

Comprehensive Progress Report

Mission:

We currently do not have a vision or mission statement for our school. We are in the process of doing a vision casting and are hopeful that by the end of October we will have a vision, mission, and a set of core beliefs we can stand on.

Goals:

All students at Fike High School will feel safe, supported, and valued. We will implement PBIS school-wide. We will discuss interventions with teachers and ways to create inclusiveness within their classroom. Discipline data will be shared as a means to build positive student-teacher relationships. As a result we will see a 50% decrease in student referrals from 5008 to 2504.

Every student at Fike High School will receive tiered instruction that is engaging, rigorous, and student-centered. Teachers will maximize instructional time by utilizing high-yield strategies that require students to collaborate and think deeply about the learning. With the implementation of high-quality learning focused lessons our overall school performance grade will improve from a C to a B and we will see an increase of 20 percentage points in proficiency in all tested areas.



! = Past Due Actions 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>		Teachers have own set of rules that differ from class to class.		Limited Development 09/09/2017		
How it will look when fully met:		Every teacher will fully implement PBIS, and will consistently teach PBIS rules and expectations, and we will see a decrease in discipline referrals at FHS will by 40%.			Samantha Charles-Dixon	05/31/2018
Action(s)	Created Date			0 of 1 (0%)		
1	9/9/17	Every teacher will receive PBIS training and be taught our PBIS rules and expectations.			Pamela Eatmon	06/08/2018

Notes:

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>		Teachers work in PLC's sporadically. Most teachers with like courses each have different lesson plans and do not use data to drive instruction.	Limited Development 10/19/2016		
<i>How it will look when fully met:</i>		All teachers will attend PLCs at least once a week for 45 minutes each session for the entire school year. All subject areas in the school will have set time to PLC. Conversations in PLCs will focus on data (CFAs, Formative, Summative Assessment) and creation of lesson plans using the Learning Focused Lesson Plan Template. Teachers will see an overall increase in proficiency of students on exams by 15%		Julia Bass	06/08/2020
<i>Action(s)</i>	<i>Created Date</i>		1 of 4 (25%)		
1	10/21/16	Create a schedule for all subject areas to PLC.	Complete 09/20/2017	LaDonna Mangum	09/01/2017
<i>Notes:</i>					
2	11/1/16	Train teachers on how to have PLCs. Teachers will take part in PLC training for one semester (four meetings) during scheduled staff meetings.		Randy St. Clair	06/08/2018
<i>Notes:</i>					
3	8/14/17	All teachers will attend training on Learning Focused Lessons to help create units of study that are rigorous and highly engaging.		Randy St. Clair	06/07/2019
<i>Notes:</i>					
4	9/8/17	Provide professional development on creating unit plans.		Rhonda Meszaros	08/31/2018
<i>Notes:</i> In an attempt to understand how the backwards design planning concept. Teachers will need to take a look at how to create unit plans that can be broken down into chunks by week or bi-monthly.					

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>		Teachers discuss individual student achievement during PLC meetings.	Limited Development 10/19/2016		
<i>How it will look when fully met:</i>		We will have an MTSS team that will help to create and implement academic interventions for students who are in Tier 1 and 2. Teachers will have remediation and intervention time built in to their classroom time. The number of student retention will decrease by 30%.		Randy St. Clair	09/30/2018
<i>Action(s)</i>	<i>Created Date</i>		0 of 2 (0%)		
1	9/18/17	Teachers will be trained on MTSS process for full implementation school-wide.		Randy St. Clair	01/31/2018
<i>Notes:</i>					
2	9/18/17	Teachers will receive training on strategies to implement in the creation of remediation and intervention plans for students who fall in tier 1 and 2 categories.		Rhonda Meszaros	06/08/2018
<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
<i>Initial Assessment:</i>		We have a PBIS team and plan with little consistency with implementation. We have just created an intervention team (MTSS) to help deal with the academic and social needs of students.	Limited Development 10/19/2016		
<i>How it will look when fully met:</i>		Every classroom will be attentive to the needs of every student with a full implementation of PBIS evident by posted rules and common, encouraging language. The classroom and school culture is support and is evident by a set of common rituals, routines, expectations, and relationships. Average student daily attendance will be 95% or better for each grade level.		Pamela Eatmon	09/30/2018
<i>Action(s)</i>	<i>Created Date</i>		0 of 3 (0%)		
1	9/18/17	Establish a functional PBIS Team, that attends Module 1 training.		Samantha Charles-Dixon	01/31/2018
<i>Notes:</i>					

