorative Justice

## Types and Degrees of Restorative Justice Practice



## Restorative Justice

- Is meant to make students accountable for their actions, learn consequences, and becoming willing to apologize.
- Once SEL practices are in place, student misbehavior can be prevented, even corrected.
- RJ is about restoring students with negative behavioral antecedents back to the school community, with the help of the entire school community.
- “It takes a village to raise a child.”



# Parent Engagement



## *Social Emotional Learning through Restorative Practices*

*Online Curriculum at specific locations\**

### *Improving the Relationship between the School and the Home:*

- Implementation of strategies that will enhance student learning through Restorative Practices & Social Emotional Learning
- Train Parents on strategies to promote CTAE skills for both parents and student in lieu of suspension for selected offenses\*
- Provide Parents with new knowledge & effective strategies to eliminate the youth to prison pipeline
- Decrease the loss of instruction time due to discipline issues and promote positive strategies for student success
- Parent Certificate of Completion can be used as a potential job reference
- Educational components for the Parents to assist their child with literacy strategies and vocabulary enhancement

### *Certification For Staff:*

Full Certification of selected staff to be Certified in Restorative Practices and The W.O.R.K.S. Curriculum  
Full Curriculum to Promote Parents Engagement for Continued Academic Success  
Utilize Social Emotional Learning through Restorative Practices as an Alternative to Suspension

**A Second Chance  
W.O.R.K.S**

Parent Engagement  
focuses on the  
family and provides  
supportive resources

Contact us Today: [www.ChancesForKids.org](http://www.ChancesForKids.org) | [info@ChancesForKids.org](mailto:info@ChancesForKids.org)

# Trauma-Sensitive School Checklist

Lesley University  
*Center for Special Education*

Trauma and Learning Policy Initiative  
*of Massachusetts Advocates for Children  
and the Legal Services Center of Harvard Law School*

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## School-wide Policies and Practices

1	2	3	4
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1	2	3	4
---	---	---	---

1	2	3	4
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1	2	3	4
---	---	---	---

1	2	3	4
---	---	---	---

1	2	3	4
---	---	---	---

1	2	3	4
---	---	---	---

- School contains predictable and safe environments (including classrooms, hallways, playgrounds, and school bus) that are attentive to transitions and sensory needs.
- Leadership (including principal and/or superintendent) develops and implements a trauma-sensitive action plan, identifies barriers to progress, and evaluates success.
- General and special educators consider the role that trauma may be playing in learning difficulties at school.
- Discipline policies balance accountability with an understanding of trauma.
- Support for staff is available on a regular basis, including supervision and/or consultation with a trauma expert, classroom observations, and opportunities for team work.
- Opportunities exist for confidential discussion about students.
- School participates in safety planning, including enforcement of court orders, transferring records safely, restricting access to student-record information, and sensitive handling of reports of suspected incidents of abuse or neglect.

## Classroom Strategies and Techniques

1	2	3	4
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1	2	3	4
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1	2	3	4
---	---	---	---

1	2	3	4
---	---	---	---

1	2	3	4
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1	2	3	4
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1	2	3	4
---	---	---	---

1	2	3	4
---	---	---	---

- Expectations are communicated in clear, concise, and positive ways, and goals for achievement of students affected by traumatic experiences are consistent with the rest of the class.
- Students' strengths and interests are encouraged and incorporated.
- Activities are structured in predictable and emotionally safe ways.
- Opportunities exist for students to learn and practice regulation of emotions and modulation of behaviors.
- Classrooms employ positive supports for behavior.
- Information is presented and learning is assessed using multiple modes.
- Opportunities exist for learning how to interact effectively with others.
- Opportunities exist for learning how to plan and follow through on assignments.

### Collaborations and Linkages with Mental Health

1  2  3  4

1  2  3  4

1  2  3  4

1  2  3  4

1  2  3  4

- Policies describe how, when, and where to refer families for mental health supports; and staff actively facilitate and follow through in supporting families' access to trauma-competent mental health services.
- Access exists to trauma-competent services for prevention, early intervention, treatment, and crisis intervention.
- Protocols exist for helping students transition back to school from other placements.
- Mental health services are linguistically appropriate and culturally competent.
- Staff has regular opportunities for assistance from mental health providers in responding appropriately and confidentially to families.

### Family Partnerships

1  2  3  4

1  2  3  4

1  2  3  4

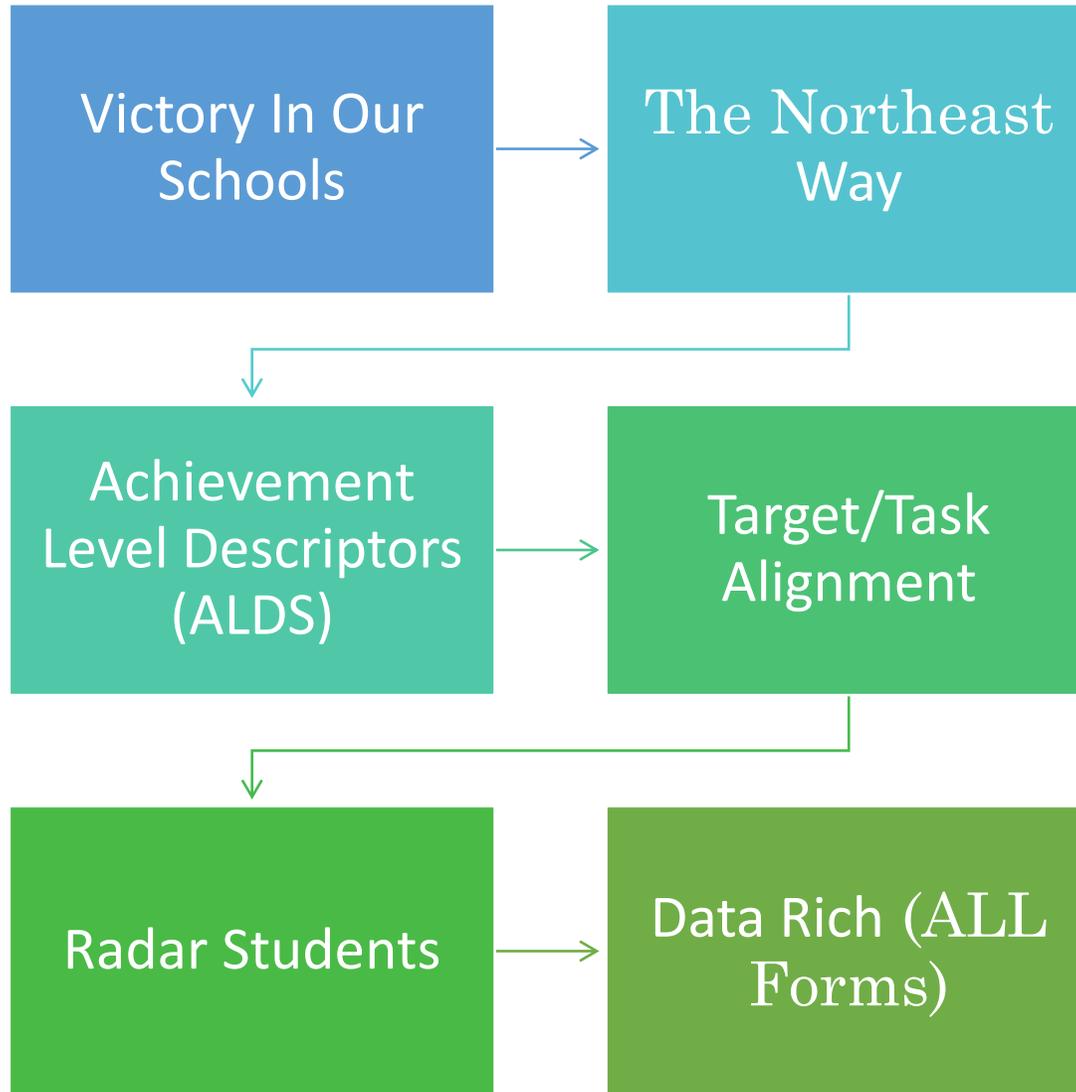
- Staff uses a repertoire of skills to actively engage and build positive relationships with families.
- Strategies to involve parents are tailored to meet individual family needs, and include flexibility in selecting times and places for meetings, availability of interpreters, and translated materials.
- All communications with and regarding families respect the bounds of confidentiality.

