

Comprehensive Progress Report

Mission:

It is our mission to develop students in realizing their full potential as responsible and productive members of society.

Goals:

FHMS will increase proficiency on math EOG assessments for 6th-8th grade students; 6th-8th grade current GLP proficiency is 26.8% (2016-2017). By June 2018, increase 6th-8th grade math EOG GLP performance by 13.2 percentage points to an overall proficiency of 40%.

FHMS will increase proficiency on reading EOG assessments for 6th-8th grade students; 6th-8th grade current GLP proficiency is 39.8% (2016-2017). By June 2018, increase 6th-8th grade reading EOG GLP performance by 10.2 percentage points to an overall proficiency of 50%.

FHMS will increase proficiency on 8th grade science EOG assessments; 8th grade science current GLP proficiency is 75.6% (2016-2017). By June 2018, increase science EOG GLP performance by 4.4 percentage points to an overall proficiency of 80%.



! = 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>		Prior to the 2017-2018 school year, the implementation of classroom management was sporadic and ineffective. Teachers had noted on district surveys and school surveys that school rules were not consistently followed by students, discipline was not effective, nor did teachers always feel supported by administration.	Limited Development 09/13/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		There will be consistent classroom management strategies for each grade level. Students will fully understand expectations by teachers. School wide discipline referrals will decrease.		Vanessa Love	06/07/2019
Action(s)	Created Date		2 of 4 (50%)		
1	9/13/17	For 2017-2018 school year, the first two weeks of school, all students will receive PBIS instruction during enrichment period.	Complete 09/08/2017	Jody Truett	09/08/2017

<i>Notes:</i>					
2	9/13/17	Teachers will receive staff development on PBIS expectations, classroom management, and Edclick.	Complete 08/24/2017	Jody Truett	08/24/2017
<i>Notes:</i> Steve Ellis provided staff development on Edclick to staff on 8/24/17.					
3	9/13/17	The PBIS team will meet monthly to discuss implementation and other strategies for success.		Jody Truett	06/08/2018
<i>Notes:</i>					
4	9/13/17	PBIS matrix will be posted in the hallways and in every classroom.		Jody Truett	09/29/2017
<i>Notes:</i>					
Implementation:			09/13/2017		
Evidence	9/13/2017				
Experience	9/13/2017				
Sustainability	9/13/2017				

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>		Beginning with the 2016-2017 school year, Wilson County Schools developed, implemented, and shared with all schools, Curriculum Frameworks for all instructional (lesson & unit) plans. These curriculum frameworks have been developed for ELA, Math, and Science content areas and are aligned with the NC Standard Course of Study (NCSCOS). Our teachers are in the early stages of utilizing these frameworks to develop all instructional plans. Teachers across all content areas are utilizing one lesson plan template; the lesson plan template focuses on target standards, activating strategies, key vocabulary, focused learning activities, assessments (formative & summative), standards based assignments, and writing activities. Teachers of the same subjects and grade levels are developing collaborative lesson plans and submitting them weekly for review and feedback from the Administrative Team.	Limited Development 09/13/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Teachers across our school will consistently be utilizing the Wilson County Schools (WCS) Curriculum Frameworks for all instructional (lesson & unit) plans. These curriculum frameworks have been developed for ELA, Math, and Science content areas and are aligned with the NC Standard Course of Study (NCSCOS). Teachers across all content areas will utilize the Learning Focused lesson plan template; the lesson plan template focuses on target standards, activating strategies, key vocabulary, learning activities, assessments (formative & summative), standards based assignments, and writing activities. Teachers of the same subjects and grade levels will develop collaborative lesson plans/standard aligned units and submit weekly for review and feedback from the Administrative Team.		Jonathan Tribula	06/12/2020
Action(s)	Created Date		3 of 6 (50%)		
1	10/21/16	Develop content area shared folders in Google Drive for Lesson Plans, Curriculum frameworks, and Data Review documents (PLC meetings). These folders will be separated by ELA, Math, Science, Social Studies, and Electives - they will provide easy access for all staff to view documents, house their resources, and share information.	Complete 06/08/2017	Deepak Sharma	06/08/2017
Notes: Common shared folder for Lesson Plans, Curriculum frameworks, PLCs will be created for easy access to all staff					

