

Comprehensive Progress Report

Mission: SHS will prepare students to be today's champions and tomorrow's leaders by cultivating positivity, demanding accountability, encouraging willingness and celebrating successes. Every student. Every day.

Vision: Statesville High School will be representative of an institution where all students of all backgrounds and learning abilities can achieve their greatest potentials. Our school will be a beacon of diversity and creativity; a place where highly qualified, professional teachers offer high level, engaging instruction for all students that is aligned to all educational standards set forth by the state of North Carolina.

Goals:

By the end of the 2019-20 school year, 40% of students enrolled in Biology, English II and Math I will achieve proficiency. While analyzing and interpreting proficiency measures, Statesville High School's focus will rely more heavily on student growth measures when interpreting and analyzing academic formative and summative assessment score data. Note: Adjusted from 2018-19 to 40% from 50%; this is a more attainable goal.

For 2019-20, we will continue to make all efforts in reducing the number of office referrals as a result of Capturing Kids' Hearts training and our goal as follows: 100% of our students will be supervised 100% of the time they are on the campus of Statesville High School. In accordance with state and local policy, teachers will be required to complete duties, as specified and agreed upon among the staff, as necessary to maintain 100% safety of all stakeholders at Statesville High School. Duties will be shared and carried fairly among the entire staff.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date	

<p>Initial Assessment:</p>	<p>All teachers at Statesville High will employ the skills which were taught through Capturing Kids’ Hearts training (August 2018) consistently and effectively in order to boost student interest, foster academic growth and achievement, and reduce discipline referrals. This is a PDP Goal for all staff. Every classroom will display or utilize the following: A Social Contract for each class period / section, displayed visibly and utilized; a list of The Four Questions which are utilized when necessary for redirection; a set of classroom norms that are posted and utilized, they align with / support the initiatives in CKH. And, teachers will pledge to uphold their responsibilities to our students by consistently applying CKH in their classrooms, every period, every day. The administrative team will ensure that our school is remaining consistent in CKH applications with regular walk-throughs. Walk-throughs will be measured with reliable data that reflects the use of CKH in the classrooms through the observation of measurable points (student engagement levels and visible postings of the social contract and four questions), which will be reported to the SIT and staff where the entire staff / faculty of SHS can assess how well we are upholding our standards set forth in this goal. Student discipline referral data and academic achievement data will be assessed regularly throughout the school year alongside walk-through application data to determine the effectiveness of CKH and its impact within our school. Data will be reviewed and analyzed in both staff and SIT meetings to determine how to continue in CKH’s application in our school.</p>	<p>Limited Development 09/19/2018</p>		
	<p>Priority Score: 3</p>	<p>Opportunity Score: 3</p>	<p>Index Score: 9</p>	
<p>How it will look when fully met:</p>	<p>When returning from periods of student and staff vacation, we will revisit and reteach CKH norms and evaluate our progress from the first quarter of the school year 2018-19. Successful attainment of this goal will appear in the form of 100% proficiency in the following: All staff will have Social Contracts posted in a visible location of their classrooms; walk-throughs indicate that teachers have a classroom that is engaged or highly engaged; walk-throughs will indicate that all teachers redirect their classrooms with CKH techniques--the Social Contract, timeout signal, utilization of the four questions (What are you doing? What are supposed to be doing? Are you doing it? What are you going to do about it?); empowering, positive dialogue and interaction with students.</p> <p>Data which shows progress towards our goal:</p>		<p>Stewart Kincaid</p>	<p>06/07/2020</p>

Evidence of outreach to community and staff in order to foster a safe, welcoming environment:

Please join us after school to support our newly funded program sponsored by Iredell-Statesville School Nutrition and hosted by Capturing Kids Hearts. Getting to know each other through the community. Please submit first block roster to Ms. Viehland for student count on this special night no later than, Monday, March 25, 2019, 3:30 pm. Best of All: NO COST-Wednesday, April 3, 2019, between 3:15 to 5:30 pm. Menu: chicken sandwich, vegetable, fruit, and drinks. Please help Support Our School!

Screen Shot 2019-03-21 at 5.07.16 AM.png

We need a head count no later than Monday, March 25, 2019, 3:30 pm.

Staff Volunteers would be appreciated.

Thank you

Respectfully, Amanda Freeze

Resources used to work towards the goal AND other resources needed:

Other Evidence of work / progress towards our goal:

Actions

4 of 6 (67%)

9/19/18 Teachers will begin class instruction on a daily basis with CKH routines as staff was trained on in August.

Complete 03/21/2019

Stewart Kincaid

12/03/2018

Notes: Teachers will utilize CKH with consistency.

Evidence of outreach to community and staff in order to foster a safe, welcoming environment, and CKH initiative:

Please join us after school to support our newly funded program sponsored by Iredell-Statesville School Nutrition and hosted by Capturing Kids Hearts. Getting to know each other through the community. Please submit first block roster to Ms. Viehland for student count on this special night no later than, Monday, March 25, 2019, 3:30 pm. Best of All: NO COST-Wednesday, April 3, 2019, between 3:15 to 5:30 pm. Menu: chicken sandwich, vegetable, fruit, and drinks. Please help Support Our School!

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Thank you
Respectfully,

Amanda Freeze

9/19/18	Data on CKH will be collected by administrative team and the data will be analyzed monthly at SIT and staff meetings.	Complete 03/21/2019	Stewart Kincaid	12/03/2018
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Notes: CKH data will be reviewed at the October 1 SIT meeting

9/20/18	The staff and SIT will examine discipline referral data in order to determine the effectiveness of CKH and related classroom management skills. The staff and SIT will ask the question: How does the discipline referral data correlate with CKH walk-through data?	Complete 07/16/2019	Stewart Kincaid	06/07/2019
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Notes: Discipline referral data will be reviewed on October 1, 2018 at SIT meeting.

7/16/19 reflection: Discipline referrals were fewer during the 18-19 school year as compared with 17-18. Our school is safer and more collaborative, students feel more comfortable and excited about learning in our school, much credit is certainly due to CKH and the collaborative efforts of staff and support provided by the administrative team.

9/21/18	Staff will ensure the safety of our school by carrying out supervisory duties before, during, and after school. Additional emphasis placed on staff assisting supervision during lunch periods to ensure 100% of our students are accounted for 100% of the time.	Complete 07/16/2019	Stewart Kincaid	06/07/2019
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Notes: Discipline referral data will be discussed and analyzed during SIT to assess effectiveness of this plan and teacher responsibility.

9/4/19 Teachers will begin class instruction on a daily basis with CKH routines in place. With some success in the 2018-19 school year, this goal will be continued for the 2019-20 school year seeing that it is a valuable part of keeping healthy relationships with our students. Walk through data will be compiled and discussed at staff / SIT meetings on a twice / month basis.

Stewart Kincaid

06/01/2020

Notes:

9/4/19 Staff will ensure the safety of our school by carrying out supervisory duties before, during, and after school. Additional emphasis placed on staff assisting supervision during lunch periods to ensure 100% of our students are accounted for 100% of the time. This school year, 2019-20, there is a much improved and more detailed schedule for teachers to follow in carrying out their duties; the staff carries the burden equitably.

Stewart Kincaid

06/01/2020

Notes: Discipline / write up data will also be analyzed with this action / element of the goal.

Implementation:

09/04/2019

Evidence

7/16/2019
 7/16/2019: Via our school's shared Google Drive, the specific file / folder names are the following:
 Google sheets, shared access for all Statesville High School staff, "Athletic Game Duty - 2019-2020." Google sheets, shared access for all SHS staff, "AM/PM Duty - 2019-2020." All of which can be found and accessed by all SHS staff in the shared folder, "Statesville HS19-20."

Experience

7/16/2019
 7/16/2019: Throughout the previous year, I was assigned to, as was the entire staff, supervisory duties including but not limited to Cafeteria / Commons / Lunch supervision; athletic events / gate / game duties. These were effectively carried out by staff and organized by administration.