### Community Linkages

1  2  3  4

1  2  3  4

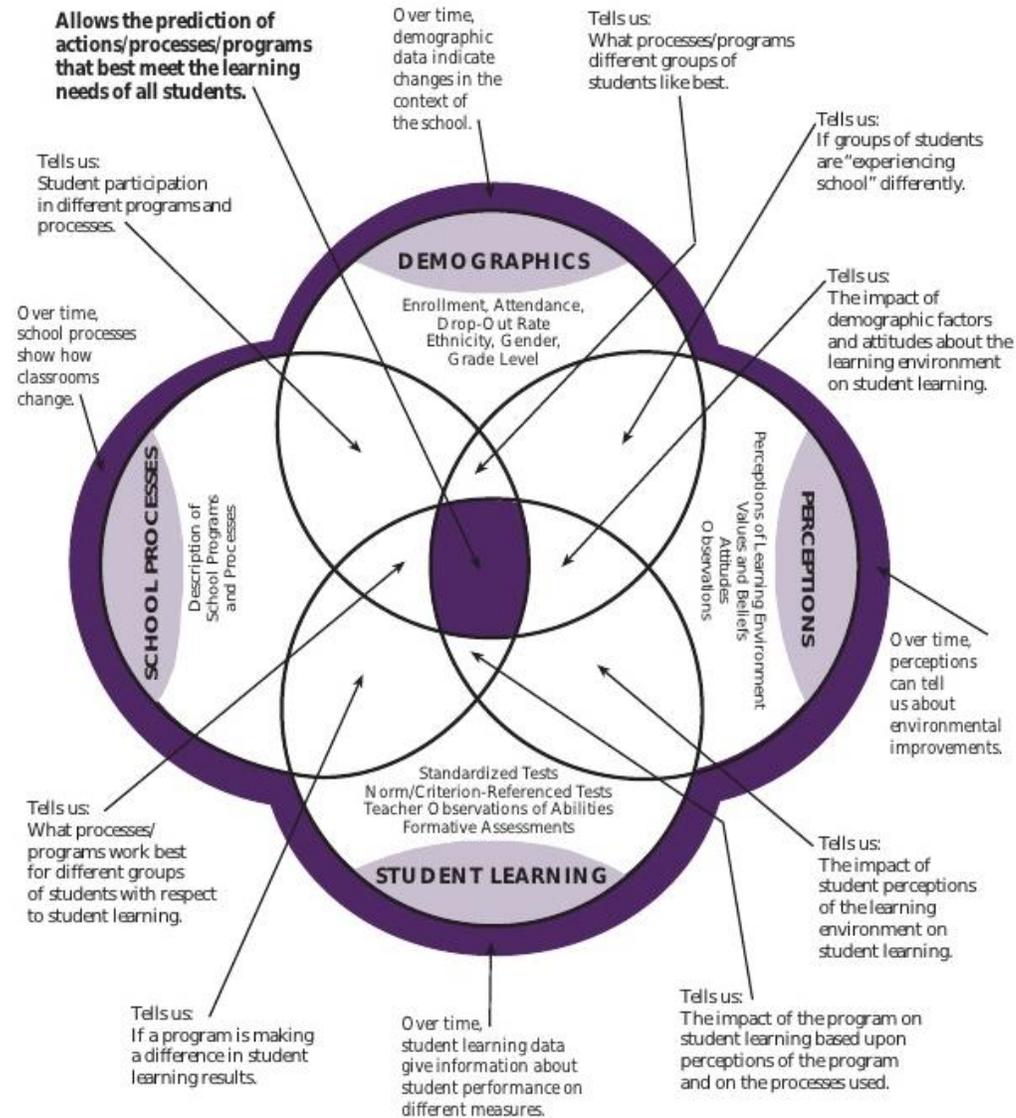
- School develops and maintains ongoing partnerships with state human service agencies and with community-based agencies to facilitate access to resources.
- When possible, school and community agencies leverage funding to increase the array of supports available.



