



**Wheatmore High School
School Improvement Plan
2017-2018**

Comprehensive Progress Report

Mission:

Randolph County School System Mission Statement The mission of the Randolph County School System is to maximize educational opportunities for every student by focusing on continuous improvement and having high expectations for students and staff, while preparing students for multiple options to be competitive in a diverse 21st Century global society. Randolph County School System Vision Statement The vision of the Randolph County School System is to maximize educational opportunities for every student, based on our beliefs that: All students can learn; All students will be taught in a safe and nurturing learning environment; All students deserve a teacher who is qualified and well-prepared; All students deserve access to instructional resources managed in a fiscally-responsible manner; and All stakeholders share the responsibility and accountability for student learning.

Goals:

By the end of the 2018-2019 school year, at least 75% of the students taking EOG tests and EOC tests in the RCSS will perform at or above “Level 3” and all subgroups of students will perform at the at the “Expected Growth” Level or higher.



! = Past Due Actions KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
	A1.02	ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		The lead teacher conducts spot checks once a month for all teachers giving them instant feedback on what was observed. Each administrator plans on being in a classroom at least 2 hours each day. Wheatmore also has an administrative intern that will spend 2 hours each day visiting classrooms and providing feedback to each teacher. Professional Development will be provided once a month for all teachers during the regular scheduled 1st Tuesday planning period meetings. Each teacher will be coached on his third professional development goal for the 2017-2018 school year based on previous year's observation and spot check data. All teachers will participate in "Go and See" once a month.	Limited Development 08/16/2017			
<i>How it will look when fully met:</i>		Professional development will focus on many things over the course of a year, but will always include training and coaching to improve instructional practice. Classroom observations based on indicators of effective practice help determine the instructional strengths and areas		Kelly Ivey	06/15/2018	

		of improvement for each teacher, and when aggregated, they show patterns of practice across grade levels, subject areas for the whole faculty. Each individual teacher's personal professional plan will reflect classroom observations and document reviews, and whole faculty professional development can cover the results of a patterns-of-practice analysis. All teachers will score higher on their end of the year evaluation. Spot check data will show teachers using the suggestions and professional development in their daily routines. Lesson plans will be thorough and constantly updated depending on student needs.			
Action(s)	Created Date		50 of 232 (22%)		
1	8/16/17	September - Lead Teacher will conduct monthly spot checks for each teacher. Immediate feedback will be provided.	Complete 09/29/2017	Kelly Ivey	09/29/2017
		<i>Notes:</i>			
2	8/16/17	Lesson Plans will be reviewed periodically by leadership to provide feedback to teachers.		Kelly Ivey	06/15/2018
		<i>Notes:</i>			
3	8/16/17	Leadership will visit each classroom at least 2 hours daily and provide feedback.		Eric Johnson	06/15/2018
		<i>Notes:</i>			
4	8/16/17	September Go and See - Math	Complete 09/15/2017	Jon-Eric Hall	09/29/2017
		<i>Notes:</i>			
5	8/16/17	September Go and See - English	Complete 09/29/2017	Michael Ranew	09/29/2017
		<i>Notes:</i>			
6	8/16/17	September Go and See - History	Complete 09/15/2017	Burton Kesler	09/29/2017
		<i>Notes:</i>			
7	8/16/17	September Go and See - Science	Complete 09/15/2017	Janine Kube	09/29/2017
		<i>Notes:</i>			
8	8/16/17	September Go and See - Cultural Arts	Complete 09/15/2017	Sarah Downey	09/29/2017
		<i>Notes:</i>			
9	8/16/17	September Go and See - EC	Complete 09/15/2017	Lauren Hedrick	09/29/2017
		<i>Notes:</i>			
10	8/16/17	September Go and See - Foreign Language	Complete 09/15/2017	Peng Jie	09/29/2017
		<i>Notes:</i>			

11	8/16/17	September Go and See - CTE	Complete 09/15/2017	Jason Metters	09/29/2017
		<i>Notes:</i>			
12	8/16/17	September Go and See - PE	Complete 09/15/2017	Jon Spell	09/29/2017
		<i>Notes:</i>			
13	8/16/17	October Go and See - Math		Jon-Eric Hall	10/31/2017
		<i>Notes:</i>			
14	8/16/17	October Go and See - Science		Janine Kube	10/31/2017
		<i>Notes:</i>			
15	8/16/17	October Go and See - English		Michael Ranew	10/31/2017
		<i>Notes:</i>			
16	8/16/17	October Go and See - History		Burton Kesler	10/31/2017
		<i>Notes:</i>			
17	8/16/17	October Go and See - PE		Jon Spell	10/31/2017
		<i>Notes:</i>			
18	8/16/17	October Go and See - Cultural Arts		Sarah Downey	10/31/2017
		<i>Notes:</i>			
19	8/16/17	October Go and See - EC		Lauren Hedrick	10/31/2017
		<i>Notes:</i>			
20	8/16/17	October Go and See - Foreign Language		Peng Jie	10/31/2017
		<i>Notes:</i>			
21	8/16/17	October Go and See - CTE		Jason Metters	10/31/2017
		<i>Notes:</i>			
22	8/16/17	November Go and See - Math		Jon-Eric Hall	11/30/2017
		<i>Notes:</i>			
23	8/16/17	November Go and See - Science		Janine Kube	11/30/2017
		<i>Notes:</i>			
24	8/16/17	November Go and See - English		Michael Ranew	11/30/2017
		<i>Notes:</i>			
25	8/16/17	November Go and See - History		Burton Kesler	11/30/2017
		<i>Notes:</i>			

26	8/16/17	November Go and See - PE		Jon Spell	11/30/2017
		<i>Notes:</i>			
27	8/16/17	November Go and See - Cultural Arts		Peng Jie	11/30/2017
		<i>Notes:</i>			
28	8/16/17	November Go and See - EC		Lauren Hedrick	11/30/2017
		<i>Notes:</i>			
29	8/16/17	November Go and See - Foreign Language		Peng Jie	11/30/2017
		<i>Notes:</i>			
30	8/16/17	November Go and See - CTE		Kyle Spencer	11/30/2017
		<i>Notes:</i>			
31	8/28/17	August Department Meeting - Foreign Language	Complete 08/17/2017	Lisa Mishoe	08/31/2017
		<i>Notes:</i>			
32	8/28/17	August Department Meeting - CTE	Complete 08/17/2017	Kyle Spencer	08/31/2017
		<i>Notes:</i>			
33	8/28/17	August Department Meeting - EC	Complete 08/17/2017	Stephanie Harvell	08/31/2017
		<i>Notes:</i>			
34	8/28/17	August Department Meeting - Math	Complete 08/17/2017	Jon-Eric Hall	08/31/2017
		<i>Notes:</i>			
35	8/28/17	August Department Meeting - Science	Complete 08/17/2017	William Benner	08/31/2017
		<i>Notes:</i>			
36	8/28/17	August Department Meeting - English	Complete 08/17/2017	Holly Carter	08/31/2017
		<i>Notes:</i>			
37	8/28/17	August Department Meeting - History	Complete 08/17/2017	Norman Askew	08/31/2017
		<i>Notes:</i>			
38	8/28/17	August Department Meeting - PE	Complete 08/17/2017	Rick Halo	08/31/2017
		<i>Notes:</i>			
39	8/28/17	August Department Meeting -Cultural Arts	Complete 08/17/2017	Jenny Beck	08/31/2017
		<i>Notes:</i>			
40	8/28/17	August PLC planning and pacing meeting - Science	Complete 08/17/2017	Melissa Partin	08/31/2017
		<i>Notes:</i>			