2	4/21/17	Core content teachers will be introduced to the revised WCS Curriculum Frameworks that will be utilized for ELA, math, and science for the 2016-2017 school year. Teachers will be provided with direction on how to access these digital resources and the expectations for utilizing the Curriculum Frameworks for all lesson & unit plans.		Melissa Wilber	06/08/2018
<i>Notes:</i>					
3	9/13/17	All EOG and CTE teachers will have training on the High Performance Learning Focused Lesson Plan.	Complete 08/18/2017	LF trainers	08/18/2017
<i>Notes:</i> Teachers will receive Higher Order and Acceleration training at a later date determined by the district.					
4	9/13/17	A schedule will be created for grade level teachers to have common planning.	Complete 08/28/2017	Jonathan Tribula	08/28/2017
<i>Notes:</i>					
5	9/13/17	ELA and Math teachers will meet weekly with Instructional Coach and Administration to create standard aligned lessons.		Melissa Wilber	06/08/2018
<i>Notes:</i>					
6	9/20/17	By the end of the 2018-2019 school year, each core area will develop a single standards aligned unit of instruction.		Melissa Wilber	06/07/2019
<i>Notes:</i>					
Implementation:					
Evidence					
10/21/2016 Link to Google Drive folder. (Can be viewed within WCS only) https://drive.google.com/drive/folders/0B5Chj8PrIIEcTTZGOElqMGMzV28?usp=sharing					
Experience					
10/21/2016 The folder "Forest Hills 2016" was created in Google Drive and shared with all staff. The folder contains a common template for PLC's and Lesson Plan created by instructional strategy team. WCS Curriculum folder houses all curriculum frameworks, pacing guides, and EOG specification guidelines for each subject area.					

Sustainability	<p>10/21/2016</p> <p>These folders and common templates will be used by the teachers to create and submit weekly lesson plans, record PLC minutes, and use curriculum frameworks/pacing guides for common planning/assessment throughout the year.</p> <p>We will make necessary changes upon the recommendation of Leadership team on "as needed basis".</p>			
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Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Our school is in the early stages of learning about, developing, and implementing a tiered instructional process through the Multi-Tiered Systems of Support (MTSS). Staff were introduced to MTSS via a PBIS presentation during an pre-service staff meeting on 8/25/16. Our first formal introduction to the MTSS process, and our MTSS Coach, was in a staff meeting held on 10/5/16.	Limited Development 09/13/2016		
How it will look when fully met:		When fully implemented, our school will have three tiers of instruction and intervention. Tier 1 will meet a minimum of 80% of our students' academic needs through core classroom instruction; Tier 1 will be the primary focus for teachers and staff to learn across the 2016-2017 and 2017-2018 school years. Teachers will assess student's performance through formative and common assessments; they will conduct subject-alike Data Review meetings and analyze student progress using the MTSS problem solving method. Tier 2 and Tier 3 intervention strategies will be implemented to differentiate and personalize education for those students who need more intense levels of academic support - this will be a greater area of focus for the 2018-2019 school year.		Dana Skinner	06/12/2020
Action(s)	Created Date		0 of 5 (0%)		
1	10/18/16	FHMS will establish an MTSS team and develop overall scope of responsibilities.		Jonathan Tribula	06/07/2019

Notes:

2	10/18/16	FHMS will implement the MTSS Tier 1 staff development plan. Staff will identify needs as MTSS development progresses.		Jody Truett	06/08/2018
<p><i>Notes:</i> Staff Development provided to date by MTSS coach Sara Daniels: 10/5/16; 2/1/17 & 2/8/17.</p>					
3	10/18/16	Teachers and staff will support the continued implementation and refinement of PBIS practices.		Jody Truett	06/08/2018
<p><i>Notes:</i> FHMS began the WCS District PBIS plan during the 2016-2017 school year. Administration will ensure the matrix is posted in all student-visible locations; PBIS coach will give an overview to new staff and verbalize and model expectations, staff will be provided with ongoing PBIS staff development and updates as needed; the selection of the school-wide PBIS team will be finalized.</p>					
4	9/13/17	Teachers will meet once a week for PLCs to discuss instructional practices.		Jonathan Tribula	06/07/2019
<p><i>Notes:</i></p>					
5	9/13/17	Teachers will identify students who need support and provide them supplemental instruction in the regular core setting as well as during enrichment period.		Dana Skinner	06/08/2108
<p><i>Notes:</i></p>					