**Planning  
Until  
Success  
Happens  
(P.U.S.H.)**

# Sample Video of P.U.S.H. Meetings

# Multiple Measures of Data



## Victoria Berndhart's 4 Data Measures

1. Demographic
2. Perception
3. School Processes
4. Student Learning

# Data Rich: Mandatory for P.U.S.H.

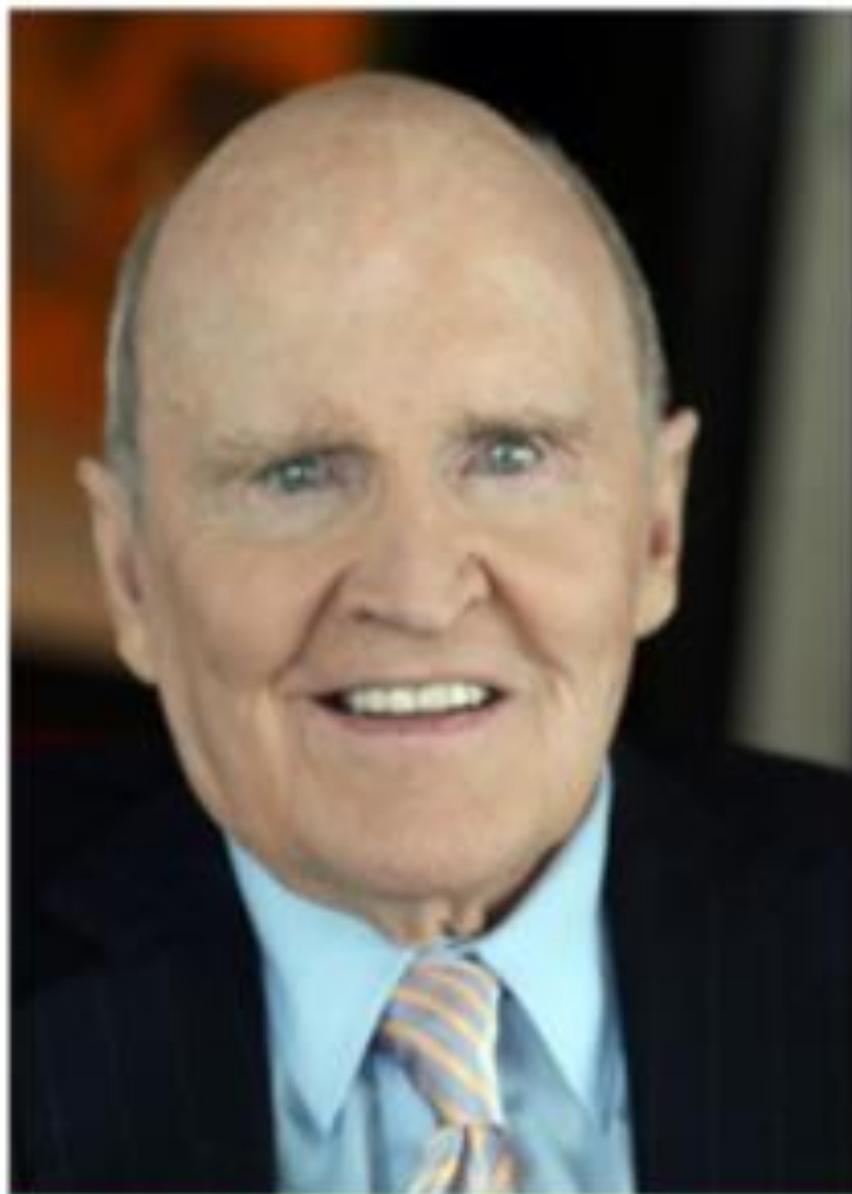
Continuous Improvement Plan  
(Quarterly)

Leadership Team Review (Every 2  
Weeks)

Individual PUSH Meetings (3 per year)

RaiderVisement (Weekly)

# Vision



Good business leaders create a vision, articulate the vision, passionately own the vision, and relentlessly drive it to completion.

— Jack Welch —

AZ QUOTES

## THE NORTHEAST WAY!

The Northeast Way- Northeast teachers will provide an academically challenging environment. Teachers will collaboratively:

- Teachers will deconstruct the standards.
- Teachers will implement/create a pacing guide from the deconstructed standards.
- Teachers will create assessments using the backward design.
- Teachers will use data from assessments to guide planning.
- Teachers will plan for **failures and success** of all students by building enrichment, remediation and acceleration in lesson plans.
- Teachers will differentiate lessons to meet the needs of ALL students.
- Ensure ALL task are aligned to the expected RIGOR of the standards.
- Assess students in multiple ways ensuring RIGOR is appropriate.
- Create an environment where students monitor individual performance (**STUDENT PROFICIENCY FORMS**)
- Implement PBIS with consistency
- Teachers will progress monitor students on a consistent basis as outlined in the RTI process.

### The Northeast Way focuses on TKES Standards

**Performance Standard 8: Academically Challenging Environment.....**The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

Northeast Expectation: The teacher continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials

**Performance Standard 2: Instructional Planning.....**The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all student.

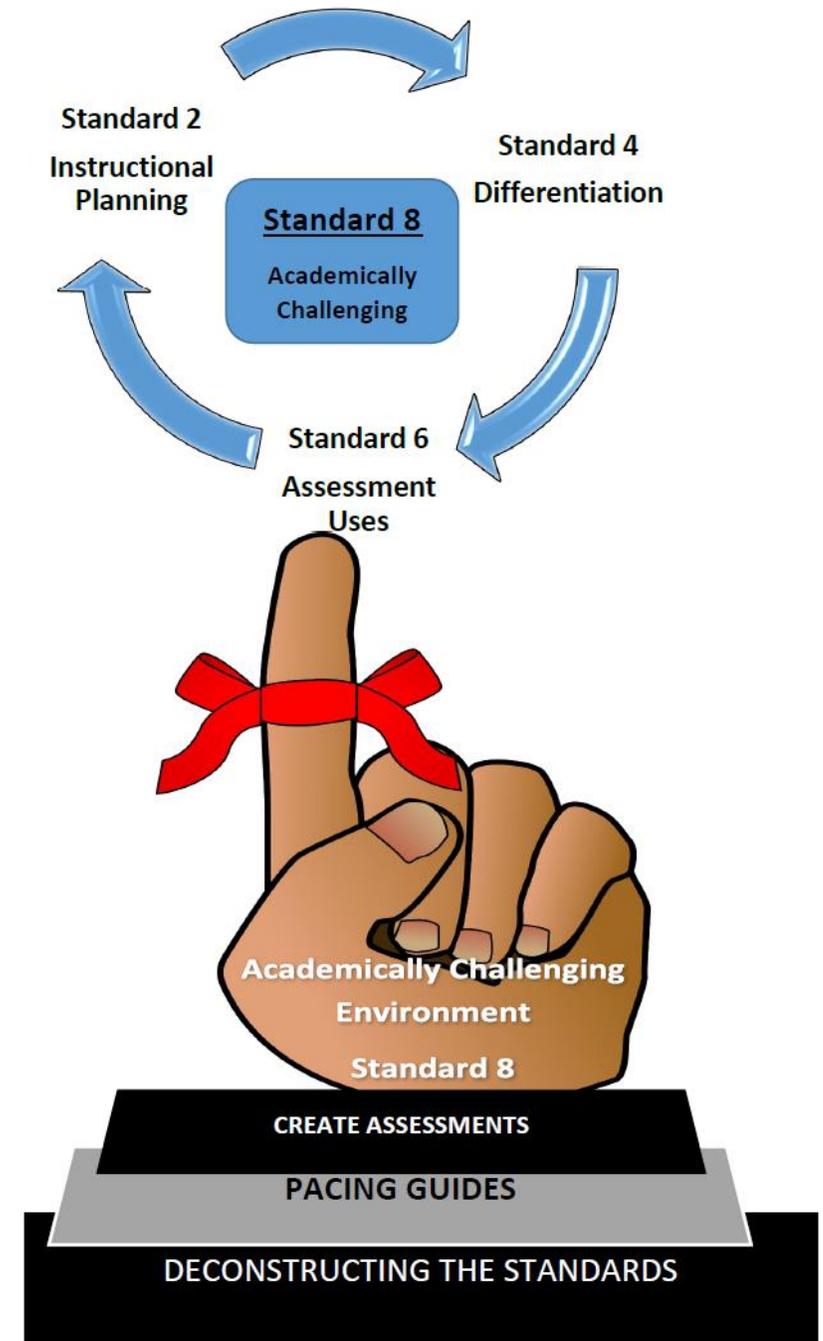
Northeast Expectation: The teacher continually seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement. Teachers will actively plan for the success and failures of all students.