Sustainability	<p>7/16/2019</p> <p>7/16/2019: During the upcoming school year, 19-20, staff will participate in similar duty assignment. Staff members have received excellent communication, organization, and opportunity for signing up for a required three game / gate duties per school year; each staff member has a zone of and date of lunch / building supervisory duty for security and student supervision 100% of the time our campus is open. Staff participation and collaboration / support will be necessary to remain successful in the current / upcoming school year, similar to our level of success we achieved during the 18-19 school year.</p>			
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Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Curriculum and instructional alignment
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	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>We will continue to focus on academic achievement through aiming at the proficiency and growth goals set forth for the school year 2018-19; 50% of SHS's students will achieve proficiencies in Biology, English II, and Math; overall academic growth will be greater than or equal to 3.01 additional percentage points. This will be done through the use of the following: weekly PLC's where departments share best practices and analyze assessment data; consistent referral to, familiarity with, and use of ISS district created documents (curriculum and pacing guides); utilization of NCDPI's resources, specifically the Standard Course of Study documents for the proper grade levels and subject areas. Progress towards attaining this goal will be measured in accordance with the following: PLC's will report on best practices of what is working well with students and data on a weekly basis; Teacher Mentors will collaborate with their BT mentees on a regular basis—as prescribed by the district—to ensure that new teachers are connecting with students through highly engaging lessons that align with all NC Standards; the leadership / administration team will carry out observations with quality feedback and support that identifies both strengths and opportunities for teacher improvement and effectiveness. Data will be monitored by both the teachers and administrative team to determine what is working and what is not.</p>	Limited Development 09/28/2016		

How it will look when fully met:

SHS SIT and staff will utilize data analysis to determine progress or completion of this goal. If our proficiency and growth scores indicate proficiencies of 50% or greater, and growth index of 3.01 or greater by the end of 2018-19, we have met our goal and must reassess how to continue growing.

Data which shows progress towards our goal: No progress was made, proficiency scores in Biology and English II fell. Proficiencies compared: (Biology 17-18 to 18-19: 31% to 7% proficiency) (English II 17-18 to 18-19: 33% to 27%)

Resources used to work towards the goal AND other resources needed: Instructional / content coaches and AVID and WICOR strategies were used. Needs: students and teachers to utilize enhancement opportunities during lunch or another portion of the school day.

Answer the following questions using any data and/or information you have about performance in this area

1. In order to meet your Overall Goal, what is the most important area that needs improving and why?

Reading comprehension Differentiated/Leveled text Basic math foundational skills Gap analysis tied to instructional strategies used to bridge those gaps. Follow up discussion and other strategies to use if gaps persist. Finding time for Remediation and Intervention to address gaps SHS has not met growth, as measured by state model, for 3 years

2. What approaches/strategies are contributing to your success in this area and what data suggests this? The use of AVID and WICOR strategies; the utilization of content coaches in key areas such as Math, English (ELA), and Biology

3. What are opportunities for improvement, gap or barriers are in this area? We are now fully staffed for 19-20; continue model of using CKH from Goal A1.07 to improve relationships among students / teachers, which should result in higher achievement through our established programs that will continue to grow, such as and not limited to AVID and WICOR, utilization of content coaches. Adoption of International Baccalaureate standards (we, SHS, will be an IB school in the next two

Stewart Kincaid

06/07/2020

years). Teachers will teach rigorous, creative content; students will be exposed to such pedagogy and expected to strive to achieve on level that is IB.

4. What seems to be the root cause of the problem and what data suggests this? A slow down in teacher turnover has occurred and the goals set forth in the previous question are working to eradicate problems associated with low performance and teacher / staff turnover in SHS's past.

5. What performance measures will you use to monitor impact of your approach/strategy? Our school's report card score will help indicate growth / performance (Reduced number of students who fail one (1) or more courses. Improved and increased number of students who demonstrate academic growth as measured in EVAAS. Improved and increased number of students who achieve proficiency, defined as scoring a level three (3) or above on the North Carolina End-of Course exams); student discipline referral data; teacher / classroom walk through data and observations.

Actions		15 of 17 (88%)		
3/13/17	School district will identify teachers to participate in Curriculum Development of unit plans	Complete 05/02/2016	Kelly Cooper	05/02/2016
<i>Notes:</i> Teachers will be selected based on curriculum areas, English, Math and Biology. Instructional coaches will participate on these teams to develop lessons.				
1/18/17	PLCs will identify academic mastery for their content	Complete 09/30/2016	PLCs	09/30/2016
<i>Notes:</i> Ongoing through PLC conversations				
3/13/17	Curriculum Development leaders will use a standard template for their content that has the aligned state standard, learning understanding, essential questions, performance tasks and additional resources.	Complete 12/21/2016	CDLs	12/05/2016
<i>Notes:</i> Teams will begin this process and have the unit plans and pacing completed and presented to teachers through ERPD.				
Most high school contents have completed this task and CDL's should tweak content throughout spring semester.				

1/18/17	PLCs will revisit their academic mastery for spring semester. They will reflect and model continuous improvement for changes in the spring semester	Complete 02/01/2017	PLCs	01/30/2017
	<i>Notes:</i> Discussions took place during PLC to continue to look at data through CFA and other means of formative assessments in Biology, English and Math PLCs			
3/13/17	Teachers will collaborate through district job alike professional development to share and discuss the unit plans implemented	Complete 06/01/2018	Paslay	06/08/2018
	<i>Notes:</i>			
1/18/17	Biology and English II PLCs will focus on vocabulary strategies to incorporate during their class.	Complete 06/09/2017	English and biology PLC	06/08/2018
	<i>Notes:</i>			
10/4/16	PLCs will meet weekly with three standing agenda items that will drive personalized learning: Lesson design, relationships and content.	Complete 06/01/2018	PLCS	06/08/2018
	<i>Notes:</i> PLC Agendas will note discussions.			
10/4/16	English, Math and Science PLCs will meet monthly with content coach to "know their content"	Complete 06/01/2018	PLCs	06/08/2018
	<i>Notes:</i> PLC agenda minutes will note discussion. Teachers will use unit plans and discuss their lesson plans. Math Coaches supported weekly in spring semester. Additional instructional coach and existing instructional coach increased support in English and Biology classrooms and PLC.			
3/13/17	Biology teachers will look at ways to differentiate the performance tasks to better meet the needs of students throughout spring semester	Complete 07/16/2019	Biology PLC	06/08/2019
	<i>Notes:</i> Biology proficiency scores fell drastically and the goal was not met. Proficiency fell from 31% to 7%.			
1/18/17	PLCs will reflect on teaching practices through the Baldrige PDSA model	Complete 07/16/2019	PLCs	06/08/2019
	<i>Notes:</i>			
1/18/17	PLCs will collaborate to share best instructional practices and strategies.	Complete 07/16/2019	Carlotta Chambers-Ramseur	06/08/2019

Notes: Meeting minutes will be kept in shared team drive folders. PLC's occurred as required for the English (ELA) department. Furthermore, students in Ms. Viehland's class during the spring of 2019 were assisted by other teachers who had common planning; had these students in other courses / blocks of the day; had a well established relationship with these students in English III. Co-teaching / Team-teaching was implemented between Ms. Viehland, Mrs. Chambers-Ramseur; Mr. Kincaid. Mrs. Traci Fox, content coach for English, also assisted and contributed to teaching and PLC's.

3/13/17	Teachers in Biology and English will use the unit plans and pacing guide to guide their instruction and lesson plans.	Complete 07/16/2019	Carlotta Chambers-Ramseur	06/18/2019
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Notes: In Biology, Mr. Oakes and Mrs. Paslay worked diligently with each other to reach students who were at risk, to deliver high quality instruction that aligned with unit plans / pacing guides / instructional lesson plans. In English, Mrs. Fox worked with Mrs. Chambers-Ramseur and all other English teachers to ensure the same quality instruction was delivered, using unit plans/ pacing guides / instructional lesson plans and AVID / WICOR strategies.

6/1/18	Content coaches will support Math, science, Social studies and ela courses on a weekly basis.	Complete 07/16/2019	Carlotta Chambers-Ramseur	06/18/2019
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Notes: Mr. Patrick Kosal (math content coach); Mrs. Sarah Paslay (science content coach); Mrs. Traci Fox (ELA content coach); Mr. James Worthington (social studies content coach)

6/1/18	Freshman Academy teachers will implement AVID practices with fidelity.	Complete 07/16/2019	Carlotta Chambers-Ramseur	06/18/2019
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Notes: AVID was used on a daily basis, all lessons and plans were aligned to utilization of AVID

6/1/18	Social studies and Science teachers will utilize Key Comprehension Routine best practices in their instruction	Complete 07/16/2019	Science and SOcial Studies teachers	06/18/2019
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Notes:

9/4/19	All PLC's will work towards teaching what is required to be taught via NC's Essential Standards; best practices will be shared and teaching with rigor and emphasis on IB standards will be emphasized. Lesson plans will be available for administration upon request or during walk throughs / observations; essential standards and alignment of instruction to them will be communicated daily to students.		Stewart Kincaid	06/01/2020
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Notes: PLC minutes will be available to document evidence of working towards this goal.

9/4/19	All teachers will work together in collaboration with their PLC's, the school administration, and district via content coaches to ensure that AVID and WICOR strategies are being utilized every day in order to boost achievement and growth to its maximum level. All EOC teachers, their PLC's, and support systems will utilize such tools to boost EOC growth and scores to a level that is consistent with our school's goal, to boost our NC report card score from a D to a C.		Stewart Kincaid	06/01/2020
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Notes: PLC agendas from all departments will be available via the shared SHS folder to provide evidence of work towards this goal.