41	8/28/17	August PLC planning and pacing meeting - History	Complete 09/06/2017	Laura Monroe	08/31/2017
		<i>Notes:</i>			
42	8/28/17	August PLC planning and pacing meeting -Math	Complete 08/17/2017	Adam Duncan	08/31/2017
		<i>Notes:</i>			
43	8/28/17	August PLC planning and pacing meeting - English	Complete 08/17/2017	Megan Teetor	08/31/2017
		<i>Notes:</i>			
44	8/28/17	September Department Meeting - Science	Complete 09/29/2017	William Benner	09/29/2017
		<i>Notes:</i>			
45	8/28/17	September Department Meeting - Math	Complete 09/29/2017	Jon-Eric Hall	09/29/2017
		<i>Notes:</i>			
46	8/28/17	September Department Meeting - English	Complete 09/29/2017	Holly Carter	09/29/2017
		<i>Notes:</i>			
47	8/28/17	September Department Meeting - History		Norman Askew	09/29/2017
		<i>Notes:</i>			
48	8/28/17	September Department Meeting - PE	Complete 09/29/2017	Rick Halo	09/29/2017
		<i>Notes:</i>			
49	8/28/17	September Department Meeting - Cultural Arts	Complete 09/29/2017	Jenny Beck	09/29/2017
		<i>Notes:</i>			
50	8/28/17	September Department Meeting -EC	Complete 09/29/2017	Mark Hyde	09/29/2017
		<i>Notes:</i>			
51	8/28/17	September Department Meeting - Foreign Language	Complete 09/29/2017	Lisa Mishoe	09/29/2017
		<i>Notes:</i>			
52	8/28/17	September Department Meeting -CTE	Complete 09/29/2017	Kyle Spencer	09/29/2017
		<i>Notes:</i>			
53	8/28/17	2 September PLC meetings - Math	Complete 09/22/2017	Adam Duncan	09/29/2017
		<i>Notes:</i>			
54	8/28/17	2 September PLC meetings - English	Complete 09/22/2017	Megan Teetor	09/29/2017
		<i>Notes:</i>			
55	8/28/17	2 September PLC meetings -History	Complete 09/29/2017	Laura Monroe	09/29/2017
		<i>Notes:</i>			

56	8/28/17	2 September PLC meetings -Science	Complete 09/22/2017	Melissa Partin	09/29/2017
		<i>Notes:</i>			
57	8/28/17	2 October PLC meetings - Math		Adam Duncan	10/31/2017
		<i>Notes:</i>			
58	8/28/17	2 October PLC meetings - English		Megan Teetor	10/31/2017
		<i>Notes:</i>			
59	8/28/17	2 October PLC meetings - History		Laura Monroe	10/31/2017
		<i>Notes:</i>			
60	8/28/17	2 October PLC meetings -Science		Melissa Partin	10/31/2017
		<i>Notes:</i>			
61	8/28/17	October Department Meeting - CTE		Kyle Spencer	10/31/2017
		<i>Notes:</i>			
62	8/28/17	October Department Meeting - Math		Jon-Eric Hall	10/31/2017
		<i>Notes:</i>			
63	8/28/17	October Department Meeting -Science		William Benner	10/31/2017
		<i>Notes:</i>			
64	8/28/17	October Department Meeting - English		Holly Carter	10/31/2017
		<i>Notes:</i>			
65	8/28/17	October Department Meeting - History		Norman Askew	10/31/2017
		<i>Notes:</i>			
66	8/28/17	October Department Meeting - PE		Rick Halo	10/31/2017
		<i>Notes:</i>			
67	8/28/17	October Department Meeting - Cultural Arts		Jenny Beck	10/31/2017
		<i>Notes:</i>			
68	8/28/17	October Department Meeting - EC		Mark Hyde	10/31/2017
		<i>Notes:</i>			
69	8/28/17	October Department Meeting - Foreign Language		Lisa Mishoe	10/31/2017
		<i>Notes:</i>			
70	8/28/17	2 November PLC meetings - Math		Adam Duncan	11/30/2017
		<i>Notes:</i>			

71	8/28/17	2 November PLC meetings - Science		Melissa Partin	11/30/2017
		<i>Notes:</i>			
72	8/28/17	2 November PLC meetings - History		Laura Monroe	11/30/2017
		<i>Notes:</i>			
73	8/28/17	2 November PLC meetings - English		Megan Teetor	11/30/2017
		<i>Notes:</i>			
74	8/28/17	November Department meetings - Math		Jon-Eric Hall	11/30/2017
		<i>Notes:</i>			
75	8/28/17	November Department meetings - Science		William Benner	11/30/2017
		<i>Notes:</i>			
76	8/28/17	November Department meetings - English		Holly Carter	11/30/2017
		<i>Notes:</i>			
77	8/28/17	November Department meetings - History		Norman Askew	11/30/2017
		<i>Notes:</i>			
78	8/28/17	November Department meetings -PE		Rick Halo	11/30/2017
		<i>Notes:</i>			
79	8/28/17	November Department meetings - Cultural Arts		Jenny Beck	11/30/2017
		<i>Notes:</i>			
80	8/28/17	November Department meetings - EC		Mark Hyde	11/30/2017
		<i>Notes:</i>			
81	8/28/17	November Department meetings - Foreign Language		Lisa Mishoe	11/30/2017
		<i>Notes:</i>			
82	8/28/17	November Department meetings -CTE		Kyle Spencer	11/30/2017
		<i>Notes:</i>			
83	9/11/17	October - Lead Teacher will conduct monthly spot checks for each teacher. Immediate feedback will be provided.		Kelly Ivey	10/31/2017
		<i>Notes:</i>			
84	9/11/17	November - Lead Teacher will conduct monthly spot checks for each teacher. Immediate feedback will be provided.		Kelly Ivey	11/30/2017
		<i>Notes:</i>			

85	9/11/17	December - Lead Teacher will conduct monthly spot checks for each teacher. Immediate feedback will be provided.		Kelly Ivey	12/29/2017
		<i>Notes:</i>			
86	9/11/17	February - Lead Teacher will conduct monthly spot checks for each teacher. Immediate feedback will be provided.		Kelly Ivey	02/28/2018
		<i>Notes:</i>			
87	9/11/17	March - Lead Teacher will conduct monthly spot checks for each teacher. Immediate feedback will be provided.		Kelly Ivey	03/30/2018
		<i>Notes:</i>			
88	9/11/17	April - Lead Teacher will conduct monthly spot checks for each teacher. Immediate feedback will be provided.		Kelly Ivey	04/30/2018
		<i>Notes:</i>			
89	9/11/17	May - Lead Teacher will conduct monthly spot checks for each teacher. Immediate feedback will be provided.		Kelly Ivey	05/31/2018
		<i>Notes:</i>			
90	9/11/17	All teachers will have a conference with leadership on what their PGP goals will be for the 2017-2018 school year. These goals will be based on classroom observations from last year and spot check data.	Complete 09/29/2017	Eric Johnson	09/29/2017
		<i>Notes:</i>			
91	9/21/17	Math Department Pacing guides		Jon-Eric Hall	09/29/2017
		<i>Notes:</i>			
92	9/21/17	English Department Pacing guides	Complete 09/29/2017	Holly Carter	09/29/2017
		<i>Notes:</i>			
93	9/21/17	History Department Pacing guides	Complete 09/29/2017	Norman Askew	09/29/2017
		<i>Notes:</i>			
94	9/21/17	Foreign Language Department Pacing guides	Complete 09/29/2017	Lisa Mishoe	09/29/2017
		<i>Notes:</i>			
95	9/21/17	Cultural Arts Department Pacing guides	Complete 09/29/2017	Jenny Beck	09/29/2017
		<i>Notes:</i>			
96	9/21/17	CTE Department Pacing guides	Complete 09/29/2017	Kyle Spencer	09/29/2017
		<i>Notes:</i>			
97	9/21/17	PE Department Pacing guides	Complete 09/29/2017	Rick Halo	09/29/2017