**Performance Standard 4: Differentiated Instruction.....**The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

Northeast Expectation: The teacher continually facilitates each student's opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests.

**Performance Standard 6: Assessment Uses.....**The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

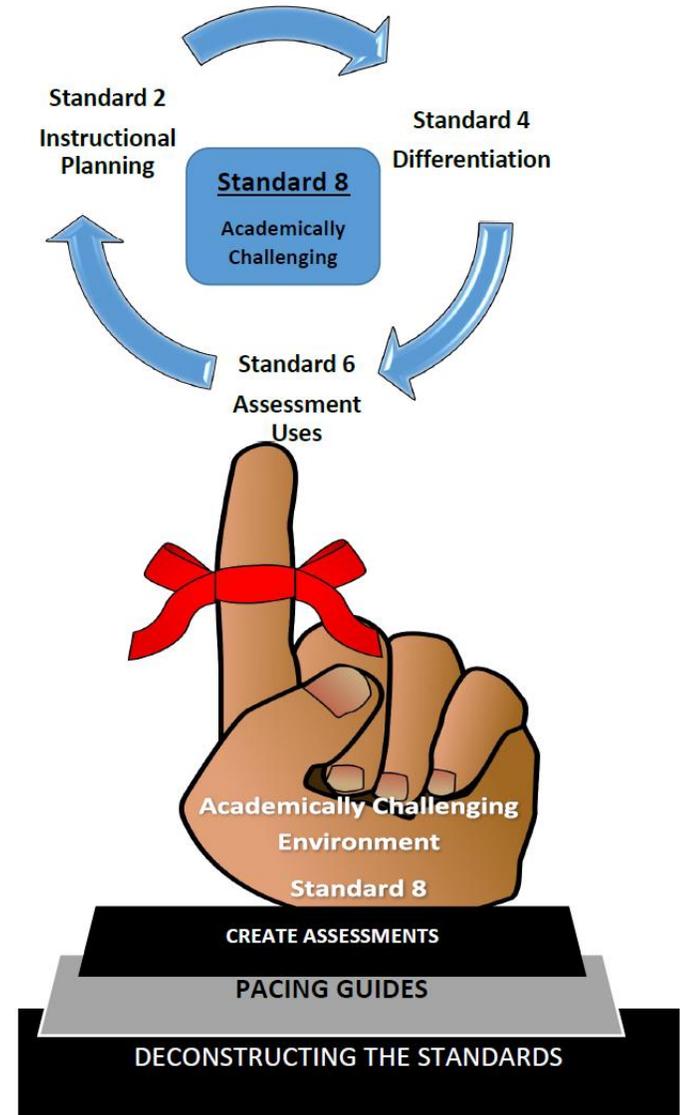
Northeast Expectation: The teacher continually demonstrates expertise in using data to measure student progress and leads students in the effective use of data to inform instructional decisions. The teacher will collect data daily to drive instruction. Teachers will build student efficacy by utilizing proficiency sheets to monitor performance data.



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- Teachers will use data from assessments to guide planning.
- Teachers will plan for **failures and success** of all students by building enrichment, remediation and acceleration in lesson plans.
- Teachers will differentiate lessons to meet the needs of ALL students.
- Ensure ALL tasks are aligned to the expected RIGOR of the standards.
- Assess students in multiple ways ensuring RIGOR is appropriate.
- Create an environment where students monitor individual performance (**STUDENT PROFICIENCY FORMS**)
- Implement PBIS with consistency
- Teachers will progress monitor students on a consistent basis as outlined in the RTI process.



## The Northeast Way focuses on TKES Standards

**Performance Standard 8: Academically Challenging Environment.....The teacher creates student-centered, academic environment in which teaching and learning occur at high and students are self-directed learners.**

**Northeast Expectation:** The teacher continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials

**Performance Standard 2: Instructional Planning.....The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address differentiated needs of all students.**

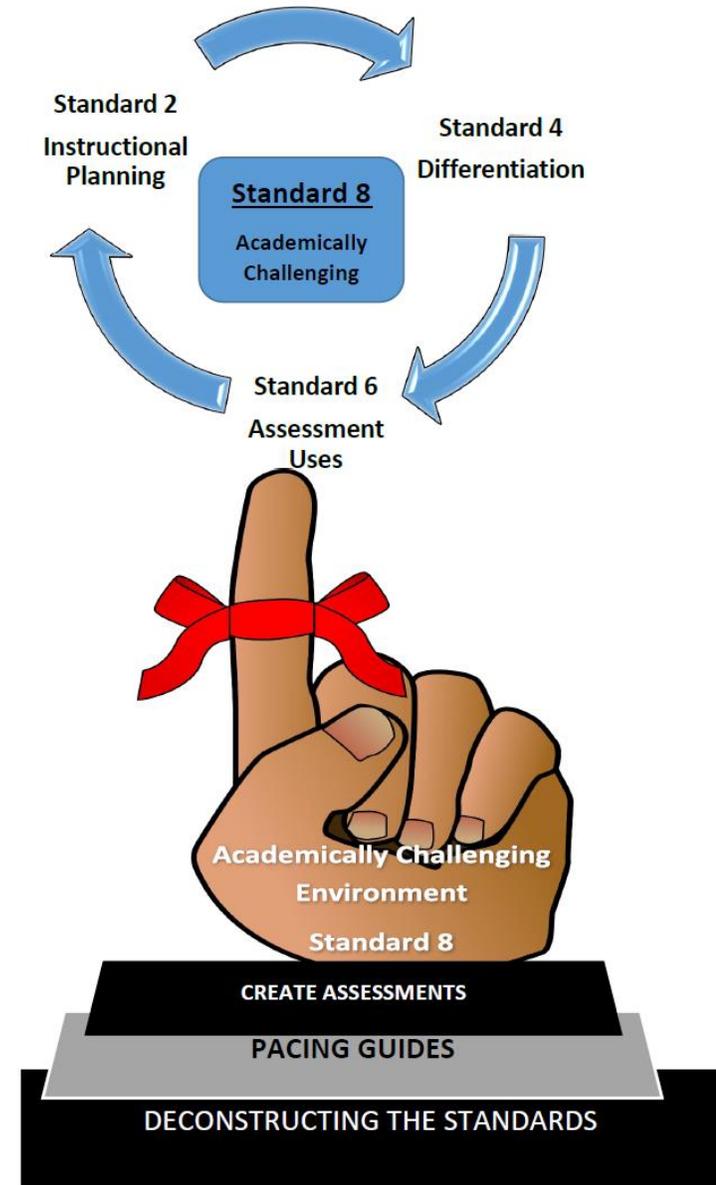
**Northeast Expectation:** The teacher continually seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to ensure student accountability and engagement. Teachers will actively plan for the success and failures of all students.