Core Function:	Dimension A - Instructional Excellence and Alignment
Effective Practice:	Student support services

	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Teachers in all content areas are incorporating WICOR and AVID strategies in classrooms while using CKH to ensure that both classroom management and content delivery techniques for student learning and retention are most effective and conducive to creating optimal student learning environments and success at Statesville High School. Teachers will collect assessment data to ensure responsible monitoring of the effectiveness of the mentioned strategies in their classrooms. Summative assessment data will be analyzed in order to determine growth, proficiency, and effectiveness in using these strategies for class management and content delivery. Both the SIT and staff as a whole will determine the effectiveness of WICOR, AVID, and CKH through analyzing historic summative assessment data as it compares with the most recent data that will be collected. The administrative team will use both formal observations, walk-throughs, and informal, non-evaluative support data to ensure that the staff is collectively making their best, professional efforts towards attaining this goal. The staff will use their PDP's with fidelity and reflect on their progress as they, and the administrative / support team celebrate successes and identify opportunities for improvement.</p>	Limited Development 09/28/2016		
<i>How it will look when fully met:</i>			<p>When the objective is fully met, both proficiency and growth measures for all academic areas will reflect an increase that is in line with our proficiency goals in Math, Biology, and English (50% of all students will achieve proficiency) and our growth measures will exceed 3.01 for all academic areas at Statesville High.</p> <p>Data which shows progress towards our goal:</p> <p>Resources used to work towards the goal AND other resources needed:</p> <p>Other Evidence of work / progress towards our goal:</p>		Stewart Kincaid	06/07/2020
Actions				32 of 34 (94%)		
		3/13/17	Comprehensive Needs Assessment by DPI will take place March 28-29	Complete 03/28/2017	LT	04/01/2017

<i>Notes:</i>				
3/13/17	Fall Matrix build off student enrollment and performance	Complete 09/04/2017	Guidance	08/25/2017
<i>Notes:</i>				
10/4/16	Departments will complete Tier 1 RIOT paperwork for academics.	Complete 10/04/2017	Department	10/31/2017
<i>Notes:</i> PLC agendas will note discussions. PLCs will submit plans to instructional coach.				
6/1/18	Implementation of Extended Day program to increase student success in classes.	Complete 06/01/2018	Guidance	03/30/2018
<i>Notes:</i>				
3/13/17	Follow up PD based on staff needs from Diversity Training in February.	Complete 06/01/2018	LT	03/31/2018
<i>Notes:</i>				
1/18/17	Departments will update their academic RIOT paperwork for spring semester using the continuous improvement model.	Complete 03/09/2018	Departments	06/15/2018
<i>Notes:</i>				
3/13/17	Teachers recommendations for Rising 9 - 12th graders to assist in registration process.	Complete 02/27/2018	Guidance	06/15/2018
<i>Notes:</i>				
1/18/17	Tier 2/3 Goal team will look at PLC referrals and discuss how we can meet the needs of students and implement strategies as needed	Complete 06/01/2018	Tier 2/3 Goal Team	06/15/2018
<i>Notes:</i>				
1/18/17	Prior to the end of each semester, guidance will schedule Parent-Teacher-Student-Counselor conferences to discuss students that are potential failures.	Complete 06/01/2018	Guidance	06/15/2018
<i>Notes:</i>				
1/18/17	Behavior - Celebration Goal team organize "Renaissance" events. Students that meet academic, behavioral and attendance expectations throughout the quarter of the school are invited to attend.	Complete 06/01/2018	Celebrations Goal Team	06/15/2018
<i>Notes:</i>				
1/18/17	Biology and English II teachers will implement vocabulary strategies into their lesson to close the instructional gaps	Complete 06/01/2018	PLCs	06/15/2018
<i>Notes:</i>				
3/13/17	Data analysis day scheduled to assist Guidance in rising 9th grade Math, English, and Science courses.	Complete 06/01/2018	Paslay	06/15/2018
<i>Notes:</i>				
6/20/17	Teachers attend assigned job alike	Complete 06/01/2018	All staff	06/15/2018

	<i>Notes:</i>			
1/18/17	Professional Development aligned to staff needs to reach student and staff diversity needs	Complete 02/28/2017	All staff	06/15/2018
	<i>Notes:</i> Follow up training TBD			
10/4/16	PLCs will be differentiated content based on instructional needs. Department Chairs and instruction coach will provide support to weekly professional development and PLC structure. Math will focus on classroom management, grading and instruction. Science will focus on building relationships and academic vocabulary. English will focus on lesson design and Social studies will focus on instructional strategies and resources.	Complete 06/01/2018	PLCS	06/15/2018
	<i>Notes:</i> PLC agenda will note discussions. Lesson plans and PDSA will monitor progress.			
6/1/18	Creation of Academies, freshman, success, pre professional and accelerated learning for fall 2018	Complete 09/20/2018	all staff	06/18/2018
	<i>Notes:</i>			
6/1/18	Utilize iReady diagnostic data for rising 9th graders and class placement	Complete 09/20/2018	Paslay	06/30/2018
	<i>Notes:</i>			
6/1/18	All staff will be trained in Capturing Kids Hearts.	Complete 09/18/2018	All staff	08/31/2018
	<i>Notes:</i>			
6/20/17	SIT Team will develop the professional non-negotiables utilizing a common language	Complete 11/09/2018	SIT Team	10/01/2018
	<i>Notes:</i> When is this meeting?			
6/20/17	SIT members will complete MTSS survey	Complete 11/09/2018	SIT Team	10/01/2018
	<i>Notes:</i>			
6/20/17	Develop the professional non-negotiables to staff	Complete 11/09/2018	SIT Team	10/08/2018
	<i>Notes:</i>			
6/20/17	Develop training for the dissemination of non-negotiables.	Complete 11/09/2018	SIT Team	10/08/2018
	<i>Notes:</i> When will SIT meet? How do we want this presented? Best practices			
1/18/17	PLC minutes/agendas will reflect opportunities for teachers to refer students for academic and behavioral support due to incidences in their classroom.	Complete 08/29/2019	PLCs	06/15/2019
	<i>Notes:</i> During the school year 2019-20, ASD (after school detention) will be offered to reinforce academic norms of timeliness and dedication to the work that is to be done in classes. Additionally, strategies recommended through CKH will also be implemented			

1/18/17	Guidance PLC/department will meet weekly to discuss behavioral needs of students	Complete 09/03/2019	Guidance	06/15/2019
<i>Notes:</i>				
1/18/17	Math I teachers will assess through mastery of objectives allowing students multiple attempts at achieving mastery	Complete 09/03/2019	Math department	06/15/2019
<i>Notes:</i>				
1/18/17	Outside partners offering weekly/monthly group services to our students during the school day	Complete 09/03/2019	Graham	06/15/2019
<i>Notes:</i> Wise Guys and Truth Girls meetings conducted to encourage safe lifestyles for our students on a weekly basis.				
10/4/16	PLCs will incorporate blended learning, WICOR, AVID, and reading components for all teachers to utilize as they are creating lessons.	Complete 08/29/2019	PLCs	06/15/2019
<i>Notes:</i> PLC agenda minutes will note discussion. Lesson plans will show the integration. Goal teams will have members to assist in progress.				
10/4/16	Teachers collaborate to personalize learning for students based on academic and behavioral gaps	Complete 08/29/2019	PLCs	06/15/2019
<i>Notes:</i> Lesson plans, CWT, Powerschool, ODR reports will all show the process for implementation. Also done through weekly PLC's.				
6/1/18	All staff will implement Capturing Kids Hearts strategies daily.	Complete 08/29/2019	all staff	06/18/2019
<i>Notes:</i> staff completed this goal and again, it will be carried forth in the 2019-20 school year.				
6/1/18	Team of teachers/staff will act as Check and Connect mentors to at risk students.	Complete 08/29/2019	K. Graham	06/18/2019
<i>Notes:</i> This goal will be continued in the 2019-20 school year and SIP seeing that statistically, "about 90% of school infractions come from 10% of our population," arguably.				
6/1/18	PLCs will use testing calendar to assess student progress towards classroom goals.	Complete 08/29/2019	all staff	06/18/2019
<i>Notes:</i> PLC's met this goal and continue to monitor student progress towards teaching / classroom goals. In Social Studies for example, the district content coach is meeting with our department PLC every Tuesday afternoon where we are monitoring data from baseline tests; developing common assessments and monitoring student growth data; and analyzing the data to determine what to do in the future in order to meet established learning goals.				
6/1/18	Continue Extended Day program for at risk students	Complete 08/16/2019	Guidance	06/18/2019

Notes: Extended day was offered and utilized. Furthermore, summer school / credit recovery was also offered. Many students took advantage of this program, held in July of 2019, which allowed them to recover and even earn additional credits towards graduation requirements.