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>		Our teachers and school staff are currently not comprehensively prepared to support the social and emotional needs of our diverse student population. Over the last several school years, our school has experienced a high level of discipline issues as a result of our students needing counseling support and resources to assist them in managing their social and emotional needs, especially in the areas of self-regulation and conflict resolution.	Limited Development 09/13/2016		
		Priority Score: 3 Opportunity Score: 1	Index Score: 3		
<i>How it will look when fully met:</i>		The students and staff will be trained in PBIS. When fully met every staff member will utilize the PBIS information to meet the needs of students in a positive way. When this indicator is being fully met at our school, all teachers and staff will have been trained/prepared to recognize the variance in their students' emotions and will be equipped to guide them in managing the complex process that often is a part of middle school aged/adolescent development. Our teachers/school staff will be fully aware of multiple resources available to support the social & emotional needs of our students. Our student population will have received skills training/lessons which will equip them in having a repertoire of skills to include: recognizing/managing their emotions; developing a concern for the well being of others; establishing & sustaining positive and productive relationships; choosing responsible decisions; handling situations of conflict respectfully, constructively, and ethically; and developing physical, social, and emotional self-regulation skills.		Jonathan Tribula	06/14/2019
Action(s)	Created Date		0 of 4 (0%)		
1	1/9/17	Our School Counselor will work in partnership with our School Social Worker, School Nurse, Health Clinic Staff, to coordinate direct services and support for our student population for social and emotional needs. Services and support will also be provided for parents/guardians where necessary in order to provide our students with well-rounded services.		Colleen Raper	06/08/2018
<i>Notes:</i>					
2	9/20/17	All teachers will be trained in PBIS in order to address the emotional states of students.		Jody Truett	06/08/2018
<i>Notes:</i>					
3	9/29/17	Teachers will provide a healthy classroom culture that reflects the values of the school.		Jody Truett	06/08/2018

<i>Notes:</i>					
4	9/29/17	Teachers will be kept well informed about what supports and services are available and how best to connect at-risk students to appropriate prevention or intervention services in a timely manner.		Colleen Raper	06/08/2018
<i>Notes:</i>					
Implementation:					
<i>Evidence</i>		6/16/2017 .			
<i>Experience</i>		6/16/2017 .			
<i>Sustainability</i>		6/16/2017 .			
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
<i>Initial Assessment:</i>		The athletic director and principal from Hunt High School have visited 8th students transitioning to high school to provide information about athletics, grades and expectations. The special education program has transition meetings for incoming 6th grades and 8th graders going to high school. Parents are involved in these transition meeting.	Limited Development 09/13/2017		
How it will look when fully met:		All incoming 6th graders will have the opportunity to experience middle school through administration visiting elementary schools, students visiting their assigned middle school during their 5th grade year, and transition meetings at the beginning of 6th grade year. 8th grade students will have the opportunity to experience high school through visiting their assigned high school and high school principals visiting FHMS.		Jonathan Tribula	06/08/2018
Action(s)	Created Date		1 of 4 (25%)		
1	9/13/17	Principal and counselor will visit each elementary feeder school during the spring.		Jonathan Tribula	05/31/2018
<i>Notes:</i>					
2	9/13/17	Forest Hill MS will host Hunt High School principal, counselor and athletic director during the school year for 8th grade students to gain information about high school.		Jonathan Tribula	05/31/2018
<i>Notes:</i>					

3	9/13/17	FHMS conducted a separate 6th grade orientation at the beginning of the school year to provide information, practice routines, meet teachers, and meet peers.	Complete 08/22/2017	Jonathan Tribula	08/22/2017
<i>Notes:</i>					
4	9/20/17	The special education program will hold a parent/student transition meeting for incoming 6th graders and departing 8th graders.		Sharon High-Jones	06/08/2018
<i>Notes:</i>					

Core Function:	Dimension B - Leadership Capacity
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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 09/13/2016		
<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. The District Coach Team will meet on a consistent basis with a focus on instructional progress. We will analyze data both by school and district and give schools feedback and provide resources for support. We will continue to ensure that School Improvement Plans are transformational documents with SMART goals that result in all students learning. We will focus on core instruction, monitoring progress, assessing and analyzing data in order to gain desired outcomes.		Jonathan Tribula	06/06/2018
Action(s)	Created Date		1 of 3 (33%)		
1	8/31/17	The LEA will require all district team members to attend monthly meetings and trainings.	Complete 08/25/2017	Jonathan Tribula	09/08/2017