	<i>Notes:</i>				
98	9/21/17	Math Department Syllabi		Jon-Eric Hall	09/29/2017
	<i>Notes:</i>				
99	9/21/17	Science Department Syllabi	Complete 09/29/2017	William Benner	09/29/2017
	<i>Notes:</i>				
100	9/21/17	History Department Syllabi	Complete 09/29/2017	Norman Askew	09/29/2017
	<i>Notes:</i>				
101	9/21/17	English Department Syllabi	Complete 09/29/2017	Holly Carter	09/29/2017
	<i>Notes:</i>				
102	9/21/17	Foreign Language Department Syllabi	Complete 09/29/2017	Lisa Mishoe	09/29/2017
	<i>Notes:</i>				
103	9/21/17	Cultural Arts Department Syllabi	Complete 09/29/2017	Jenny Beck	09/29/2017
	<i>Notes:</i>				
104	9/21/17	CTE Department Syllabi	Complete 09/29/2017	Kyle Spencer	09/29/2017
	<i>Notes:</i>				
105	9/21/17	Science Department Pacing guide	Complete 09/29/2017	William Benner	09/29/2017
	<i>Notes:</i>				
106	9/21/17	PE Department Syllabi	Complete 09/29/2017	Rick Halo	09/29/2017
	<i>Notes:</i>				
107	10/9/17	December Department Meeting - Math		Jon-Eric Hall	12/29/2017
	<i>Notes:</i>				
108	10/9/17	December Department Meeting - Science		William Benner	12/29/2017
	<i>Notes:</i>				
109	10/9/17	December Department Meeting - English		Holly Carter	12/29/2017
	<i>Notes:</i>				
110	10/9/17	December Department Meeting - History		Norman Askew	12/29/2017
	<i>Notes:</i>				

111	10/9/17	December Department Meeting - PE		Rick Halo	12/29/2017
		<i>Notes:</i>			
112	10/9/17	December Department Meeting - Cultural Arts		Jenny Beck	12/29/2017
		<i>Notes:</i>			
113	10/9/17	December Department Meeting - EC		Mark Hyde	12/29/2017
		<i>Notes:</i>			
114	10/9/17	December Department Meeting - Foreign Language		Lisa Mishoe	12/29/2017
		<i>Notes:</i>			
115	10/9/17	December Department Meeting - CTE		Kyle Spencer	12/29/2017
		<i>Notes:</i>			
116	10/9/17	January Department Meeting - Math		Jon-Eric Hall	01/31/2018
		<i>Notes:</i>			
117	10/9/17	January Department Meeting - Science		William Benner	01/31/2018
		<i>Notes:</i>			
118	10/9/17	January Department Meeting - English		Holly Carter	01/31/2018
		<i>Notes:</i>			
119	10/9/17	January Department Meeting - History		Norman Askew	01/31/2018
		<i>Notes:</i>			
120	10/9/17	January Department Meeting - PE		Rick Halo	01/31/2018
		<i>Notes:</i>			
121	10/9/17	January Department Meeting - Cultural Arts		Jenny Beck	01/31/2018
		<i>Notes:</i>			
122	10/9/17	January Department Meeting - EC		Mark Hyde	01/31/2018

		<i>Notes:</i>			
123	10/9/17	January Department Meeting - Foreign Language		Lisa Mishoe	01/31/2018
		<i>Notes:</i>			
124	10/9/17	January Department Meeting - CTE		Kyle Spencer	01/31/2018
		<i>Notes:</i>			
125	10/9/17	February Department Meeting - Math		Jon-Eric Hall	02/28/2018
		<i>Notes:</i>			
126	10/9/17	February Department Meeting - Science		William Benner	02/28/2018
		<i>Notes:</i>			
127	10/9/17	February Department Meeting - English		Holly Carter	02/28/2018
		<i>Notes:</i>			
128	10/9/17	February Department Meeting - History		Norman Askew	02/28/2018
		<i>Notes:</i>			
129	10/9/17	February Department Meeting - PE		Rick Halo	02/28/2018
		<i>Notes:</i>			
130	10/9/17	February Department Meeting - Cultural Arts		Jenny Beck	02/28/2018
		<i>Notes:</i>			
131	10/9/17	February Department Meeting - Foreign Language		Lisa Mishoe	02/28/2018
		<i>Notes:</i>			
132	10/9/17	February Department Meeting - EC		Mark Hyde	02/28/2018
		<i>Notes:</i>			
133	10/9/17	February Department Meeting - CTE		Kyle Spencer	02/28/2018
		<i>Notes:</i>			

134	10/9/17	March Department Meeting - Math		Jon-Eric Hall	03/30/2018
		<i>Notes:</i>			
135	10/9/17	March Department Meeting - Science		William Benner	03/30/2018
		<i>Notes:</i>			
136	10/9/17	March Department Meeting - English		Holly Carter	03/30/2018
		<i>Notes:</i>			
137	10/9/17	March Department Meeting - History		Norman Askew	03/30/2018
		<i>Notes:</i>			
138	10/9/17	March Department Meeting - PE		Rick Halo	03/30/2018
		<i>Notes:</i>			
139	10/9/17	March Department Meeting - Cultural Arts		Jenny Beck	03/30/2018
		<i>Notes:</i>			
140	10/9/17	March Department Meeting - EC		Mark Hyde	03/30/2018
		<i>Notes:</i>			
141	10/9/17	March Department Meeting - Foreign Language		Lisa Mishoe	03/30/2018
		<i>Notes:</i>			
142	10/9/17	March Department Meeting - CTE		Kyle Spencer	03/30/2018
		<i>Notes:</i>			
143	10/9/17	April Department Meeting - Math		Jon-Eric Hall	04/30/2018
		<i>Notes:</i>			
144	10/9/17	April Department Meeting - Science		William Benner	04/30/2018
		<i>Notes:</i>			
145	10/9/17	April Department Meeting - English		Holly Carter	04/30/2018