9/4/19 Teachers will communicate, teach, and reinforce the content of the school's 2019-20 student handbook which specifies the following things: Cell phone policy, "it's not a ban, it's a plan;" tiered tardy policy (where three tardies equates to a teacher assigned after school detention); student expectations via PAWS acronym; "Greyhounds are..'" (International Baccalaureate) posters displayed / referenced in each classroom; bathroom passes are consistent / organized; cafeteria policy enforced strictly; SAVE Lab and DIF Diploma opportunities are available and understood. The SHS staff will remain consistent and vigilant in upholding the requirements set forth in the handbook to ensure safety and success of 100% of our students.

Stewart Kincaid

06/01/2020

Notes: Measurement of data according to this action can be found in disciplinary referrals and reportable offenses that occur at our school during the 2019-20 school year as well as student enrollment in SAVE and DIF programs.

9/4/19 Team of teachers/staff will act as Check and Connect mentors to at risk students. This goal will be continued / improved upon in the 2019-20 school year and SIP seeing that statistically, "about 90% of school infractions come from 10% of our population," arguably.

Stewart Kincaid

06/01/2020

Notes:

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>	<p>In an effort to keep student interest, achievement, retention, and graduation rates as high as possible, Statesville High School has implemented the concept of a Freshman Academy for the 2018-19 school year. Much planning has taken place in order to create a cohesive location within the school where ninth graders can be cared for and monitored as they are learning in a new, high school environment. Professional training for all staff involved in teaching within the Freshman Academy has taken place (AVID training) and continues to develop in order to create a culture of success and positivity among our students as they progress through their high school experiences as they pursue a path towards success in graduation.</p>	Limited Development 09/17/2018			
<i>How it will look when fully met:</i>	<p>Students' Math scores on both formative and summative assessments will demonstrate both growth and proficiency on the mentioned school level; 50% of the current ninth grade class will show proficiency in Math I. Discipline referrals for ninth grade students will represent a decrease from the previous school year, 2017-18. Student promotion levels based on earned credits in the ninth grade will reflect growth; a higher proportion of this ninth grade class will be promoted to the tenth grade at the conclusion of this 2018-19 school year than reflected in the past.</p>		Stewart Kincaid	06/14/2019	
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Iredell-Statesville Schools has a District Support and a District Improvement Team that are responsible for the work set forth in regards to the LEA indicators. Currently, the District Support Team meets quarterly with school administrative teams followed by a closed session support meeting with the principal and executive leadership to assess school progress, needs, and priorities. The District Support team monitors progress toward meeting School Improvement goals. Each principal also meets with Executive Cabinet members at mid-year and end of year to review progress and address next steps. The District Improvement team consists of the following: Deputy Superintendent of Curriculum, Title I/ESL Director, Executive Director of Elementary Curriculum, Executive Director of Secondary Curriculum, Coordinator of Disability Services, Assistant Principal, Principal, Teacher of the Year, Director of Elementary Curriculum Support, Director of Secondary Curriculum Support, Executive Director of Professional Development & Support, and parent representation. District Improvement Team is a cross-functional team with a clearly defined vision, mission and norms.	Limited Development 09/28/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		The District Improvement Team will be responsible for reviewing the Title I Priority, Focus and CORE school's plans each semester which serve as the School Improvement Plans for those schools. This team will monitor any reports required as a Title I Priority or a Focus School. District Improvement Team is a cross-functional team with a clearly defined vision, mission and norms. Meeting schedule and agendas. Tasks are created, person responsible identified and progress toward completion is monitored. Scheduling meeting facilitator and process manager identified. Google folder and docs are used as a repository for materials, resources and artifact. Decisions are made by consensus either face to face or virtually. Teams member who miss meetings will be able to be informed through meeting minutes. Artifacts would include meeting schedules, agendas and meeting minutes.	Objective Met 09/19/18	Kelly Cooper	01/31/2018
Actions					
	10/5/16	Establish team make-up and invite team members.	Complete 11/20/2016	Kelly Cooper	11/30/2016
Notes: Complete					

12/9/16	Identify in advance materials/info needed prior to meetings and “meeting materials champion.”	Complete 01/10/2017	Mary Ann Karriker	01/06/2017
<i>Notes:</i>				
12/9/16	Identify team member who will collect and distribute additional agenda items.	Complete 01/10/2017	Mary Ann Karriker	01/06/2017
<i>Notes:</i>				
12/9/16	Look for any other issues to be addressed and possible solutions for addressing them	Complete 01/10/2017	Mary Ann Karriker	01/06/2017
<i>Notes:</i>				
12/9/16	Determine means of communication for team members who cannot attend the meeting.	Complete 01/10/2017	Kelly Cooper	01/13/2017
<i>Notes:</i>				
12/9/16	Determine a protocol to use when disagreement with a decision may occur	Complete 01/10/2017	Melanie Taylor	01/13/2017
<i>Notes:</i>				
12/9/16	Determine what information will be shared through e-mail?	Complete 01/10/2017	Kelly Cooper	01/13/2017
<i>Notes:</i>				
12/9/16	Establish timelines, meeting dates and agenda expectations.	Complete 01/10/2017	Kelly Cooper	01/13/2017
<i>Notes:</i>				
12/9/16	Develop team mission/vision.	Complete 01/10/2017	Jed Stus	01/13/2017
<i>Notes:</i>				
12/9/16	Determine ground norms.	Complete 01/10/2017	Jed Stus	01/13/2017
<i>Notes:</i>				
12/9/16	Meeting times/dates/frequency	Complete 03/24/2017	Kelly Cooper	01/13/2017
<i>Notes:</i> First Monday of the Month at 3:30				
12/9/16	Select a “scheduling champion” for the group’s meetings and the method of communication.	Complete 01/10/2017	Jed Stus	01/13/2017
<i>Notes:</i>				
12/9/16	Identify meeting facilitator who ensures that we prioritize and address all critical agenda items.	Complete 01/10/2017	Kelly Cooper	01/13/2017
<i>Notes:</i>				
12/9/16	Determine how we will make decisions – by consensus, vote, or other?	Complete 01/10/2017	Kelly Cooper	01/13/2017
<i>Notes:</i>				

	12/9/16	Determine under what circumstances and how we will make decisions outside of group meetings? Through e-mail? Are there some decisions that require discussion?	Complete 01/10/2017	Kelly Cooper	01/13/2017
	<i>Notes:</i>				
	12/9/16	Develop review process and protocols for outcomes and accountability measures	Complete 09/19/2018	Jed Stus	01/31/2018
	<i>Notes:</i> Clarify IF/BLIF role in this process & Accountability/follow through for who should be the Process Champion; clarify SIP input from whole staff & community. Sub committee will work with Exec Cabinet to develop. Due date extension for July 15.				
	3/29/17	District support and improvement team will communicate protocols and outcome measures during leadership academy week.	Complete 08/08/2017	Jed Stus	01/31/2018
	<i>Notes:</i>				
Implementation:			09/19/2018		
	Evidence	9/19/2018			
	Experience	9/19/2018			
	Sustainability	9/19/2018			
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

<p>Initial Assessment:</p>	<p>Our focus area is: We will focus on increasing teacher satisfaction through the Teacher Working Conditions Survey Overall goal (What we want to accomplish by the end of the second year.) By the end of the 2017-2018 school year, all departments will meet or exceed expected growth. By the end of the 2017-18 school year, Statesville High School will increase the overall teacher opinion on “my school is a good place to work and Learn” by 16.6% to 85% overall satisfaction Target goal (What we want to accomplish this year.) By the end of the 2016-2017 school year, Statesville High School will exceed expected growth measured by EVAAS. By the end of the 2016-2017 school year, Statesville High School will increase the overall teacher opinion on “my school is a good place to work and Learn” by 8.3% to 75.7% overall satisfaction Approaches/Strategies (What we will do to realize our goal.) Approaches: MTSS Problem-Solving Model PLC teams will meet weekly to analyze their data and problem solve using best practices. They will collaborate and share of best practices and the effectiveness in their classroom Implement Chain of Command Provide Standard Operating Procedures for staff members, department chairs and administrative roles. Incorporate these roles into meeting structure and accountability of staff Increasing Mentoring partnerships We will build community and school partners to provide additional supports for student needs Strategies implemented: High Yield Behavioral Strategies Teachers will select a HYBS that will align with their departmental behavioral plan to implement through their PDP. Teach/Reteach School wide Norms Measures; we will use to monitor our progress toward reaching our goal: Performance/Impact: Data from BAs, BMs, EOC, Small groups, CICO PLC attendance Partners, referrals to SAP ODR reports Re-entry meetings Fidelity of implementation: CWT Climate Survey PLC minutes Guidance logs of support, partner logs Agendas/minutes from PD targeted on behavior Teacher evaluations</p>	<p>Limited Development 09/28/2016</p>		
<p>How it will look when fully met:</p>	<p>Data Analysis. Answer the following question using any data and/or information you have about performance in this area 1. In order to meet your Overall Goal, what is the most important area that needs improving and why? Reading comprehension Differentiated/Leveled text Basic math foundational skills Gap analysis tied to instructional strategies used to bridge those gaps. Follow up discussion and other strategies to use if gaps persist. Finding time for Remediation and Intervention to address gaps SHS has not met growth, as measured by state model, for 3 years 2. What approaches/strategies are contributing to your success in this area and what data suggests this? no data available 3. What are opportunities for improvement, gap or barriers are in this area? Teacher turnover PLC meetings need to be more focused on gap analysis and strategies to improve student learning.</p>		<p>Kathy Walker</p>	<p>06/15/2018</p>