**Performance Standard 4: Differentiated Instruction.....The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.**

**Northeast Expectation:** The teacher continually facilitates each student's opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests.

**Performance Standard 6: Assessment Uses.....The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.**

**Northeast Expectation:** The teacher continually demonstrates expertise in using data to measure student progress and leads students in the effective use of data to inform instructional decisions. The teacher will collect data daily to drive instruction. Teachers will build student efficacy by utilizing proficiency sheets to monitor performance data.



# D05 – Culture of High Expectations

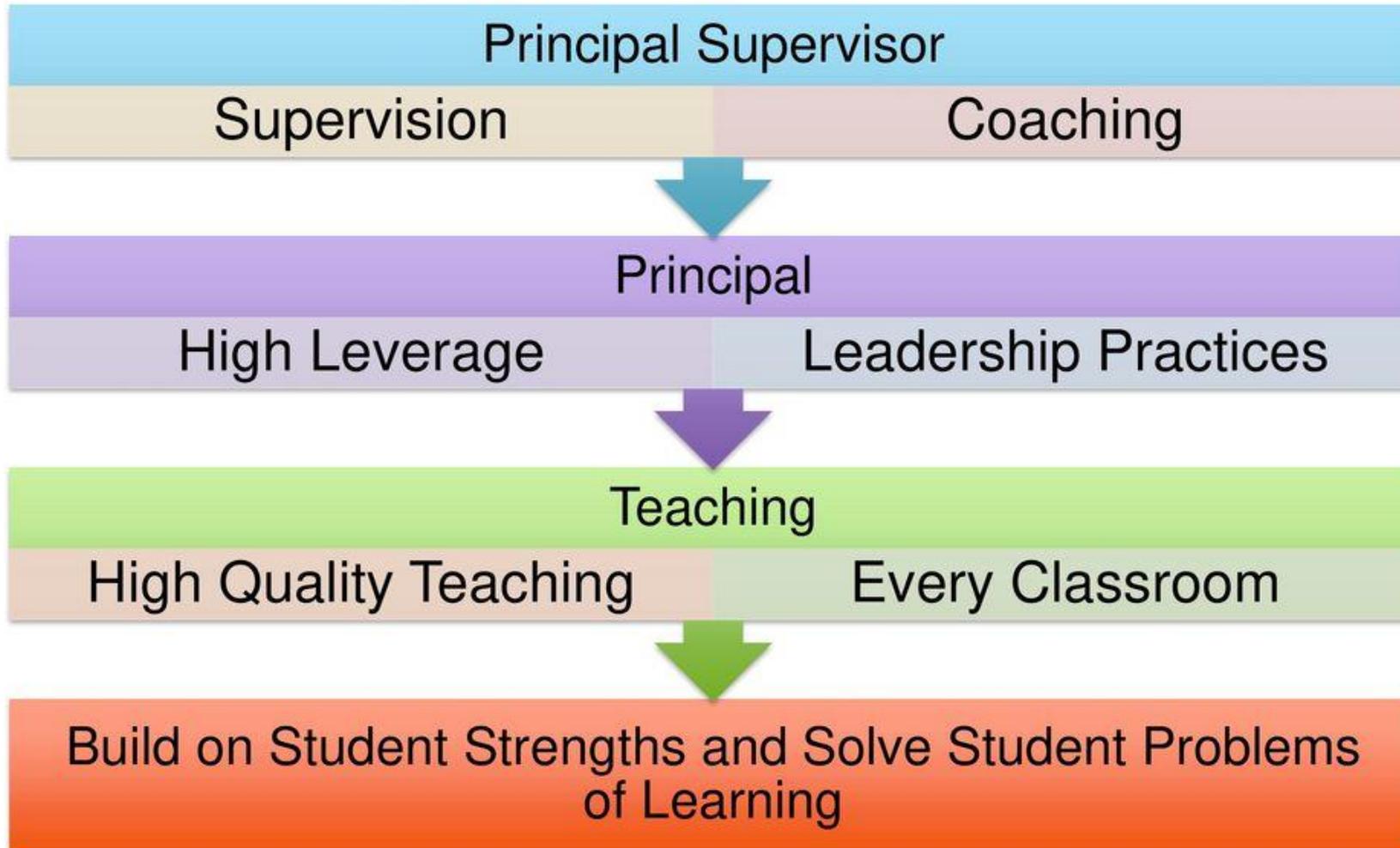
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- Marzano (2010) states that when students track their own progress, learning gains are increased.
- "It seems that when students no longer view scores as a label bestowed upon them by a teacher, but instead see them as something they own and have control over, the urge to fudge the data dissipates. Students realize they have the power to change their scores without having to lie—through their own efforts—and what is seen is that they step up to the challenge and thrive" (Li, 2017)
- ***Student Proficiency forms allow students to be responsible for their own learning and monitor their progress for content mastery.***

Li, D. (2017). Why student data should be students' data; Students can make gains in taking ownership of their work when they're given access to their data around that work. *Edutopia*. Retrieved from <https://www.edutopia.org/article/why-student-data-should-be-students-data>

Marzano, R. J. (2010). The art and science of teaching; When students track their progress. *Educational Leadership*, 67(4), 86-87.

# The Through Line



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14

Files > stjones > 2019-2020 > Northeast Way

 Name	Modified	Modified By	File Size	Sharing	Activity
 THE NORTHEAST WAY.docx	August 12, 2019	Jones, Roosevelt	267 KB	Private	
 Department Expectations.docx	August 12, 2019	Jones, Roosevelt	24.5 KB	Shared	
 Northeast Student Way.docx	August 28, 2019	Jones, Roosevelt	14.6 KB	Shared	
  Northeast Parent Way.docx	About a minute ago	Jones, Roosevelt	53.9 KB	Private	

Chat

Teams

Assignments

Calendar

Calls

Files

...