	<i>Notes:</i>			
146	10/9/17	April Department Meeting - History		Norman Askew 04/30/2018
	<i>Notes:</i>			
147	10/9/17	April Department Meeting - PE		Rick Halo 04/30/2018
	<i>Notes:</i>			
148	10/9/17	April Department Meeting - Cultural Arts		Jenny Beck 04/30/2018
	<i>Notes:</i>			
149	10/9/17	April Department Meeting - EC		Mark Hyde 04/30/2018
	<i>Notes:</i>			
150	10/9/17	April Department Meeting - Foreign Language		Lisa Mishoe 04/30/2018
	<i>Notes:</i>			
151	10/9/17	April Department Meeting - CTE		Kyle Spencer 04/30/2018
	<i>Notes:</i>			
152	10/9/17	May Department Meeting - Science		William Benner 05/31/2018
	<i>Notes:</i>			
153	10/9/17	May Department Meeting - Math		Jon-Eric Hall 05/31/2018
	<i>Notes:</i>			
154	10/9/17	May Department Meeting - English		Holly Carter 05/31/2018
	<i>Notes:</i>			
155	10/9/17	May Department Meeting - History		Norman Askew 05/31/2018
	<i>Notes:</i>			
156	10/9/17	May Department Meeting - PE		Rick Halo 05/31/2018
	<i>Notes:</i>			

157	10/9/17	May Department Meeting - Cultural Arts		Jenny Beck	05/31/2018
		<i>Notes:</i>			
158	10/9/17	May Department Meeting - EC		Mark Hyde	05/31/2018
		<i>Notes:</i>			
159	10/9/17	May Department Meeting - Foreign Language		Lisa Mishoe	05/31/2018
		<i>Notes:</i>			
160	10/9/17	May Department Meeting - CTE		Kyle Spencer	05/31/2018
		<i>Notes:</i>			
161	10/9/17	February Go and See - Math		Jon-Eric Hall	02/16/2018
		<i>Notes:</i>			
162	10/9/17	February Go and See - Science		Janine Kube	02/16/2018
		<i>Notes:</i>			
163	10/9/17	February Go and See - English		Michael Ranew	02/16/2018
		<i>Notes:</i>			
164	10/9/17	February Go and See - History		Burton Kesler	02/16/2018
		<i>Notes:</i>			
165	10/9/17	February Go and See - PE		Jon Spell	02/16/2018
		<i>Notes:</i>			
166	10/9/17	February Go and See - Cultural Arts		Sarah Downey	02/16/2018
		<i>Notes:</i>			
167	10/9/17	February Go and See - EC		Lauren Hedrick	02/16/2018
		<i>Notes:</i>			
168	10/9/17	March Go and See - Math		Jon-Eric Hall	03/16/2018
		<i>Notes:</i>			
169	10/9/17	March Go and See - Science		Janine Kube	03/16/2018
		<i>Notes:</i>			
170	10/9/17	March Go and See - English		Michael Ranew	03/16/2018

	<i>Notes:</i>			
171	10/9/17	March Go and See - History		Burton Kesler 03/16/2018
	<i>Notes:</i>			
172	10/9/17	March Go and See - PE		Jon Spell 03/16/2018
	<i>Notes:</i>			
173	10/9/17	March Go and See - Cultural Arts		Sarah Downey 03/16/2018
	<i>Notes:</i>			
174	10/9/17	March Go and See - EC		Lauren Hedrick 03/16/2018
	<i>Notes:</i>			
175	10/9/17	March Go and See - Foreign Language		Peng Jie 03/16/2018
	<i>Notes:</i>			
176	10/9/17	March Go and See - CTE		Jason Metters 03/16/2018
	<i>Notes:</i>			
177	10/9/17	April Go and See - Science		William Benner 04/20/2018
	<i>Notes:</i>			
178	10/9/17	April Go and See - Math		Jon-Eric Hall 04/20/2018
	<i>Notes:</i>			
179	10/9/17	April Go and See - English		Michael Ranew 04/20/2018
	<i>Notes:</i>			
180	10/9/17	April Go and See - History		Burton Kesler 04/20/2018
	<i>Notes:</i>			
181	10/9/17	April Go and See - PE		Jon Spell 04/20/2018
	<i>Notes:</i>			
182	10/9/17	April Go and See - Cultural Arts		Sarah Downey 04/20/2018
	<i>Notes:</i>			
183	10/9/17	April Go and See - EC		Lauren Hedrick 04/20/2018
	<i>Notes:</i>			
184	10/9/17	April Go and See - Foreign Language		Peng Jie 04/20/2018
	<i>Notes:</i>			
185	10/9/17	April Go and See - CTE		Kyle Spencer 04/20/2018

		<i>Notes:</i>			
186	10/9/17	May Go and See - Math		Jon-Eric Hall	05/11/2018
		<i>Notes:</i>			
187	10/9/17	May Go and See - Science		William Benner	05/18/2018
		<i>Notes:</i>			
188	10/9/17	May Go and See - English		Michael Ranew	05/18/2018
		<i>Notes:</i>			
189	10/9/17	May Go and See - History		Burton Kesler	05/18/2018
		<i>Notes:</i>			
190	10/9/17	May Go and See - PE		Rick Halo	05/18/2018
		<i>Notes:</i>			
191	10/9/17	May Go and See - Cultural Arts		Sarah Downey	05/18/2018
		<i>Notes:</i>			
192	10/9/17	May Go and See - EC		Lauren Hedrick	05/18/2018
		<i>Notes:</i>			
193	10/9/17	May Go and See - Foreign Language		Peng Jie	05/18/2018
		<i>Notes:</i>			
194	10/9/17	May Go and See - CTE		Jason Metters	05/18/2018
		<i>Notes:</i>			
195	10/10/17	Syllabi - Math		Jon-Eric Hall	01/31/2018
		<i>Notes:</i>			
196	10/10/17	Syllabi - English		Holly Carter	01/31/2018
		<i>Notes:</i>			
197	10/10/17	Syllabi - Science		William Benner	01/31/2018
		<i>Notes:</i>			
198	10/10/17	Syllabi - History		Norman Askew	01/31/2018
		<i>Notes:</i>			
199	10/10/17	Syllabi - CTE		Kyle Spencer	01/31/2018
		<i>Notes:</i>			
200	10/10/17	Syllabi - Cultural Arts		Jenny Beck	01/31/2018

<i>Notes:</i>					
201	10/10/17	Syllabi - Foreign Language		Lisa Mishoe	01/31/2018
<i>Notes:</i>					
202	10/10/17	Syllabi - PE		Rick Halo	01/31/2018
<i>Notes:</i>					
203	10/10/17	Pacing Guide - Math		Jon-Eric Hall	01/31/2018
<i>Notes:</i>					
204	10/10/17	Pacing guide - Science		William Benner	01/31/2018
<i>Notes:</i>					
205	10/10/17	Pacing guide - English		Holly Carter	01/31/2018
<i>Notes:</i>					
206	10/10/17	Pacing guide - History		Norman Askew	01/31/2018
<i>Notes:</i>					
207	10/10/17	Pacing guide - PE		Rick Halo	01/31/2018
<i>Notes:</i>					
208	10/10/17	Pacing guide - Cultural Arts		Jenny Beck	01/31/2018
<i>Notes:</i>					
209	10/10/17	Pacing guide - Foreign Language		Lisa Mishoe	01/31/2018
<i>Notes:</i>					
210	10/10/17	Pacing guide - CTE		Kyle Spencer	01/31/2018
<i>Notes:</i>					
211	10/10/17	Beginning of January - Syllabus and Pacing Guide Planning PLC meeting - Math		Adam Duncan	01/31/2018
<i>Notes:</i>					
212	10/10/17	Beginning of January - Syllabus and Pacing Guide Planning PLC meeting - Science		Melissa Partin	01/31/2018
<i>Notes:</i>					
213	10/10/17	Beginning of January - Syllabus and Pacing Guide Planning PLC meeting - English		Megan Teetor	01/31/2018
<i>Notes:</i>					
214	10/10/17	Beginning of January - Syllabus and Pacing Guide Planning PLC meeting		Laura Monroe	01/31/2018