Increased use of Fluency, Vocabulary, and Comprehension Intervention strategies Use of Mobymax as a remediation tool in all Math 1 classrooms

4. What seems to be the root cause of the problem and what data suggests this? Current teaching methods are not reaching all students Personalization and Differentiation strategies need to be implemented more regularly and effectively High Teacher turnover has been constant for 3 years Reflection: 5. What approaches/strategies could you deploy to address the root cause and support meeting your overall goal? Approaches: MTSS Problem-Solving Model PLC teams will meet weekly to analyze their data and problem solve using best practices. They will collaborate and share of best practices and the effectiveness in their classroom Blended Learning We will implement the station-rotation model schoolwide Personalized Learning Analyze data including universal screenings, prior EOG, and utilize content mastery grading to identify gaps in learning. Teachers will use this data to group students and differentiate lessons Math Foundations Support Initiative Math 1 will be taught year long through Math Foundations. Students that are proficient in 8th grade math may take semester long Math 1 to build math rigor. Students that are proficient in Math 1 can continue their rigorous math sequencing through Math II. Strategies implemented: Vocabulary Strategies Teachers will utilize vocabulary strategies including but not limited to: interactive notebooks and foldables Parallel assessments/Visible Learning Strategies (Math) Teach Common Core standards and allow students opportunities to master content while moving forward with new objectives Student data folders (Math) Active Engagement Strategies Bell ringers Guided Notes Formative quizzes

6. What research did you review to support the use of these strategies/approaches? John Hattie - Visible Learning National Science Teachers Association - interactive notebooks Marzano Anita Archer - Explicit Instruction

7. What performance measures will you use to monitor impact of your approach/strategy? Formative assessments on objective Objective mastery BA, CFA, BM Assessment scores

8. What measure will you use to monitor fidelity of deployment of your strategy/approach? CWT BLIF Coaching Log Department Chair minutes PLC Minutes Student achievement Lesson plans and ISS Continuous Improvement model

9. What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach? Blended Learning Station Rotations Responding to Instruction/Intervention

10. If funding is required, what funding source will be used? Messaging: 11. How will you convey intent of this focus area of SIP to stakeholders? PLC Matrix PLC Coaching SHS Website

12. How will you communicate progress towards goals or course corrections to stakeholders? Longstanding Leadership Team agenda

item/Minutes PLC Minutes IF/BLC Weekly Update Data Analysis. Answer the following question using any data and/or information you have about performance in this area

1. In order to meet your Overall Goal, what is the most important area that needs improving and why? PLCs PD training for staff mission and vision outside partners Strategic Norms training students Staff accountability Addition of Behavior Tech
2. What approaches/strategies are contributing to your success in this area and what data suggests this? No data available
3. What are opportunities for improvement, gap or barriers are in this area? Increase partnerships Provide clear guidelines for staff Provide instructional and behavioral support/professional development to staff
4. What seems to be the root cause of the problem and what data suggests this? First year of implementation/training - two major discipline issues (Class cuts - 24%, Insubordination - 21.6%) Tier one interventions and discipline matrix need re-evaluated Reflection:
5. What approaches/strategies could you deploy to address the root cause and support meeting your overall goal? Approaches: MTSS Problem-Solving Model PLC teams will meet weekly to analyze their data and problem solve using best practices. They will collaborate and share of best practices and the effectiveness in their classroom Implement Chain of Command Provide Standard Operating Procedures for staff members, department chairs and administrative roles. Incorporate these roles into meeting structure and accountability of staff Increasing Mentoring partnerships We will build community and school partners to provide additional supports for student needs Strategies implemented: High Yield Behavioral Strategies Teachers will select a HYBS that will align with their departmental behavioral plan to implement through their PDP.
6. What research did you review to support the use of these strategies/approaches? Applebaum 2009 - RtI, Du For et al 2006 - PLC Floyd and Thompsson 2006 - Behavior, Hughes and Dexter 2011 - RtI McDermont 2008 - Behavior/Parent Involvement Sue Guy and Horner 2009 - RtI introduction of PBIS TregoED 2013 - Analytical Decisions, Wood, Thompson and Russell 1981 - Staff Development Zepeda 1999 - Staff Development Wang and Edwards 2009 - Implementation of Behavior Wiggins and McTighe 2007 - Backwards Design Sprick and Garrison 2008 - Tier 2 of Evidence based behavioral strategies
7. What performance measures will you use to monitor impact of your approach/strategy? EVAAS ODR data
8. What measure will you use to monitor fidelity of deployment of your strategy/approach? CWT Climate Survey PLC minutes Guidance logs of support and partner logs ODR reports Restorative Justice circles and re-entry numbers Homeroom Chair fidelity walks
9. What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?

Differentiated PLCs ERPD Capturing Kids Hearts One on one meetings with BT/Instructional Coach 10. If funding is required, what funding source will be used? Messaging: 11. How will you convey intent of this focus area of SIP to stakeholders? Advertise our mission/vision through social media and website Staff/Student training Strategic Parent Nights 12. How will you communicate progress towards goals or course corrections to stakeholders? SIP is online Celebrations, recognitions Quarterly Strategic Parent Nights Data Analysis. Answer the following question using any data and/or information you have about performance in this area 1. In order to meet your Overall Goal, what is the most important area that needs improving and why? PLCs PD training for staff Strategic Norms training staff and students Staff accountability 2. What approaches/strategies are contributing to your success in this area and what data suggests this? Based on TWC trend data; 2014-15 Retention rate - 79% 2015-16 Retention rate - 88% 3. What are opportunities for improvement, gap or barriers are in this area? Increase partnerships Provide instructional and behavioral support/professional development to staff 4. What seems to be the root cause of the problem and what data suggests this? First year of implementation/training of school wide expectations - two major discipline issues (Class cuts - 24%, Insubordination - 21.6%) Tier one interventions and discipline matrix need re-evaluated Reflection: 5. What approaches/strategies could you deploy to address the root cause and support meeting your overall goal? Approaches: MTSS Problem-Solving Model PLC teams will meet weekly to analyze their data and problem solve using best practices. They will collaborate and share of best practices and the effectiveness in their classroom Implement Chain of Command Provide Standard Operating Procedures for staff members, department chairs and administrative roles. Incorporate these roles into meeting structure and accountability of staff Increasing Mentoring partnerships We will build community and school partners to provide additional supports for student needs Strategies implemented: High Yield Behavioral Strategies Teachers will select a HYBS that will align with their departmental behavioral plan to implement through their PDP. Teach/Reteach School wide Norms 6. What research did you review to support the use of these strategies/approaches? Marzano Anita Archer - Explicit Instruction Applebaum 2009 - RtI, Du For et al 2006 - PLC McDermont 2008 - Behavior/Parent Involvement TregoED 2013 - Analytical Decisions, Wood, Thompson and Russell 1981 - Staff Development Zepeda 1999 - Staff Development 7. What performance measures will you use to monitor impact of your approach/strategy? EVAAS ODR data TWC results 8. What measure will you use to monitor fidelity of deployment of your strategy/approach? CWT Climate Survey

PLC minutes Goal team minutes Attendance at Renaissance events 9. What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach? Differentiated PLCs ERPD Capturing Kids Hearts One on one meetings with BT/Instructional Coach 10. If funding is required, what funding source will be used? Messaging: 11. How will you convey intent of this focus area of SIP to stakeholders? Advertise our mission/vision through social media and website Staff/Student training Strategic Parent Nights 12. How will you communicate progress towards goals or course corrections to stakeholders? SIP is online Celebrations, recognitions Quarterly Strategic Parent Nights