2	9/18/17	Professional development provided on how to handle behaviors of children in poverty via Teaching with poverty in mind.		Gavin Meiring	06/08/2018
<i>Notes:</i>					
3	9/18/17	School counselors will work alongside principal to identify students who are at-risk of dropping out or having significant behavioral problems to provide intervention and prevention services.		Dana Lee	06/08/2018
<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:		Counselors visit middle schools and share expectations of transition to high school.	Limited Development 09/09/2017		
How it will look when fully met:		We will host a yearly middle school night that will allow parents and prospective students to learn about course offerings and what it takes to earn a high school diploma. There will be ongoing communication with our feeder schools from our counseling department. We will increase student and parent participation from parent night by 30%.		Dana Lee	05/31/2018
Action(s)	Created Date		0 of 2 (0%)		
1	9/9/17	Host a middle school night for parents and students to learn about course offerings and transition to high school		Dana Lee	05/31/2018
<i>Notes:</i>					
2	9/9/17	Coordinate a day visit to our campus from feeder middle schools.		Dana Lee	05/31/2018
<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>		Wilson County Schools has organized an 11 member Low Performing District Coach Team. Each member has no more than three school assignments. Two Executive Directors oversee the team and plan monthly meetings and offer trainings on an as needed basis. Coaches are required to make comments on the school plans at least twice a month and attend School Improvement Team meetings at least twice a year. All coaches have been trained in Indistar and in writing SMART goals.		Limited Development 10/19/2016		
<i>How it will look when fully met:</i>		The Executive Directors will hold monthly trainings to give district coaches support and guidance. Coaches will make comments on the school plans at least twice a month and attend School Improvement Team meetings at least twice a year. Coaches will monitor plans for effectiveness and ensure deadlines are met and agendas and minutes are kept. They will assist school teams in setting SMART goals, creating tasks in order to meet the goals, and monitoring progress to meet the goals. In the event that goals aren't met, the district team will provide additional resources and support for improvement. We will lead the necessary change for improvement. Each school will have a School Improvement Coach who serves as the Indistar process manager. In addition, our priority schools will have a School Improvement Grant Coach who will also play a vital role by ensuring the School Improvement Grant goals are achieved. They will analyze data on a regular basis and provide support to teachers for improved instruction. We have provided teachers with a K-12 district Curriculum Frameworks for all core content areas. An online curriculum resource is available for parents.			Steve Ellis	08/25/2017
Action(s)		Created Date		0 of 3 (0%)		
1	9/9/17	The LEA will require all district team members to attend monthly meetings and trainings.			Steve Ellis	08/25/2017
<i>Notes:</i>						
2	9/9/17	District team members will comment on school plans at least once a month and attend School Improvement Team meetings at least twice a year.			Steve Ellis	06/08/2018
<i>Notes:</i>						

3	9/9/17	School Improvement/MTSS Coaches will serve as the Indistar process manager and will keep progress and artifacts current in the system.		Steve Ellis	06/08/2018
<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
<i>Initial Assessment:</i>		Currently are meeting once a month.	Limited Development 10/19/2016		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		We have a functional School Leadership Team that meets bi-monthly. Members of the Leadership Team will be voted upon by school teachers. The team will consist of representation from the staff and external stakeholders.	Objective Met 10/13/17	Gavin Meiring	09/29/2017
Action(s)	Created Date				
1	11/29/16	The SLT will meet every 2nd and 4th Wednesday after school.	Complete 09/06/2017	Gavin Meiring	09/29/2017
<i>Notes:</i>					
Implementation:			10/13/2017		
Evidence		10/13/2017 Agendas and minutes will serve as evidence of completion.			
Experience		10/13/2017 We had every department determine who was going to serve on the leadership team. Most members remained the same because they had just begun serving their term.			
Sustainability		10/13/2017 We will meet twice a monthly. At the end of each member's term we will vote for their replacement			