Apps

Help

Your teams



2019 - 2020 NEHS



Admin Team PLC



Better Seeking Team PLC



VIP - A Higher Loyalty Book Study Cohort A



NEHS English Department's PLC



Department Chair PLC



Band and PE



NHS PLCs



Admin Group



Social Services Department



Better Seeking Team



GHP

- Activity 4
- Chat 4
- Teams 4
- Assignments
- Calendar
- Calls
- Files

< All teams



**2019 - 2020 NEHS** ...

General

**Shout-Outs and Praise** 1

We ran into a problem. Reconnecting... [Refresh now](#)

-  **General** Posts Files Class Notebook Assignments Grades RaiderFest and School... Principal's View 1 more ▾ + ↗

 General

-  New  Upload  Get link  Add cloud storage  Open in SharePoint

✓	Type	Name	Modified ▾	Modified by	Size	↻
		Class Materials		Jones, Roosevelt		...
		advisement draft	3h ago	Turner, Tairhe		...
		2019-2020 Calendar	10/28/19	Stewart, Tesheika		...
		AVID Strategies	9/9/19	Moore, Jarred		...
		Core Six	9/9/19	Moore, Jarred		...
		Professional Learning Meetings	8/28/19	Ehalt, Becky		...
		Announcements	8/27/19	Moore, Jarred		...
		Teacher Hi-Five Pics 2019-2020	8/9/19	Ehalt, Becky		...
		Trauma Sensitive School	8/8/19	Jones, Roosevelt		...
		RaiderVisement	8/8/19	Jones, Roosevelt		...

- Activity
- Chat
- Teams
- Assignments
- Calendar
- Calls
- Files

All teams



2019 - 2020 NEHS

General

Shout-Outs and Praise

...

1

We ran into a problem. Reconnecting... Refresh now



General

- Posts
- Files
- Class Notebook
- Assignments
- Grades
- RaiderFest and School...
- Principal's View
- 1 more

General > Class Materials

- New
- Upload
- Get link
- Open in SharePoint

Type	Name	Modified	Modified by	Size
Folder	PBIS	7/22/19	Jones, Roosevelt	
Folder	Policies and Procedures	6/19/19	Jones, Roosevelt	
Folder	End of Year Folder	6/19/19	Jones, Roosevelt	
Folder	Opening of School Folder	6/19/19	Jones, Roosevelt	
Image	Morning duty.PNG	1/6/20	Walker, Donna	70.54 KB
Image	Schedule November 19.PNG	11/6/19	Walker, Donna	9.45 KB
Image	IMG_1905.jpg	10/25/19	Walker, Donna	310.68 KB

< All teams



### Admin Team PLC

General



### General

Posts Files Class Notebook Assignments Grades +



#### Upcoming

[View grades](#)

Weekly Update Due December 3, 2018 11:00 AM	4/7 turned in 4 reviewed
Monitoring 1.14.19 Due January 13, 2019 6:00 PM	2/7 turned in 0 reviewed
Monitoring 2.8.19 Due February 10, 2019 6:00 PM	1/7 turned in 0 reviewed
Milestone Plan for Proficient and Distinguished Learners Due March 20, 2019 7:30 AM	4/7 turned in 0 reviewed
Monitoring 4.22.19 Due April 22, 2019 7:00 AM	4/7 turned in 1 reviewed
Transition Plan Due April 23, 2019 7:30 AM	1/1 turned in 0 reviewed
Planning Due June 26, 2019 11:59 PM	3/6 turned in 1 reviewed
Monitoring 8.18.19 Due August 16, 2019 4:00 PM	3/6 turned in 1 reviewed



Rectangular Snip

Create



< Back

## Weekly Monitoring Form

Due October 21, 2019 7:30 AM

### Instructions

Submit this weeks monitoring form for your department. Please provide documentation of meetings that you have had with teachers whose performance is not proficient. Provide me details of the meetings and how you are monitoring the details from the meeting. Also be prepared to discuss who I need to meet with this week. Anytime there is a noticeable concern with a teacher willingly not conforming, we need to meet with them. We will begin scheduling meetings this week, to ensure teachers comeback from fall break with a plan that will be monitored.

Also attached to this form is a pre-data form. Have this form completed and submitted no later than Thursday morning. Thanks

### Student work



Data Team Update October.docx



C. A. M. CAM Collaboration Accountability Monitorin



NEHS Administrative Monitoring Form.docx



## Monitoring 4.22.19

Due April 22, 2019 7:00 AM

To grade (5)

Graded (2)



Name ▾

Status ▾



Coons, Tonya



Not turned in



Grooms, Kevin



Not turned in



Moore, Jarred



Viewed



Stewart, Tesheika



Turned in 7 ho



Walker, Donna



Turned in 6 ho

## NEHS Administrative Monitoring Form

Department: \_\_\_\_\_ Cycle Week: \_\_\_\_\_

Admin Member: \_\_\_\_\_

### Curriculum: PLC Participation (Previous Learning Cycle)

1. List the names of the members that missed critical day(s).

\_\_\_\_\_

### Assessments

1. List the names members that did not submit assessments for the upcoming cycle.  
\_\_\_\_\_
2. List the names of members that did not submit Ticket Out of the Door assessments  
\_\_\_\_\_
3. List the names of members that did not submit common assessment data during Data Day.  
\_\_\_\_\_

### Instruction

1. List the names of members that did not submit completed 3 week lesson plans.  
\_\_\_\_\_
2. List the names of members that were provided feedback for lesson plans below proficiency as measured by rubric.  
\_\_\_\_\_
3. Present the feedback provided.
4. List any concerns noticed during instruction observations (formal or informal).  
\_\_\_\_\_
5. List the names of members showing concern based on the C.A.M. Walkthrough.  
\_\_\_\_\_
6. Present the C.A.M. documentation.

### Student Accountability

1. List the names of members that did not submit Proficiency Forms for the upcoming cycle.  
\_\_\_\_\_
2. List the names of members that have not called parents for students with failing (73 or below) grades.  
\_\_\_\_\_
3. List the names of members that have not submitted grades.  
\_\_\_\_\_

### Additional Comments:

Verb-Task Alignment (Lesson Plans not implemented, etc.) : \_\_\_\_\_

Any Repeated Patterns: \_\_\_\_\_

Classroom Management: \_\_\_\_\_

Other: \_\_\_\_\_

Shoutouts: \_\_\_\_\_

# Northeast HS C.A.M. Form

This is the observation monitoring form to be utilized during observations. Collaboration. Accountability. Monitoring.

Hi Roosevelt, when you submit this form, the owner will be able to see your name and email address.