		- History			
		<i>Notes:</i>			
215	10/10/17	2 February PLC meetings -Science		Melissa Partin	02/28/2018
		<i>Notes:</i>			
216	10/10/17	2 February PLC meetings -Math		Adam Duncan	02/28/2018
		<i>Notes:</i>			
217	10/10/17	2 February PLC meetings -English		Megan Teetor	02/28/2018
		<i>Notes:</i>			
218	10/10/17	2 February PLC meetings -History		Laura Monroe	02/28/2018
		<i>Notes:</i>			
219	10/10/17	2 March PLC meetings -Science		Melissa Partin	03/30/2018
		<i>Notes:</i>			
220	10/10/17	2 March PLC meetings -Math		Adam Duncan	03/30/2018
		<i>Notes:</i>			
221	10/10/17	2 March PLC meetings -English		Megan Teetor	03/30/2018
		<i>Notes:</i>			
222	10/10/17	2 March PLC meetings -History		Laura Monroe	03/30/2018
		<i>Notes:</i>			
223	10/10/17	2 April PLC meetings -Math		Adam Duncan	04/30/2018
		<i>Notes:</i>			
224	10/10/17	2 April PLC meetings -Science		Melissa Partin	04/30/2018
		<i>Notes:</i>			
225	10/10/17	2 April PLC meetings -English		Megan Teetor	04/30/2018
		<i>Notes:</i>			
226	10/10/17	2 April PLC meetings -History		Laura Monroe	04/30/2018
		<i>Notes:</i>			
227	10/10/17	2 May PLC meetings -Math		Adam Duncan	05/31/2018
		<i>Notes:</i>			
228	10/10/17	2 May PLC meetings -Science		Melissa Partin	05/31/2018
		<i>Notes:</i>			

229	10/10/17	2 May PLC meetings -English		Megan Teetor	05/31/2018
Notes:					
230	10/10/17	2 May PLC meetings -History		Laura Monroe	05/31/2018
Notes:					
231	10/10/17	February Go and See - Foreign Language		Peng Jie	02/16/2018
Notes:					
232	10/10/17	February Go and See - CTE		Jason Metters	02/28/2018
Notes:					
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are working towards being more consistent across the board in all classrooms. School expectations have been set by administration and will be monitored throughout the school year.	Limited Development 08/16/2017		
<i>How it will look when fully met:</i>		All teachers will establish and post classroom rules and procedures. They will instruct and reinforce each student for understanding and following the rules and procedures. Positive teaching is preferable to correcting students after-the-fact. Classroom management will be more than posting a list of “dos and don’ts” on the classroom wall and expecting all students will happily and consistently follow every rule.		Eric Johnson	06/14/2019
Action(s)	Created Date		0 of 1 (0%)		
1	8/28/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved.		Eric Johnson	06/15/2019
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 are required to make lesson plans aligning to the state standards and share with the administrators. * PLCs, based on subject, follow a county pacing guide that aligns to the	Limited Development 05/09/2017		

		<p>state guidelines and meet on a regular basis to compare common assessments that are also based on the state standards.</p> <ul style="list-style-type: none"> * MDC Team for Math 1 plans lesson and assessment together within the guidelines of the county pacing guide. * School based summer workshop, with a stipend, to consider the standards of Math 1, Math 2, and Math 3. * LDC is being incorporated for 50% of the staff in year 2 of the program. This aligns with the literacy standards for each core and CTE class. * Pacing guides and syllabi are submitted to the lead teacher to review each semester * Honors and AP contracts are developed each year for consistency * Spot Checks are conducted monthly for all teachers. 			
How it will look when fully met:		Teachers, working in teams, build the taught curriculum from learning standards, curriculum guides, and a variety of resources, including textbooks, other commercial materials, and teacher-created activities and materials. Instructional Teams will organize the curriculum into unit plans that guide instruction for all students. The unit plans assure that students master standards-based objectives and also provide opportunities for enhanced learning.		Kelly Ivey	06/15/2018
Action(s)	Created Date		0 of 3 (0%)		
1	8/28/17	ALL Wheatmore Departments meet monthly.		Eric Johnson	06/21/2020
		<i>Notes:</i>			
2	8/28/17	ALL Wheatmore Professional Learning Teams meet 2 times a month to discuss data and plan accordingly.		Eric Johnson	06/21/2020
		<i>Notes:</i>			
3	8/28/17	ALL Wheatmore teachers plan units based on data that are aligned to the state standards.		Eric Johnson	06/21/2020
		<i>Notes:</i>			

Core Function:	Dimension A - Instructional Excellence and Alignment
Effective Practice:	Data analysis and instructional planning

A3.02		Instructional Teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs.(5111)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Student achievement will increase after interventions from data disaggregated are implemented.	Limited Development 08/16/2017		
How it will look when fully met:		All teachers will make data tracking part of their routine in the classroom to guide instruction for all students.		Kelly Ivey	06/15/2018
Action(s)	Created Date		1 of 8 (12%)		
1	8/16/17	September EC notebook check	Complete 09/29/2017	Kelly Ivey	09/29/2017
		Notes:			
2	8/16/17	November EC notebook check		Kelly Ivey	11/30/2017
		Notes:			
3	8/16/17	December EC notebook check		Kelly Ivey	12/31/2017
		Notes:			
4	8/16/17	February EC notebook check		Kelly Ivey	02/28/2018
		Notes:			
5	8/16/17	March EC notebook check		Kelly Ivey	03/30/2018
		Notes:			
6	8/16/17	April EC notebook check		Kelly Ivey	04/30/2018
		Notes:			
7	8/16/17	May EC notebook check		Kelly Ivey	05/31/2018
		Notes:			
8	10/9/17	October EC Notebook Check		Kelly Ivey	10/31/2017
		Notes:			

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
Initial Assessment:		Wheatmore currently has the following in place towards this indicator:	Limited Development 05/09/2017		

	<ul style="list-style-type: none"> * SIT involves all teachers in gaining input for school decisions. * Communication journals, documenting parental contacts are shared with admin team. *Data tracker sheets allow students to reflect on their progress throughout the semester. * PLCs, such as Biology, meet on a regular basis to compare and discuss common assessment results, pacing progress, and sharing of ideas. * All levels offered (standard, honors, AP). *Students are placed in the level/tier that best suits each, determined by teachers collaborating vertically within departments. *Offering tutoring before and after school *Teachers of common subjects plan together. They use a common pacing guide and common categories of grading. Wheatmore plans to grow in this goal as a school by working on the following: <ul style="list-style-type: none"> * Grouping lowest level biology students together. * Formally establish a teacher that has taught a class in the past as the lead teacher for that subject. The lead teacher would be on call for pacing concerns and student performance concerns. This gives a struggling teacher and a teacher new to the subject a "go to" person. 				
How it will look when fully met:	All Wheatmore Teachers will faithfully implement effective teaching practices and align them to the same standards and skills as their peers teaching other tiers of intervention. There will be a focus on student response to instructional practices, as opposed to student deficits or failures, then Wheatmore will improve the success rates of struggling students and the accuracy of identifying students who truly have disabilities. All Wheatmore teachers will be able to disaggregate classroom data to align appropriate lessons based on student needs. All Wheatmore teachers will use daily data to guide instruction. All Wheatmore teachers will be in constant communication with parents and stakeholders on student progress. All Wheatmore students will be aware of their classroom data.		Amanda Tuggle	06/14/2019	
Action(s)	Created Date		0 of 1 (0%)		
1	8/28/17	Our School Improvement Team is currently in the process of reviewing		Amanda Tuggle	06/21/2020