<i>Notes:</i>					
2	8/31/17	District team members will comment on school plans at least once a month and attend School Improvement Team meetings at least twice a year.		Jonathan Tribula	06/06/2018
<i>Notes:</i>					
3	8/31/17	School Improvement/MTSS Coaches will serve as the Indistar process manager and will keep progress and artifacts current in the system.		Jonathan Tribula	06/06/2018
<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>		Our School Leadership Team (SLT) consists of our principal, assistant principal, teachers who lead 6th grade, 7th grade, 8th grade, electives, exceptional childrens department, school counselor, instructional technology facilitator, media coordinator, and two parents. Our SLT meets once per month to collectively evaluate, discuss, and make decisions for school related matters. Our SLT utilizes a meeting agenda in which minutes are captured; meeting minutes are shared with school staff.	Limited Development 09/13/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Our School Leadership Team (SLT) has had a previous practice of meeting once per month across the school year. Our goal for 2016-2017 will be to meet a minimum of twice per month across the school year. Our SLT now meets the 2nd Tuesday of each month and will also meet the 4th Tuesday of each month across the school year; additional meetings will be scheduled as needed to support the full implementation of our school improvement initiatives. The purpose and mission for each SLT meeting will be to evaluate the status of our School Improvement Plan(SIP) initiatives (progress & areas of opportunity) and other topics/school needs outside of our SIP that are pertinent to running a productive and effective school. For each meeting, an agenda and meeting minutes will be developed and shared with staff.	Objective Met 09/07/17	Sandra Tipps	06/08/2017
Action(s)	Created Date				
1	9/19/16	Identify specific dates for School Leadership Team to meet a minimum of twice per month.	Complete 09/19/2016	Sandra Tipps	06/08/2017

Notes: Specific dates of meetings have been established (2nd & 4th Tuesdays); agendas distributed 1 week prior to each meeting; established norms; team members selected.					
2	11/26/16	Leadership Team agendas created and distributed one week prior for bi-monthly meetings (2nd & 4th Tuesdays) across the school year.	Complete 06/08/2017	Sandra Tipps	06/08/2017
Notes: Agendas created in google docs and shared with School Leadership Team.					
3	11/26/16	Meeting agendas/minutes will be loaded into NCStar by the Process Manager. Full meeting minutes will be shared with all staff.	Complete 06/08/2017	Deepak Sharma	06/08/2017
Notes:					
Implementation:			09/07/2017		
Evidence	8/21/2017				
Experience	8/21/2017				
Sustainability	8/21/2017				

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>		A master schedule was developed in partnership with our School Leadership Team. The master schedule outlines each teachers required content areas they are responsible for leading, their daily teaching schedule, and their specified time for instructional planning.	Limited Development 09/13/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Our school is striving to develop fully functioning teams as follows: School Leadership Team(SLT), MTSS/Instructional Strategy Team, and PBIS Team. These teams were identified as necessary to support our school initiatives through collaboration of our SLT and MTSS/Instructional Strategy Teams during summer 2016 planning sessions. Our School Leadership team has developed a plan for meeting twice a month, utilizes an active agenda for capturing minutes, operates under our school-wide norms (Code of Cooperation), has a focus on our School Improvement Plan indicators, and an ongoing focus on continuous improvement across all initiatives. When this indicator is at full implementation, our MTSS/Instructional Strategy Team, and PBIS Team. will be operating consistently and as fully as the SLT.		Jonathan Tribula	06/07/2019
Action(s)	Created Date		0 of 1 (0%)		
1	1/10/17	School Leadership Team will develop a process for developing and implementing the following teams: MTSS/Instructional Strategy Team, and PBIS Team. This process will include: developing the purpose of each team; identifying teachers to serve on each committee; and determining a plan for teams to meet and plan regularly; this task will be fully implemented within the 2018-2019 school year.		Jonathan Tribula	06/07/2019
<i>Notes:</i>					
<i>Implementation:</i>			09/06/2017		
<i>Evidence</i>	8/22/2017				
<i>Experience</i>	8/22/2017				
<i>Sustainability</i>	8/22/2017				