\* Required

1. Date of Observation \*

Please input date in format of M/d/yyyy



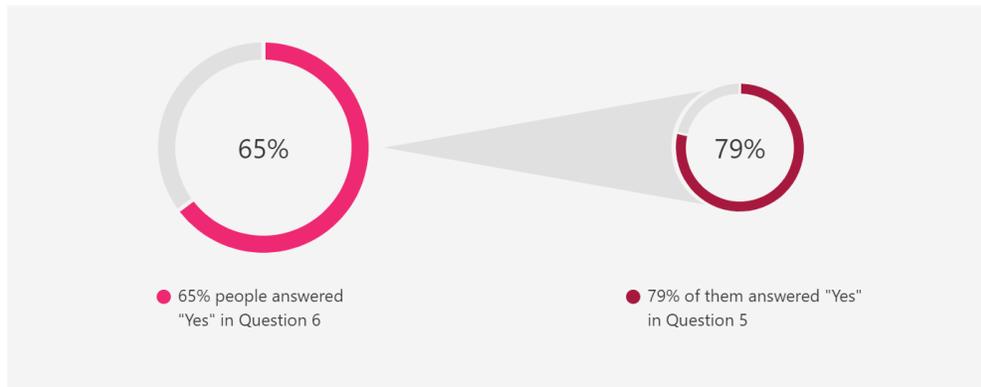
2. Content Area \*

Select your answer

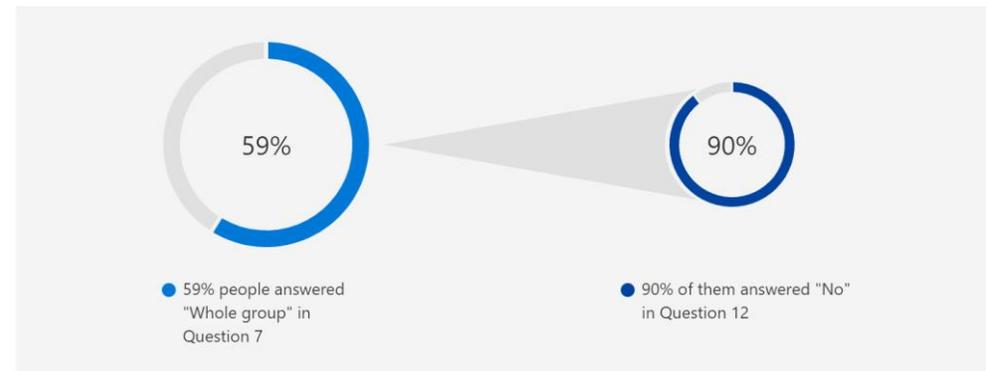


3. Teacher being observed \*

Large percentage of people answered "Yes" in Question 6 , and most of them answered "Yes" in Question 5 .



Large percentage of people answered "Whole group" in Question 7 , and most of them answered "No" in Question 12 .





[← Back](#)

## 2019 - 2020 PUSH Meeting Session 1

Points

No points

Due November 20, 2019 10:00 AM

### Instructions

Rationale: To give the teacher an opportunity to share their processes and progress for increasing student achievement. Growth must be expected, monitored and adjusted for ALL students.

Please review the schedules below for your 1st PUSH meeting of the year. In addition to uploading the requested information, be prepared to discuss the following during your meeting:

- Your instructional pacing as aligned to the expected pacing.
- Evidence of instruction modified for flexible grouping.
- Your assessment pacing as compared to other teachers in the same content.
- Share your highlights for the year and how they are pushing you toward your SMART Goals.
- Instructional weakness that repeatedly occur and what help is needed.
- RADAR Students

Based on the data you present, other questions from the team will be generated.

You are expected to be in the office 5 minutes before your planned start time. Each meeting will last 25 minutes. The PUSH team may consist of Northeast administration and coaches, district level personnel and leadership team members from other schools.

Your information must be uploaded.

### Student work

 19-20 PUSH Data Summary Form Final.docx 

 PUSH Meeting Schedule (1).docx 

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# CCRPI Update

HIGH SCHOOL SCORE  
**65.0** ↑  
 9.9 Point Increase

**2018** **26.0**

**CONTENT MASTERY**

English Language Arts	36.08
Mathematics	18.10
Science	24.27
Social Studies	25.36

**2019** **29.9** ↑

**CONTENT MASTERY**

English Language Arts	42.98
Mathematics	20.94
Science	28.72
Social Studies	26.89

ENGLISH LANGUAGE ARTS	42.98	↑ +6.90
MATHEMATICS	20.94	↑ +2.84
SCIENCE	28.72	↑ +4.45
SOCIAL STUDIES	26.89	↑ +1.53

**WHAT IS PROGRESS?**

Progress measures how much growth students demonstrate in English language arts and mathematics and how well English learners are progressing towards English language proficiency. The English language arts and mathematics indicators utilize Student Growth Percentiles (SGPs) to measure how much growth students demonstrated relative to academically-similar students. English Language Proficiency measures whether students are improving within a performance band or moving up to another performance band, thus moving towards English language proficiency.

**HOW DID THE SCHOOL PERFORM ON PROGRESS?**

**85.8** ↑ +5.7

**HOW DID THE DISTRICT AND STATE PERFORM?**

DISTRICT SCORE	77.8
STATE SCORE	82.1

**HOW DID THE SCHOOL PERFORM ON EACH INDICATOR?**

ENGLISH LANGUAGE ARTS	90.08	↑ +1.37
MATHEMATICS	81.50	↓ -0.20
PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY		Too Few Students

**GRADUATION RATE**

4-Year Graduation Rate **80.7%**

5-Year Graduation Rate **81.82%**

**3 Consecutive Years Over 80%**

[VIEW DETAILS](#)

**SCHOOL CLIMATE**

Survey: 73.99

Discipline: 69.66

Safe And Substance-Free Learning Environment: 89.31

Attendance: 94.25

[VIEW DETAILS](#)

**WHAT IS CLOSING GAPS?**

Closing Gaps sets the expectation that all students and all student subgroups make improvements in achievement rates. This component is based on CCRPI improvement targets for academic achievement, which are represented by improvement flags, and it provides an opportunity for schools to demonstrate the progress made in improving student performance among all student subgroups.

**HOW DID THE SCHOOL PERFORM ON CLOSING GAPS?**

**90.6** ↑ +1.8

**SCHOOL DEMOGRAPHICS**

DISTRICT SCORE	66.7
STATE SCORE	80.0

**2018**

	English Language Arts	Mathematics	Science	Social Studies
ALL STUDENTS	🔴	🔴	🔴	🟡
AMERICAN INDIAN / ALASKAN NATIVE	🔴	🔴	🔴	🟡
ASIAN / PACIFIC ISLANDER	🔴	🔴	🔴	🟡
BLACK	🔴	🔴	🔴	🟡
HISPANIC	🔴	🔴	🔴	🟡
MULTI-RACIAL	🔴	🔴	🔴	🟡
WHITE	🔴	🔴	🔴	🟡
ECONOMICALLY DISADVANTAGED	🔴	🔴	🔴	🟡
ENGLISH LEARNERS	🔴	🔴	🔴	🟡
STUDENTS WITH DISABILITY	🔴	🔴	🔴	🟡