Actions

Notes:

Core Function: Dimension B - Leadership Capacity

Effective Practice: Distributed leadership and collaboration

	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Our focus area is: We will focus on overall academic proficiency on EOCs Overall goal (What we want to accomplish by the end of the second year.) By the end of the 2016-2018 school year, all departments will meet or exceed expected growth, as determined by EVAAS. By the end of the 2017-2018 school year, 60% of students enrolled in Biology, English II and Math I will achieve proficiency. Target goal (What we want to accomplish this year.) By the end of the 2016-2017 school year, Statesville High School will exceed expected growth measured by EVAAS. By the end of the 2016-2017 school year, 40% of students enrolled in Biology, English II and Math I will achieve proficiency. Approaches/Strategies (What we will do to realize our goal.) Approaches: MTSS Problem-Solving Model PLC teams will meet weekly to analyze their data and problem solve using best practices. They will collaborate and share best practices and the effectiveness in their classroom Blended Learning We will implement the station-rotation model schoolwide Personalized Learning Analyze data including universal screenings, prior EOG, and utilize content mastery grading to identify gaps in learning. Teachers will use this data to group students and differentiate lessons Strategies implemented: Vocabulary Strategies Teachers will utilize vocabulary strategies including but not limited to: interactive notebooks and foldables Parallel assessments/Visible Learning Strategies (Math) Teach Common Core standards and allow</p>	<p>Limited Development 09/28/2016</p>		

students opportunities to master content while moving forward with new objectives Student data folders (Math) Active Engagement Strategies Bell ringers Formative quizzes Measures; we will use to monitor our progress toward reaching our goal: Performance/Impact: Data from BAs, BMs, EOCs, Parallel Assessments (Math only) Data from unit assessments Fidelity of implementation: Teacher evaluations CWT TEG Survey Our focus area is: Aligning key processes and operations to meet tier two and three academic and behavioral support Overall goal (What we want to accomplish by the end of the second year.) By the end of the 2017-2018 school year, all departments will meet or exceed expected growth. By the end of the 2017-18 school year, Statesville High School will have a decrease in office referrals by 20%, from 1502 to 1202, due to an increase in tiered academic and behavioral supports. Target goal (What we want to accomplish this year.) By the end of the 2016-2017 school year, Statesville High School will exceed expected growth measured by EVAAS. By the end of the 2016-2017 school year, Statesville High School will have a decrease in office referrals by 10%, from 1502 to 1352, due to an increase in tiered academic and behavioral supports. Approaches/Strategies (What we will do to realize our goal.) Approaches: MTSS Problem-Solving Model PLC teams will meet weekly to analyze their data and problem solve using best practices. They will collaborate and share of best practices and the effectiveness in their classroom Implement Chain of Command Provide Standard Operating Procedures for staff members, department chairs and administrative roles. Incorporate these roles into meeting structure and accountability of staff Increasing Mentoring partnerships We will build community and school partners to provide additional supports for student needs Behavioral Tech Strategies implemented: High Yield Behavioral Strategies Teachers will select a HYBS that will align with their departmental behavioral plan to implement through their PDP. Teach/Reteach School wide Norms Measures; we will use to monitor our progress toward reaching our goal: Performance/Impact: Data from BAs, BMs, EOC, Small groups, CICO PLC attendance Partners, referrals to SAP ODR reports Re-entry meetings Fidelity of implementation: CWT Climate Survey PLC minutes Guidance logs of support, partner logs Agendas/minutes from PD targeted on behavior Our focus area is: We will focus on increasing teacher satisfaction through the Teacher Working Conditions Survey Overall goal (What we want to accomplish by the end of the second year.) By the end of the 2017-2018 school year, all departments will meet or exceed expected growth. By the end of the 2017-18 school year, Statesville High School will increase the overall teacher opinion on “my school is a good place to work and Learn” by 16.6% to 85% overall satisfaction Target goal (What we want

to accomplish this year.) By the end of the 2016-2017 school year, Statesville High School will exceed expected growth measured by EVAAS. By the end of the 2016-2017 school year, Statesville High School will increase the overall teacher opinion on “my school is a good place to work and Learn” by 8.3% to 75.7% overall satisfaction

Approaches/Strategies (What we will do to realize our goal.)
 Approaches: MTSS Problem-Solving Model PLC teams will meet weekly to analyze their data and problem solve using best practices. They will collaborate and share of best practices and the effectiveness in their classroom Implement Chain of Command Provide Standard Operating Procedures for staff members, department chairs and administrative roles. Incorporate these roles into meeting structure and accountability of staff Increasing Mentoring partnerships We will build community and school partners to provide additional supports for student needs
 Strategies implemented: High Yield Behavioral Strategies Teachers will select a HYBS that will align with their departmental behavioral plan to implement through their PDP. Teach/Reteach School wide Norms Measures; we will use to monitor our progress toward reaching our goal: Performance/Impact: Data from BAs, BMs, EOC, Small groups, CICO PLC attendance Partners, referrals to SAP ODR reports Re-entry meetings Fidelity of implementation: CWT Climate Survey PLC minutes Guidance logs of support, partner logs Agendas/minutes from PD targeted on behavior Teacher evaluations

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

Data Analysis. Answer the following question using any data and/or information you have about performance in this area 1. In order to meet your Overall Goal, what is the most important area that needs improving and why? Reading comprehension Differentiated/Leveled text Basic math foundational skills Gap analysis tied to instructional strategies used to bridge those gaps. Follow up discussion and other strategies to use if gaps persist. Finding time for Remediation and Intervention to address gaps SHS has not met growth, as measured by state model, for 3 years 2. What approaches/strategies are contributing to your success in this area and what data suggests this? no data available 3. What are opportunities for improvement, gap or barriers are in this area? Teacher turnover PLC meetings need to be more focused on gap analysis and strategies to improve student learning. Increased use of Fluency, Vocabulary, and Comprehension Intervention strategies Use of Mobymax as a remediation tool in all Math 1 classrooms 4. What seems to be the root cause of the problem and what data suggests this? Current teaching methods are not reaching all

**Objective Met
07/16/19**

Stewart Kincaid

06/14/2019

students Personalization and Differentiation strategies need to be implemented more regularly and effectively High Teacher turnover has been constant for 3 years Reflection: 5. What approaches/strategies could you deploy to address the root cause and support meeting your overall goal? Approaches: MTSS Problem-Solving Model PLC teams will meet weekly to analyze their data and problem solve using best practices. They will collaborate and share of best practices and the effectiveness in their classroom Blended Learning We will implement the station-rotation model schoolwide Personalized Learning Analyze data including universal screenings, prior EOG, and utilize content mastery grading to identify gaps in learning. Teachers will use this data to group students and differentiate lessons Math Foundations Support Initiative Math 1 will be taught year long through Math Foundations. Students that are proficient in 8th grade math may take semester long Math 1 to build math rigor. Students that are proficient in Math 1 can continue their rigorous math sequencing through Math II. Strategies implemented: Vocabulary Strategies Teachers will utilize vocabulary strategies including but not limited to: interactive notebooks and foldables Parallel assessments/Visible Learning Strategies (Math) Teach Common Core standards and allow students opportunities to master content while moving forward with new objectives Student data folders (Math) Active Engagement Strategies Bell ringers Guided Notes Formative quizzes 6. What research did you review to support the use of these strategies/approaches? John Hattie - Visible Learning National Science Teachers Association - interactive notebooks Marzano Anita Archer - Explicit Instruction 7. What performance measures will you use to monitor impact of your approach/strategy? Formative assessments on objective Objective mastery BA, CFA, BM Assessment scores 8. What measure will you use to monitor fidelity of deployment of your strategy/approach? CWT BLIF Coaching Log Department Chair minutes PLC Minutes Student achievement Lesson plans and ISS Continuous Improvement model 9. What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach? Blended Learning Station Rotations Responding to Instruction/Intervention 10. If funding is required, what funding source will be used? Messaging: 11. How will you convey intent of this focus area of SIP to stakeholders? PLC Matrix PLC Coaching SHS Website 12. How will you communicate progress towards goals or course corrections to stakeholders? Longstanding Leadership Team agenda item/Minutes PLC Minutes IF/BLC Weekly Update Data Analysis. Answer the following question using any data and/or information you have about performance in this area 1. In order to meet your Overall Goal, what is the most important area that needs improving and why? PLCs