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>		All teachers have a 90 minute planning period per day and help with duties approximately 3 weeks per semester.	Limited Development 10/19/2016		
<i>How it will look when fully met:</i>		Staff will be divided up by PLC groups and a set time to meet on a weekly basis will be developed. Evidence will include PLC agendas, minutes, and schedules. As a result of intentional, collaborative planning teachers will see an increase in student engagement as evidenced from walkthrough data.		Randy St. Clair	06/08/2018
Action(s)	Created Date		1 of 4 (25%)		
1	9/18/17	Create functional PLCs.		Randy St. Clair	08/01/2018
<i>Notes:</i>					
2	9/18/17	Provide EOC teachers with common planning.	Complete 08/28/2017	Randy St. Clair	08/28/2017
<i>Notes:</i>					
3	9/18/17	All PLC teams will prepare agendas for their meetings, maintain minutes, and catalog their work products.		Julia Bass	06/08/2018
<i>Notes:</i>					
4	9/18/17	All PLC teams will receive timely access to information, including student progress data and summaries of classroom observations.		Tim Messer	06/08/2018
<i>Notes:</i>					

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>		Teachers are observed.	Limited Development 10/19/2016		
<i>How it will look when fully met:</i>		The principal and assistant principals will be visible during transitions, lunch, and during classroom instruction. All administrators will conduct daily walkthroughs of classrooms to encourage rigor and highly engaging instructional practices. All administrators will conduct observations and give timely feedback to teachers on professional practices. We will conduct walkthroughs 20 times a day.		Randy St. Clair	06/08/2018
Action(s)	Created Date		0 of 4 (0%)		
1	11/29/16	All administrators will be trained on using the Learning Focused 5X5 walkthrough template.		Randy St. Clair	06/08/2018
<i>Notes:</i>					
2	9/9/17	Administrators will conduct Learning Focused 5X5 walkthroughs. We will visit 5 classrooms a day for 5 minutes. Providing feedback on classroom environment, Lesson EQ's, Curriculum, Assessments, Strategies.		Randy St. Clair	06/08/2018
<i>Notes:</i>					
3	9/9/17	Monthly walkthrough data will be shared with teachers at faculty meeting highlighting strengths and areas of improvements.		Tim Messer	06/08/2018
<i>Notes:</i>					
4	9/9/17	Establish an instructional leadership team that meets weekly to analyze walkthrough and observation data and works to provide individualized and customized PD for teachers.		Randy St. Clair	09/18/2017
<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>		Data is looked at on a regular basis at both the school/leadership team level and at the PLC/department level.	Limited Development 10/19/2016		
<i>How it will look when fully met:</i>		The School Leadership Team will review the school's overall data and make decisions on the focus and direction of the school. The outcomes from that meeting will be shared with teachers at monthly staff and departmental meetings. Teachers will know the school's data and be able to articulate the school's focus on improvement. The school will improve its overall school letter grade from a C to a B.		Tim Messer	06/08/2018
Action(s)	Created Date		1 of 2 (50%)		
1	10/19/16	Share school performance data with leadership team and assess strengths and weaknesses.	Complete 09/06/2017	Randy St. Clair	09/27/2017
<i>Notes:</i>					
2	9/11/17	Share walkthrough and observation data and create professional development opportunities based on analysis of student data.		Tim Messer	06/08/2018
<i>Notes:</i>					

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>		New hires are made based on a committee interview approach.	Limited Development 10/19/2016		
<i>How it will look when fully met:</i>		We will have an interview team that represents the interests of the school. Teachers will be recognized monthly for attendance and displaying PRIDE expectations. As a result will retain greater than 95% of our staff.		Randy St. Clair	06/08/2018
Action(s)	Created Date		0 of 1 (0%)		
1	11/29/16	Create a committee to help with the hiring process to ensure that the best candidates available are hired.		Randy St. Clair	06/08/2018
<i>Notes:</i>					

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>		Weekly phone calls are made to entire school population with updates and announcements. Parent Portal is available to all parents. Teachers have classroom websites or utilize google classroom to communicate with students and parents regarding classroom activities.	Limited Development 10/19/2016		
<i>How it will look when fully met:</i>		Parents and students will be fully aware of academic standards and school events and will have full access to teacher lesson plans and information to help their child succeed in school. We will utilize social media outlets, Blackboard Connect, and our school website to inform and celebrate the accomplishments of our school on a weekly basis.		Joy Edwards	06/08/2018
Action(s)	Created Date		0 of 1 (0%)		
1	11/29/16	Every teacher will have a webpage setup that will have their lesson plans available for parents to be aware of what their children are learning. Every webpage will also encompass instructional strategies to help their students learn the content.		Joy Edwards	06/08/2018
<i>Notes:</i>					