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>		Our current administrative team (principal, assistant principal, instructional technology facilitator, media coordinator) is led by the school principal. This administrative team meets weekly to determine and plan short-term and long-term instructional opportunities and to identify where support and resources are needed. The administrative team oversees the reviewing of, and feedback to, all teachers on weekly lesson plans. The principal and assistant principal conduct walk-through observations across the school week to provide teachers timely feedback as a result of these "snapshot" observations.	Limited Development 09/13/2016		
<i>How it will look when fully met:</i>		Our administrative team (principal, assistant principal, school improvement coach) will continue to meet weekly to discuss pertinent instructional needs of our school community and to develop a plan of action to address those needs. These practices will include collaborating with our School Leadership Team, our MTSS/Instructional Strategy team, and core subject teams. Part of our weekly instructional goals will include monitoring lesson plans and conduct walk-through observations. Teachers will be provided with feedback on lesson plans and walk-through observations to include electronically and in person. The overriding goals of these practices will be to: compare instruction to teacher lesson plans; identify alignment of lesson plans to our district curriculum frameworks; and to provide teachers with timely feedback to positively recognize instructional strengths and to address instructional opportunities.		Jonathan Tribula	06/08/2018
Action(s)	Created Date		0 of 1 (0%)		
1	10/17/17	Each week, the administrative team will review lesson plans and complete walk-through observations to ensure alignment of instruction with the district curriculum frameworks. Teachers will be provided with timely feedback both electronically and in person.		Jonathan Tribula	06/08/2018
Notes:					

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>		Currently at FHMS, our historical practices have included evaluating: EVAAS data, district benchmark testing data, EOG & EOC data. With this school year, we have created a common assessment plan which includes data review sessions. We have the need to review and evaluate data with greater breadth and depth, to include responding to our data with interventions and enrichment activities to meet the individual needs of our student populations.	Limited Development 09/13/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		Our School Leadership Team (SLT) and PLCs will consistently evaluate multiple types of data to inform our decision making processes. This data will consist of student performance data (attendance data - tardies/absences; academic data -class grades; learning focused assignments; benchmark assessments; student discipline data; and disaggregated data by sub-groups (race, ethnicity, gender, income, special education, ELL, 504, AIG) and classroom observation data through the use of peer observations and administrative walk through tool. Our SLT will consistently use this data to evaluate to identify instructional areas that need improvement school-wide; at the classroom & program levels this data will assist in identifying areas of improvement in teaching and learning to include recognizing professional development needs; and at the student level to identify individualized instructional needs.		Jonathan Tribula	06/07/2019
Action(s)	Created Date		4 of 8 (50%)		
1	10/22/16	Develop 6th-8th Grade Math EOG GLP proficiency expectations.	Complete 09/29/2017	Vanessa Love	09/29/2017
		Notes:			
2	10/22/16	Develop 6th-8th Grade Reading EOG GLP proficiency expectations.	Complete 09/29/2017	Jonathan Tribula	09/29/2017
		Notes:			
3	10/22/16	Develop 8th Grade Science EOG GLP proficiency expectations.	Complete 09/29/2017	Jonathan Tribula	09/29/2017

<i>Notes:</i>					
4	10/17/16	Conduct a needs assessment survey (professional development) and Digital Learning progress survey from Friday Institute.	Complete 11/18/2016	Deepak Sharma	11/21/2016
<i>Notes:</i> Surveys will show our progress in digital learning and identify areas of opportunity for professional development in digital learning.					
5	10/17/16	Monitor attendance data: Data Manager will generate absence and tardy reports on a weekly basis and provide to administration. Administration will work in partnership with parents and students to address chronic tardy issues; our School Counselor will work in partnership with our School Social Worker to address chronic attendance issues.		Jonathan Tribula	06/08/2018
<i>Notes:</i> Data Manager works in partnership with administration and school counselor to manage student and parent conversations in regards to attendance data.					
7	10/17/16	Develop and implement PLC practices for common assessments, data review, and response to data.		Melissa Wilber	06/08/2018
<i>Notes:</i>					
8	10/17/16	Implement classroom observation protocol for NCEES, Cognito walkthrough forms & Peer observation practices.		Jonathan Tribula	06/08/2018
<i>Notes:</i> Cognito walk throughs will be done daily.					
9	10/20/16	Evaluate and monitor student discipline incidents.		Vanessa Love	06/08/2018
<i>Notes:</i>					
Implementation:			09/29/2017		
Evidence	9/29/2017				
Experience	9/29/2017				
Sustainability	9/29/2017				