		the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved.				
<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>			* Teachers have Professional development meetings with the guidance to discuss methods of helping students with emotional difficulties. * Teachers have BT meetings with peers to discuss procedures for guiding and supporting students during an emotional crisis. * Teachers have meetings with EC teachers to discuss ways to deal with students in an emotional shutdown. * There is a crisis team in place. Certain sensitive students are alerted and evacuated before fire drills. * Coaching team being trained for bullying awareness. * Building connections and self-esteem through CTSOs and extra-curricular clubs * Training for handling behaviors on the autism spectrum to benefit students identified with or autism as well as students not formally identified to have autism. * Guidance Department is well-trained and proactive in particular student situations. Faculty and staff in general cares about and goes above and beyond to support students who are struggling emotionally.	Limited Development 05/09/2017		
<i>How it will look when fully met:</i>			The evidence review indicates that many teachers are not well prepared to foster students' social/emotional competencies. Wheatmore will need additional professional development in order to effectively assist students in identifying and managing their emotions. Teachers will also be aware of what additional services are available for students needing extra support, how best to connect students and their families with those services, and how to maintain effective communication and collaboration among all adults supporting the student.		Shelia Atkins	06/14/2019
Action(s)		Created Date		0 of 1 (0%)		
1		8/28/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved.		Shelia Atkins	06/14/2019
<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	Implementation Status	Assigned To	Target Date

			level-to-level.(5134)			
<i>Initial Assessment:</i>	Wheatmore develops, implements, and evaluates explicit and ongoing plans to support student transitions across grades and levels of schooling. Wheatmore monitors incoming students for early warning indicators and provide appropriate supports; ninth grade support , personalized learning, and ensure all students have access to highly effective faculty that are supportive structures for their transition. Wheatmore closes the social capital gap between low income students and their peers through early college programs and college/career advising. These have been proven effective for students transitioning out of high school into college/career. Examples mentor program for at risk spring high school visit geared toward becoming familiar with the school and curriculum/registration freshman orientation/parent workshops grade level/content PLC to discuss expectations for standard, honors etc 4.5 week data reviews teacher data tracking student data tracking attendance highlight and contract during orientation attendance meeting at 3/5 days, identify high priority students, parent meeting			Full Implementation 08/15/2017		

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>	Catherine Berry, Assistant Superintendent for Curriculum and Instruction Larry Chappell, Director of Middle Schools/AIG/Title II Nancy Cross, Director of CTE and Innovative School Design Beth Davis, Director of Testing and Accountability/PowerSchool Lynette Graves, Director of Elementary Schools and Title I Kim Johnson, Director of High Schools and ESL Brooke Johnston, Director of Exceptional Children Nan York, Director of Media and Technology			Full Implementation 05/09/2017		
	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>	* Teachers share best practices in class and technology for the classroom in PD meetings. * Faculty senate essentially does this except they only meet once a month. * Administrators, Lead teacher, counselors meet more frequently. * Share best practices on a consistent			Full Implementation 05/09/2017		

	weekly basis when the department eats lunch together. * Well-organized Leadership Team and process is in place to address concerns of all stakeholders.			
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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
Initial Assessment:		* Faculty senate meets once a month. Members include the administrators, teacher representatives from each department, parent representative, student representative, and guidance representative. * Whole faculty or planning period meetings are held regularly. * Faculty Duty Assignments are made fairly and equitably, planning time is well-guarded and respected by Administration.	Full Implementation 05/09/2017		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
	B3.02	The principal collects and acts on data from a variety of sources and in a timely manner.(5148)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers will track student performance data and share via conference with Principal/Lead Teacher and Department members at the end of each 4.5 week period while developing a plan for each student to track his/her own data for the class.	Limited Development 08/28/2017		
How it will look when fully met:		All teachers will make data tracking part of their routine in the classroom to guide instruction for all students. All Wheatmore Teachers will Identify which students are at risk for difficulties with certain subjects, such as mathematics or reading, and provide more intense instruction to students identified as at risk. All Wheatmore Teachers will employ efficient, easy-to-use progress monitoring measures to track the progress of students receiving intervention services toward critical academic outcomes. All Wheatmore teachers will use formative assessments to evaluate learning and determine what minor adjustments can be made to instruction to enhance student understanding.		Kelly Ivey	06/15/2018
Action(s)	Created Date		8 of 48 (17%)		
1	8/29/17	Fall 4.5 Week Data Meeting - Math	Complete 10/17/2017	Jon-Eric Hall	10/06/2017

	<i>Notes:</i>				
2	8/29/17	Fall 4.5 Week Data Meeting - English	Complete 10/17/2017	Holly Carter	10/06/2017
	<i>Notes:</i>				
3	8/29/17	Fall 4.5 Week Data Meeting - Science	Complete 10/06/2017	Janine Kube	10/06/2017
	<i>Notes:</i>				
4	8/29/17	Fall 4.5 Week Data Meeting - History	Complete 10/17/2017	Laura Monroe	10/06/2017
	<i>Notes:</i>				
5	8/29/17	Fall 4.5 Week Data Meeting - PE	Complete 10/17/2017	Phillip Yarbrough	10/06/2017
	<i>Notes:</i>				
6	8/29/17	Fall 4.5 Week Data Meeting -Foreign Language	Complete 10/06/2017	Lisa Mishoe	10/06/2017
	<i>Notes:</i>				
7	8/29/17	Fall 4.5 Week Data Meeting -CTE	Complete 10/06/2017	Kyle Spencer	10/06/2017
	<i>Notes:</i>				
8	8/29/17	Fall 4.5 Week Data Meeting - Cultural Arts	Complete 10/06/2017	Jenny Beck	10/06/2017
	<i>Notes:</i>				
9	8/29/17	Fall 9 Week Data Meeting - Math		Jon-Eric Hall	11/03/2017
	<i>Notes:</i>				
10	8/29/17	Fall 9 Week Data Meeting - Science		William Benner	11/03/2017
	<i>Notes:</i>				
11	8/29/17	Fall 9 Week Data Meeting - English		Holly Carter	11/03/2017
	<i>Notes:</i>				
12	8/29/17	Fall 9 Week Data Meeting - History		Norman Askew	11/03/2017
	<i>Notes:</i>				
13	8/29/17	Fall 9 Week Data Meeting -PE		Rick Halo	11/03/2017
	<i>Notes:</i>				
14	8/29/17	Fall 9 Week Data Meeting -Cultural Arts		Jenny Beck	11/03/2017
	<i>Notes:</i>				
15	8/29/17	Fall 9 Week Data Meeting - Foreign Language		Lisa Mishoe	11/03/2017
	<i>Notes:</i>				
16	8/29/17	Fall 9 Week Data Meeting - CTE		Kyle Spencer	11/03/2017