**2019**

	English Language Arts	Mathematics	Science	Social Studies
ALL STUDENTS	🟢	🟢	🟢	🟡
AMERICAN INDIAN / ALASKAN NATIVE	🟢	🟢	🟢	🟡
ASIAN / PACIFIC ISLANDER	🟢	🟢	🟢	🟡
BLACK	🟢	🟢	🟢	🟡
HISPANIC	🟢	🟢	🟢	🟡
MULTI-RACIAL	🟢	🟢	🟢	🟡
WHITE	🟢	🟢	🟢	🟡
ECONOMICALLY DISADVANTAGED	🟢	🟢	🟢	🟡
ENGLISH LEARNERS	🟢	🟢	🟢	🟡
STUDENTS WITH DISABILITY	🟢	🟢	🟢	🟡

Dear Northeast High School Faculty and Staff,

It brings me great please to make this public service announcement. The results for the 2019 -2020 CCRPI are back. I am extremely happy to tell you that we not only sustained our previous efforts, but we have surpassed the district's overriding objective of >70. Your hard work and intentional focus have motivated and cultivated our student's success. It also makes me proud to let you know that we have sustained a graduation rate of over 80% and we now have an 85% graduation rate. Once again, we led the state in Progress and Growth as well as improving our content mastery an additional 10 points. Thank you for being a champion for kids. We are no longer on the state's needs improvement list and we have proven that Greatness is our Portion!



# Next Steps... Begin With The End In Mind!

## **New School Leaders**

- **Explicitly write the steps to your Vision!**
- **Recruit and Retain the Right People!**
- **Educate everyone on the Trauma surrounding US.**
- **Accept Short Term Wins**
- **Collect Overall Data Efficiently and Frequently**

## **Seasoned School LEAders**

- **Revise your Vision for the Now!**
- **Graduate leaders into new roles in your building (Data Informed).**
- **Educate everyone on the Trauma surrounding US.**
- **Tell your story! We need it!**

# The “Progress & Growth” of a Trauma Sensitive School

R. STEVEN JONES, NORTHEAST  
HIGH SCHOOL PRINCIPAL

[ROOSEVELT.JONES@BCSDK12.NET](mailto:ROOSEVELT.JONES@BCSDK12.NET)

SJONES.PUSH@GMAIL.COM

478.779.4133

FOLLOW ME @PRIDEEASTSIDE  
ON TWITTER

# Session Feedback

Thank you for attending our session.  
Please take a moment to provide  
your feedback.

<https://tinyurl.com/2020ILC>



Share your conference highlights now!



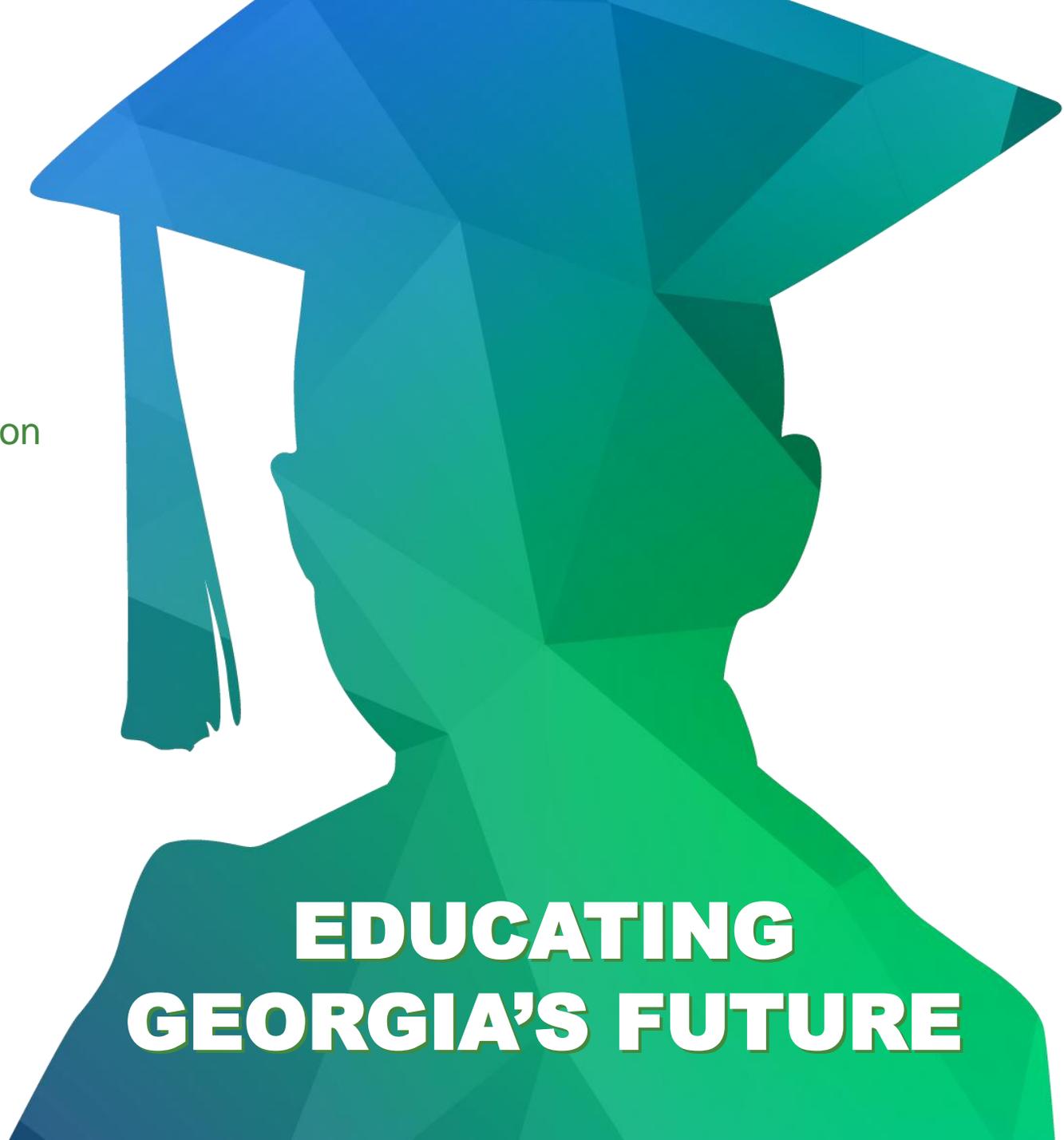
[@GaDOESDE](https://twitter.com/GaDOESDE)

[@PRIDEEASTSIDE](https://twitter.com/PRIDEEASTSIDE)

[www.gadoe.org](http://www.gadoe.org)

   @georgiadeptofed

 [youtube.com/c/GeorgiaDepartmentofEducation](https://youtube.com/c/GeorgiaDepartmentofEducation)



**EDUCATING  
GEORGIA'S FUTURE**