PD training for staff mission and vision outside partners Strategic Norms training students Staff accountability Addition of Behavior Tech 2. What approaches/strategies are contributing to your success in this area and what data suggests this? No data available 3. What are opportunities for improvement, gap or barriers are in this area? Increase partnerships Provide clear guidelines for staff Provide instructional and behavioral support/professional development to staff 4. What seems to be the root cause of the problem and what data suggests this? First year of implementation/training - two major discipline issues (Class cuts - 24%, Insubordination - 21.6%) Tier one interventions and discipline matrix need re-evaluated Reflection: 5. What approaches/strategies could you deploy to address the root cause and support meeting your overall goal? Approaches: MTSS Problem-Solving Model PLC teams will meet weekly to analyze their data and problem solve using best practices. They will collaborate and share of best practices and the effectiveness in their classroom Implement Chain of Command Provide Standard Operating Procedures for staff members, department chairs and administrative roles. Incorporate these roles into meeting structure and accountability of staff Increasing Mentoring partnerships We will build community and school partners to provide additional supports for student needs Strategies implemented: High Yield Behavioral Strategies Teachers will select a HYBS that will align with their departmental behavioral plan to implement through their PDP. 6. What research did you review to support the use of these strategies/approaches? Applebaum 2009 - RtI, Du For et al 2006 - PLC Floyd and Thompsson 2006 - Behavior, Hughes and Dexter 2011 - RtI McDermont 2008 - Behavior/Parent Involvement Sue Guy and Horner 2009 - RtI introduction of PBIS TregoED 2013 - Analytical Decisions, Wood, Thompson and Russell 1981 - Staff Development Zepeda 1999 - Staff Development Wang and Edwards 2009 - Implementation of Behavior Wiggins and McTighe 2007 - Backwards Design Sprick and Garrison 2008 - Tier 2 of Evidence based behavioral strategies 7. What performance measures will you use to monitor impact of your approach/strategy? EVAAS ODR data 8. What measure will you use to monitor fidelity of deployment of your strategy/approach? CWT Climate Survey PLC minutes Guidance logs of support and partner logs ODR reports Restorative Justice circles and re-entry numbers Homeroom Chair fidelity walks 9. What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach? Differentiated PLCs ERPD Capturing Kids Hearts One on one meetings with BT/Instructional Coach 10. If funding is required, what funding source will be used? Messaging: 11. How will you convey intent of this focus area of SIP to stakeholders? Advertise our mission/vision through

social media and website Staff/Student training Strategic Parent Nights

12. How will you communicate progress towards goals or course corrections to stakeholders? SIP is online Celebrations, recognitions Quarterly Strategic Parent Nights Data Analysis. Answer the following question using any data and/or information you have about performance in this area

1. In order to meet your Overall Goal, what is the most important area that needs improving and why? PLCs PD training for staff Strategic Norms training staff and students Staff accountability

2. What approaches/strategies are contributing to your success in this area and what data suggests this? Based on TWC trend data; 2014-15 Retention rate - 79% 2015-16 Retention rate - 88%

3. What are opportunities for improvement, gap or barriers are in this area? Increase partnerships Provide instructional and behavioral support/professional development to staff

4. What seems to be the root cause of the problem and what data suggests this? First year of implementation/training of school wide expectations - two major discipline issues (Class cuts - 24%, Insubordination - 21.6%) Tier one interventions and discipline matrix need re-evaluated Reflection:

5. What approaches/strategies could you deploy to address the root cause and support meeting your overall goal? Approaches: MTSS Problem-Solving Model PLC teams will meet weekly to analyze their data and problem solve using best practices. They will collaborate and share of best practices and the effectiveness in their classroom Implement Chain of Command Provide Standard Operating Procedures for staff members, department chairs and administrative roles. Incorporate these roles into meeting structure and accountability of staff Increasing Mentoring partnerships We will build community and school partners to provide additional supports for student needs Strategies implemented: High Yield Behavioral Strategies Teachers will select a HYBS that will align with their departmental behavioral plan to implement through their PDP. Teach/Reteach School wide Norms

6. What research did you review to support the use of these strategies/approaches? Marzano Anita Archer - Explicit Instruction Applebaum 2009 - RtI, Du For et al 2006 - PLC McDermont 2008 - Behavior/Parent Involvement TregoED 2013 - Analytical Decisions, Wood, Thompson and Russell 1981 - Staff Development Zepeda 1999 - Staff Development

7. What performance measures will you use to monitor impact of your approach/strategy? EVAAS ODR data TWC results

8. What measure will you use to monitor fidelity of deployment of your strategy/approach? CWT Climate Survey PLC minutes Goal team minutes Attendance at Renaissance events

9. What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach? Differentiated PLCs ERPD Capturing Kids Hearts One on one meetings with BT/Instructional

Coach 10. If funding is required, what funding source will be used?
 Messaging: 11. How will you convey intent of this focus area of SIP to stakeholders? Advertise our mission/vision through social media and website Staff/Student training Strategic Parent Nights 12. How will you communicate progress towards goals or course corrections to stakeholders? SIP is online Celebrations, recognitions Quarterly Strategic Parent Nights

Actions

1/18/17	Staff members will select one of 6 goals teams to participate in (Behavior - Discipline, celebrations, or tier 2/3 support, Academic - English, Biology, Math I, Climate - Internal and External Marketing)	Complete 09/01/2016	All staff	08/18/2016
<i>Notes:</i>				
10/5/16	Classroom location reassignment based on department to create opportunities to provide behavioral and academic tier one interventions during class time	Complete 08/18/2016	All staff	08/18/2016
<i>Notes:</i>				
1/18/17	Staff nominate and elect School Improvement representatives	Complete 09/01/2016	Sarah Paslay	09/01/2016
<i>Notes:</i>				
1/18/17	SHS calendar of meetings will be sent via email for staff to know dates, times and places meetings will occur	Complete 09/01/2016	Sarah Paslay	09/01/2016
<i>Notes:</i>				
1/18/17	Implementation of fall semester staff duty matrix.	Complete 01/13/2017	Harry Efird	01/20/2017
<i>Notes:</i>				
1/18/17	Implementation of Spring semester staff duty matrix	Complete 01/23/2017	Harry Efird	01/23/2017
<i>Notes:</i> https://drive.google.com/file/d/0Bye5pHpCmvOfc1dBsUJ2enRILXJWSWc2cGJabINveWg4UXF3/view				
1/18/17	PLCs will meet within departments by content and send their weekly meeting time and place to Paslay	Complete 09/15/2017	PLC Chairs	09/08/2017
<i>Notes:</i> PLCs will collaborate weekly within departments. Science department will PLC with content specific groups				
1/18/17	Goal teams will meet monthly with assigned Champions	Complete 06/01/2018	All Staff	01/31/2018
<i>Notes:</i>				
1/18/17	Staff newsletter will send out Monday mornings including expectations	Complete 06/18/2018	Hans Lassiter	06/15/2018
<i>Notes:</i>				
6/1/18	Team of freshman academy teachers attend AVID training	Complete 08/27/2018	Freshman Academy Teachers	07/30/2018

<i>Notes:</i>				
6/1/18	Assign Freshman academy teachers and AP teachers to their course load	Complete 08/27/2018	teachers	08/30/2018
<i>Notes:</i>				
1/18/17	Biology, English and Math teachers will implement the use of Unit Plans and discuss during weekly PLC	Complete 07/16/2019	PLCs	06/15/2019
<i>Notes:</i>				
3/13/17	PLC minutes will reflect collaboration and best practices as well as continuous improvement as teachers focus on student growth	Complete 07/16/2019	PLC	06/15/2019
<i>Notes:</i>				
6/1/18	PLCs will meet weekly to discuss best practices in classroom and continuous improvement as evidence by PLC minutes	Complete 07/16/2019	PLCs	06/18/2019
<i>Notes:</i> An example, and not limited to: Social Studies / History PLC's met every week on Friday mornings during the spring of 19, at 7:30am; Social Studies / History PLC's met every week on Wednesday mornings during the fall of 18, at 7:30am.				
6/1/18	Academization of students and staff to support differentiated learning in one building. Accelerated learning, pre professional, freshman, success/extended day.	Complete 07/16/2019	All staff	06/18/2019
<i>Notes:</i> During the 18-19 school year, all Freshman (9th graders) held a common hall for academic courses, all 9th graders had a common lunch block; extended day was continued for time make up, as well as summer school for time make up and credit recovery; an administrator was located on both ends of the 9th grade area (an Assistant Principal's office on either end of the B100 hall).				
6/1/18	Freshman academy director/oversight teacher assigned	Complete 07/16/2019	Carlotta Chambers-Ramseur	06/30/2019
<i>Notes:</i> Assistant Principals, two of them, were located at either end of the Freshman Academy hall to ensure order, success, and accountability.				
Implementation:		07/16/2019		