	<i>Notes:</i>			
17	8/29/17	Fall 13.5 Week Data Meeting - Math		Jon-Eric Hall 12/15/2017
	<i>Notes:</i>			
18	8/29/17	Fall 13.5 Week Data Meeting - Science		William Benner 12/15/2017
	<i>Notes:</i>			
19	8/29/17	Fall 13.5 Week Data Meeting - History		Norman Askew 12/15/2017
	<i>Notes:</i>			
20	8/29/17	Fall 13.5 Week Data Meeting -English		Holly Carter 12/15/2017
	<i>Notes:</i>			
21	8/29/17	Fall 13.5 Week Data Meeting - CTE		Kyle Spencer 12/15/2017
	<i>Notes:</i>			
22	8/29/17	Fall 13.5 Week Data Meeting - Cultural Arts		Jenny Beck 12/15/2017
	<i>Notes:</i>			
23	8/29/17	Fall 13.5 Week Data Meeting - Foreign Language		Lisa Mishoe 12/15/2017
	<i>Notes:</i>			
24	8/29/17	Fall 13.5 Week Data Meeting - PE		Rick Halo 12/15/2017
	<i>Notes:</i>			
25	10/10/17	Spring 4.5 Week Data Meeting - Math		Jon-Eric Hall 03/09/2018
	<i>Notes:</i>			
26	10/10/17	Spring 4.5 Week Data Meeting - Science		Janine Kube 03/09/2018
	<i>Notes:</i>			
27	10/10/17	Spring 4.5 Week Data Meeting - English		Michael Ranew 03/09/2018
	<i>Notes:</i>			
28	10/10/17	Spring 4.5 Week Data Meeting - History		Burton Kesler 03/09/2018
	<i>Notes:</i>			
29	10/10/17	Spring 4.5 Week Data Meeting - CTE		Jason Metters 03/09/2018
	<i>Notes:</i>			
30	10/10/17	Spring 4.5 Week Data Meeting - Foreign Language		Peng Jie 03/09/2018
	<i>Notes:</i>			
31	10/10/17	Spring 4.5 Week Data Meeting - Cultural Arts		Sarah Downey 03/09/2018

	<i>Notes:</i>			
32	10/10/17	Spring 4.5 Week Data Meeting - PE	Jon Spell	03/09/2018
	<i>Notes:</i>			
33	10/10/17	Spring 9 Week Data Meeting - Math	Jon-Eric Hall	04/20/2018
	<i>Notes:</i>			
34	10/10/17	Spring 9 Week Data Meeting - Science	Janine Kube	04/20/2018
	<i>Notes:</i>			
35	10/10/17	Spring 9 Week Data Meeting - English	Michael Ranew	04/20/2018
	<i>Notes:</i>			
36	10/10/17	Spring 9 Week Data Meeting - History	Burton Kesler	04/20/2018
	<i>Notes:</i>			
37	10/10/17	Spring 9 Week Data Meeting - PE	Jon Spell	04/20/2018
	<i>Notes:</i>			
38	10/10/17	Spring 9 Week Data Meeting - Cultural Arts	Sarah Downey	04/20/2018
	<i>Notes:</i>			
39	10/10/17	Spring 9 Week Data Meeting - Foreign Language	Peng Jie	04/20/2018
	<i>Notes:</i>			
40	10/10/17	Spring 9 Week Data Meeting - CTE	Jason Metters	04/20/2018
	<i>Notes:</i>			
41	10/10/17	Spring 13.5 Week Data Meeting - Math	Jon-Eric Hall	05/18/2018
	<i>Notes:</i>			
42	10/10/17	Spring 13.5 Week Data Meeting - Science	Janine Kube	05/18/2018
	<i>Notes:</i>			
43	10/10/17	Spring 13.5 Week Data Meeting - English	Michael Ranew	05/18/2018
	<i>Notes:</i>			
44	10/10/17	Spring 13.5 Week Data Meeting - History	Burton Kesler	05/18/2018
	<i>Notes:</i>			
45	10/10/17	Spring 13.5 Week Data Meeting - PE	Jon Spell	05/18/2018
	<i>Notes:</i>			
46	10/10/17	Spring 13.5 Week Data Meeting - Cultural Arts	Sarah Downey	05/18/2018

<i>Notes:</i>					
47	10/10/17	Spring 13.5 Week Data Meeting - Foreign Language		Peng Jie	05/18/2018
<i>Notes:</i>					
48	10/10/17	Spring 13.5 Week Data Meeting - CTE		Jason Metters	05/18/2018
<i>Notes:</i>					
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>		* Administration team and the Lead Teacher make regular unannounced visits into classrooms. The faculty has been apprised of the items that should be apparent at the time of any classroom visit. The visitor checks off a scorecard as to whether the items are present. The visitor also has room to leave commendation or suggestions for improvement. * Post observation conferences are held to discuss areas of weakness/concern and to note areas of accomplishment. * Administration does frequent announced and unannounced observations and informal walk-throughs. Feedback on each is given quickly and authentically. Suggestions for improvement are made as well as positive feedback.	Limited Development 05/09/2017		
<i>How it will look when fully met:</i>		Improving student performance rests heavily on improving classroom instruction. Of course, a teacher's instructional practices depend upon the curriculum, the work of Instructional Teams, and the teacher's planning and preparation. The principal focuses on instruction. The Wheatmore principal will establish expectations and processes for team planning and for instructional delivery, the principal then will monitor the work, meeting with teams, visiting classrooms, reinforcing good practice.		Eric Johnson	06/19/2020
Action(s)	Created Date		0 of 1 (0%)		
1	9/21/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved.		Eric Johnson	06/19/2020
<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>			The following are already in place at Wheatmore High School for this indicator: * Each department has meetings and SIT representative brings these questions to the SIP meeting for consideration. * Data tracker information is collected every 4 1/2 weeks by faculty and given to admin team for analysis. * EC notebooks are kept up to date for accommodations used by students. * Attendance meetings are held for students with multiple tardies and absences. * Teachers keep accurate attendance records daily. * Schoolnet Data from common assessments is analyzed. * Trends of data are noted and discussed among departments. Highlights from the discussions are then presented to the leadership team. * County-wide CTE PLCs to discuss testing data and best practices. * Data is analyzed by each teacher and presented to Administration for review and trends	Limited Development 05/09/2017		
<i>How it will look when fully met:</i>			Student performance data is disaggregated by sub-groups; for example race, ethnicity, gender, income, special education, bilingual/ELL, Section 504 plans, Homeless/McKinney Vento Act, migrant. Classroom observation data will be aggregated to show patterns of professional practice across the faculty. These data sources will be used for planning professional development. Professional development will be directly tied to classroom observations and analysis of student learning data.		Eric Johnson	06/19/2020
<i>Action(s)</i>		<i>Created Date</i>		0 of 1 (0%)		
1		9/21/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved.		Eric Johnson	06/19/2020
<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>			Recruiting * Positions are advertised/posted on a variety of websites, including the RCSS and State websites. The district is beginning to use social media (Facebook, Twitter, LinkedIn). * The LEA participated in a	Full Implementation 05/09/2017		