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>		Our school adheres to the district Human Resources protocol for recruiting, evaluating and replacing staff. Internally, our school utilizes a team approach to interviewing for positions; each team will include the principal and 3-5 team members and interview questions developed specifically to the needs of each position. In the area of staff recognition, our school is establishing a Climate team in order to identify opportunities for staff recognition and celebration; this team will consist of, and be led by, teaching staff.	Limited Development 09/13/2016		
<i>How it will look when fully met:</i>		When this objective is being fully met, the following will occur - Recruiting/replacing staff: we will continue to utilize a team approach for interviewing candidates; this team will consist of members of the administrative team and will include a minimum of two teachers from the content area being hired. Additionally, this team of individuals will serve in an integral role in welcoming the new staff member. Our school adheres to the district/state timeline for observing & evaluating staff. Staff will continue to be recognized during staff meetings.		Jonathan Tribula	06/08/2018
Action(s)	Created Date		0 of 1 (0%)		
1	1/9/17	Evaluations: create a master schedule/spreadsheet that will be utilized by the principal and assistant principal to manage all aspects of the observation timeline in order to ensure timely observations, PDPs (professional development plans) and feedback for certified staff as required for each type of observation plan (comprehensive, standard, abbreviated).		Jonathan Tribula	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>		Our school currently communicates with parents/guardians through: 1. Weekly blackboard message (automated phone call system) sent by Principal, 2. School website- upcoming events and news, highlights, teacher web pages, departmental web pages. 3. Notify me- Email and text messaging alerts. 4. Social media such as facebook and twitter. 5. Open House nights and Orientation nights.	Limited Development 09/13/2016		
<i>How it will look when fully met:</i>		Comprehensive parent engagement strategies will be in place to increase our parental engagement and support across all grade levels. We will have a cooperative & cohesive partnership between our parents and their child's teachers. Our parents will be the leader of their child's education and academic progress to include: their children will give their best whatever the task, to honor the importance of punctuality & attendance; and to give schoolwork priority over other activities. Our teachers will have a greater awareness and understanding of how to increase parent engagement and our school will create and implement parent workshops on how to maximize learning outside of school; we will work in partnership with our parents to suggest different topics of interest. When this objective is fully met we will have a higher percentage of our parents more highly involved in their children's education which will result in higher levels of student engagement, learning, and overall student achievement.	Objective Met	Vanessa Love	06/08/2018
Action(s)	Created Date		4 of 4 (100%)		
1	10/22/16	Develop & implement plan of action to support selected "at-risk" students and their parents.	Complete 06/08/2017	Vanessa Love	06/08/2017
		<i>Notes:</i> Students will manage a weekly behavior plan document between their teachers and parents; monthly parent meetings with V. Love (parent portal, supporting their child academically, partnering with teachers,etc.), counseling support for selected students, and community resources provided where needed.			
2	10/21/16	Develop & implement curriculum workshop for students and parents.	Complete 04/11/2017	Leigh Ann Howard	06/01/2017

		<p><i>Notes:</i> These workshops will be created in partnership with our Instructional Strategy Team. Parents will be provided with a wide array of topics that will assist their students in being more successful at school (i.e. homework strategies, EOG strategies, study skills, math resources, learning styles, etc.).</p>			
3	10/21/16	Develop and implement a High School Readiness parent & student meeting.	Complete 01/31/2017	Colleen Raper	02/15/2017
		<p><i>Notes:</i> Provide information and resources for parents & students in order to create a high school plan that meets the individual academic needs of their student. Parents and students will have the opportunity to learn from high school representatives with Hunt High School, Wilson Academy of Applied Technology, and Wilson Early College Academy; parents & students will receive information on academic tracks and special programs at each of these organizations. A representative with Wilson Community College will provide college readiness information.</p>			
4	10/21/16	Develop and implement parent resources that can be accessed digitally.	Complete 05/26/2017	Katherine Taylor	06/01/2017
		<p><i>Notes:</i> Provide a link on our school's webpage for parent help with study skills, parent portal, parenting an adolescent, supporting literacy skills at home, academic websites (i.e. math, ELA, science, social studies), etc.</p>			