	<p>Virtual Job Fair to provide national exposure for applicants. * LEA administrators attend in-state and out-of-state job fairs. * The LEA collaborates with universities, etc. * The LEA recruits student teachers within RCSS. * The LEA provides possible offers of early contracts. * The new graduate list is shared with principals. * Principals make recommendations for employment Evaluating * All BT and new employees are trained on the NC Teacher Evaluation Model. * School and District level walkthroughs occur throughout the school year. * The LEA follows district and state guidelines/laws. * HR meets with principals to review staffing plans. Rewarding * Pride Pens * Star 3 Recognition * BT of the Year * Teacher of the Year * Distinguished Educator * Outstanding Employee * Retirement Banquet * Bus Driver Award * Custodian Award * Recognition on Social Media Replacing * Recruitment plan * Value/utilize retirees * HR interviews/recommends guidelines</p>			
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Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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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>		<p>* Weekly connect edu calls to all homes each Sunday. * Contact logs maintained online, by each teacher. * Expectation of teachers contacting each parent before the end of the 1st quarter each semester. * Parents of students who are in danger of failing are contacted to enlist help/support to help that child improve and pass. * School and individual teacher websites are expected to be maintained regularly. Teachers are encouraged and supported in use of approved Social Media accounts to communicate with stakeholders.</p>	Full Implementation 05/09/2017		



School: Wheatmore High School

School Year: 2017-2018

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

From GS §115C-105.27: *“ The principal of each school, representatives of the assistant principals, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals , instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot...Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff.”*

Committee Position	Typed Name	Signature	Date
Principal	Eric Johnson		
Assistant Principal	Mandy Tuggle		
Assistant Principal	Eric Gee		
Lead Teacher	Kelly Ivey - Chair		
Math Teacher	John Eric Hall		
Science Teacher	Janine Kube		
English Teacher	Michael Ranew		
History Teacher	Burton Kesler		
CTE Teacher	Jason Metters		
EC Teacher	Lauren Hedrick		
Foreign Language Teacher	Jie Peng		
Cultural Arts Teacher	Sarah Downey		
Media Teacher	Andrea Davis		
Support Staff	Meg Stanley		
Parent	Carl Bundy		
Parent	Danitta Hodgin		
Parent	Lisa Dennis		
Student	Cody Craddock		
Student	Austin Dillon		
Student	Cecilia Huynh		
Student	Emma Godwin		
Student	Nathanial Rhodes		
Student	Sage Cox		
Student	Stephen Hutchens		
Student	Kari Grayson		
Guidance	Sheila Dunphy-Atkins		



NCStar/SIP Mandatory Components

School Name: Wheatmore High School

School Year: 2017-2018

Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

All WHS Teachers are provided a duty free lunch daily. During all 4 lunches, leadership and support staff monitor students.

Duty-Free Instructional Planning

Duty-free instructional planning will be provided for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week. Please describe the plan below.

All WHS teachers are allotted 7.5 hours a week (1.5 hours a day) for planning. The master schedule was developed in order for coaches to have 4th block planning during their sports' season. On occasion, teachers will be asked to cover a lunch duty to allow the leadership team and/or support staff to attend workshops and meetings. This will be the only duty these teachers have throughout the semester.

Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

The following programs have been put in place for at risk students at Wheatmore High School: Low Priority Attendance Agreement, High Priority Attendance Agreement, and Student Mentor Program. The low priority attendance agreement was given to all students and their parents that had been given one attendance waiver for the 2016-2017 school year. The high priority attendance agreement went to all students and their parents that had had multiple attendance waivers and excessive absences. Meetings were held during the summer where students, parents and administration went over the agreement and signed. Credits were taken from these students. The Mentor program was produced from the "love list" given to Wheatmore by the middle school. Students were paired with a Wheatmore teacher in order to give more support throughout the school year.

Safe School Plan for

Wheatmore High School

Pursuant to General Statute 115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

Statement of Responsibility for the School District Superintendent – In accordance with General Statute 115C-105.47 (b) (2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal’s performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by law, the following disciplinary consequences may occur:

If the superintendent fails to carry out the above mentioned responsibilities, the superintendent may be subject to a reprimand in his personnel file, or withholding of the superintendent's salary or both.

Statement of Responsibility for the School Principal – In accordance with General Statute 115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

If the principal fails to carry out the above mentioned responsibilities, the principal shall be subject to disciplinary action including a reprimand in the principal's personnel file and disciplinary proceedings under General Statute 115C-325.

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel – In accordance with General Statute 115C-105.47 9b) (4), other school personnel are tasked as follows with restoring, if necessary and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s):

Teachers:

All school personnel are responsible for maintaining a safe, secure, and orderly school environment in accordance with RCSS and school developed crisis management plans.

Teacher Assistants:

Other School Staff:

Services for At-risk Students – Pursuant to General Statute 115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both:

The Randolph County School System utilizes the Multi-Tiered System of Support (MTSS).

Pursuant to General Statute 115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary:

The Randolph County School System utilizes the Mutli-Tiered System of Support as well as the RCSS Code of Conduct to assist students as needed.

Pursuant to General Statute 115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program:

Short-Term (less than 15 days):

Middle and high school students are provided an educational alternative setting. During this setting, students are provided assistance with their class work which is expected to be completed prior to returning into the regular education setting.

Short-Term (minimum of 15 days):

Middle and high school students assigned to Intervention Center Aggression Replacement Training (ICART) receive a minimum of 15 days (30 sessions) of character education sessions. During this time, students are also provided assistance with their class work. Students must successfully fulfill the expectations of ART as well as complete school assignments to begin the transition back into the regular education setting.

Long-Term Suspended:

Schools will follow the Randolph County School System Alternative Education Options procedures.

In accordance with General Statute 115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. *(Copy as needed depending upon the number of goals.)*

Goal: **Promote a safe and orderly environment conducive to learning while maintaining a safe and orderly campus**

Target: **Increase staff awareness and implementation of safety procedures throughout the campus**

Indicator: **Rosters of staff trainings; safety drill logs; visitor logs**

Milestone Date: **Quarterly**

Goal:

Target:

Indicator:

Milestone Date:

Goal:

Target:

Indicator:

Milestone Date:

In accordance with General Statute 115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs):

Goal: Promote a safe and orderly environment conducive to learning by maintaining a secure campus

Target: Decrease disciplinary referrals and suspensions while utilizing strategies provided through the MTSS team

Indicator: Discipline data, attendance data, suspension data, MTSS logs

Milestone Date: Quarterly

Goal:

Target:

Indicator:

Milestone Date:

In accordance with General Statute 115C-105.47(b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed			
Safe School Training				
MTSS Training				
Data Analysis				

Pursuant to General Statute 115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials:

Maintain the Sheriff's Department as a community partner as it continues to provide:

- **one SRO's (School Resource Officers) at each of the six traditional high schools**
- **one SRO (School Resource Officer) for each of the six middle schools**
- **one SRO (School Resource Officer) for the one sixth grade school**
- **two SRO's (School Resource Officers) are assigned to Randolph Community College, which also serve our Randolph County Early College High School**
- **one full time and one part-time DARE (Drug Abuse Resistance Education) Officer to work with our seventeen elementary schools**
- **two full time CARE (Child Abuse Reduction Education) Officers to work with our seventeen elementary schools**

Maintain established protocol for communication and collaboration with community agencies that provide support to students.

Pursuant to General Statute 115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community:

- **The Randolph County School System will use communication tools including the website and social media to provide safety updates and vital information when appropriate. The RCSS Public Information Officer will assist with facilitating communication needs throughout the system.**
- **District and school level safety meetings will be held quarterly to provide information updates and training.**
- **A separate detailed Crisis Management Plan is maintained per facility.**