<p>Evidence</p>	<p>7/16/2019 7/16/2019: The school's shared Google Drive folder titled "Statesville HS 19-20" is an organized, "living" document created by our principal, Mrs. Sheila Jenkins, in collaboration with the entire staff. It is shared with the entire staff and provides both evidence and convenience in communicating leadership roles and responsibilities required in this standard. They are, for example, titled as the following: "AM/PM duty," "Data," "Summer Work for SIT," "Faculty Mtg. Agendas," "AP Academy Info," "Freshman Academy," etc.</p>			
<p>Experience</p>	<p>7/16/2019 7/16/2019: As the school's SIT process manager, I will begin my third school year, second full year, in this capacity and seek to continue as needed. I will grow in this capacity as I remain in it, to ensure stability and success as SHS seeks to continue to stabilize in terms of issues that have nagged us in the past with student behavior, staff turnover, and lack of cohesiveness among our staff, student population, and community.</p>			
<p>Sustainability</p>	<p>7/16/2019 7/16/2019: Staff cohesiveness is key, as well as a stable and supportive leadership team that is able to communicate effectively with the district officials, community members, staff, and students. Teachers who are willing to lead within their profession at SHS are essential. With a full staff going in to the 19-20 school year, this is more certain to continue.</p>			

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>		LEA: Early Release Professional Development addresses some of the PD needs for schools in regard to school and classroom performance data. Classroom observation data/ PDP is utilized by leadership to make some decisions about school professional development. School: PLCs meet weekly to discuss academic and behavioral data of students; share best practices and design lessons. We hold monthly gallery walks with the leadership for updates and attend ERPD.	Limited Development 09/28/2016		
<i>How it will look when fully met:</i>		School Improvement teams and PLCs will be conducting research to identify and select best practices, which will be implemented based on identified school and teacher needs. A process will be established to review CWT data, to inform staff development for the district and within individual schools. Differentiated PD would be provided for teachers based on individual growth plans, CWT and observation data. Increased access would be provided for teachers and leadership to access current research. Increased communication regarding research conducted throughout the district will be made available to school leadership teams and teachers to inform professional development. School Administrative Teams will Review how data is used and how time in classrooms and daily schedules are structured. The school's SIP and PD plan, trend data, leveled CWT data, and EVAAS data will inform professional development for individual teachers, groups of teachers, schools, and the district. During Quarterly site visits, by Executive Cabinet, Executive Director, and Director of Curriculum Support, school teams will report out on identified indicators in supporting classroom walk through, classroom observation data, discipline data, formative student achievement data (including but not limited to benchmarks, quarterly failure lists, dropout lists, I-Ready data, and Reading and Math 3D data.) Executive Directors will communicate expectations for report outs and monitor for fidelity of implementation.	Objective Met 10/16/17	Kelly Cooper	01/31/2018
Actions					
	10/5/16	Develop schedules for quarterly site visits and data analysis	Complete 04/12/2017	Melanie Taylor	03/31/2017
<i>Notes:</i>					

10/5/16	Establish quarterly process and template to analyze CWT data for trends. SWOT will be done quarterly per CWT timeline starting 2nd quarter.	Complete 08/08/2017	Jed Stus	12/31/2017
<i>Notes:</i>				
10/5/16	Utilize the data obtained through analysis to determine PD needs	Complete 08/08/2017	Jonathan Ribbeck	01/31/2018
<i>Notes:</i> Real time completion will by systematically revisted Keys To Literacy Letterland Keys to Vocabulary Math Foundations TransMath Corrective Reading SIP planning MTSS best practices - behavior and tier I Learning by Doing				
10/5/16	Select research based professional development opportunities	Complete 08/08/2017	Jed Stus	01/31/2018
<i>Notes:</i> Real time completion will by systematically revisted Keys To Literacy Letterland Keys to Vocabulary Math Foundations TransMath Corrective Reading SIP planning MTSS best practices - behavior and tier I Learning by Doing				
12/9/16	Develop continuum of professional development opportunities	Complete 08/08/2017	Jed Stus	01/31/2018
<i>Notes:</i> Real time completion will by systematically revisted Keys To Literacy Letterland Keys to Vocabulary Math Foundations TransMath Corrective Reading SIP planning MTSS best practices - behavior and tier I Learning by Doing				

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>		<p>Our focus area is: Aligning key processes and operations to meet tier two and three academic and behavioral support Overall goal (What we want to accomplish by the end of the second year.) By the end of the 2017-2018 school year, all departments will meet or exceed expected growth. By the end of the 2017-18 school year, Statesville High School will have a decrease in office referrals by 20%, from 1502 to 1202, due to an increase in tiered academic and behavioral supports. Target goal (What we want to accomplish this year.) By the end of the 2016-2017 school year, Statesville High School will exceed expected growth measured by EVAAS. By the end of the 2016-2017 school year, Statesville High School will have a decrease in office referrals by 10%, from 1502 to 1352, due to an increase in tiered academic and behavioral supports. Approaches/Strategies (What we will do to realize our goal.) Approaches: MTSS Problem-Solving Model PLC teams will meet weekly to analyze their data and problem solve using best practices. They will collaborate and share of best practices and the effectiveness in their classroom Implement Chain of Command Provide Standard Operating Procedures for staff members, department chairs and administrative roles. Incorporate these roles into meeting structure and accountability of staff Increasing Mentoring partnerships We will build community and school partners to provide additional supports for student needs Behavioral Tech Strategies implemented: High Yield Behavioral Strategies Teachers will select a HYBS that will align with their departmental behavioral plan to implement through their PDP. Teach/Reteach School wide Norms Measures; we will use to monitor our progress toward reaching our goal: Performance/Impact: Data from BAs, BMs, EOC, Small groups, CICO PLC attendance Partners, referrals to SAP ODR reports Re-entry meetings Fidelity of implementation: CWT Climate Survey PLC minutes Guidance logs of support, partner logs Agendas/minutes from PD targeted on behavior Our focus area is: We will focus on overall academic proficiency on EOCs Overall goal (What we want to accomplish by the end of the second year.) By the end of the 2016-2018 school year, all departments will meet or exceed expected growth, as determined by EVAAS. By the end of the 2017-2018 school year, 60% of students enrolled in Biology, English II and Math I will achieve proficiency. Target goal (What we want to</p>	Limited Development 09/28/2016		

accomplish this year.) By the end of the 2016-2017 school year, Statesville High School will exceed expected growth measured by EVAAS. By the end of the 2016-2017 school year, 40% of students enrolled in Biology, English II and Math I will achieve proficiency. Approaches/Strategies (What we will do to realize our goal.) Approaches: MTSS Problem-Solving Model PLC teams will meet weekly to analyze their data and problem solve using best practices. They will collaborate and share best practices and the effectiveness in their classroom Blended Learning We will implement the station-rotation model schoolwide Personalized Learning Analyze data including universal screenings, prior EOG, and utilize content mastery grading to identify gaps in learning. Teachers will use this data to group students and differentiate lessons Strategies implemented: Vocabulary Strategies Teachers will utilize vocabulary strategies including but not limited to: interactive notebooks and foldables Parallel assessments/Visible Learning Strategies (Math) Teach Common Core standards and allow students opportunities to master content while moving forward with new objectives Student data folders (Math) Active Engagement Strategies Bell ringers Formative quizzes Measures; we will use to monitor our progress toward reaching our goal: Performance/Impact: Data from BAs, BMs, EOCs, Parallel Assessments (Math only) Data from unit assessments Fidelity of implementation: Teacher evaluations CWT TEG Survey

How it will look when fully met:

Data Analysis. Answer the following question using any data and/or information you have about performance in this area 1. In order to meet your Overall Goal, what is the most important area that needs improving and why? Reading comprehension Differentiated/Leveled text Basic math foundational skills Gap analysis tied to instructional strategies used to bridge those gaps. Follow up discussion and other strategies to use if gaps persist. Finding time for Remediation and Intervention to address gaps SHS has not met growth, as measured by state model, for 3 years 2. What approaches/strategies are contributing to your success in this area and what data suggests this? no data available 3. What are opportunities for improvement, gap or barriers are in this area? Teacher turnover PLC meetings need to be more focused on gap analysis and strategies to improve student learning. Increased use of Fluency, Vocabulary, and Comprehension Intervention strategies Use of Mobymax as a remediation tool in all Math 1 classrooms 4. What seems to be the root cause of the problem and what data suggests this? Current teaching methods are not reaching all students Personalization and Differentiation strategies need to be implemented more regularly and effectively High Teacher turnover has been constant for 3 years Reflection: 5. What approaches/strategies

Hans Lassiter

06/15/2018

could you deploy to address the root cause and support meeting your overall goal? Approaches: MTSS Problem-Solving Model PLC teams will meet weekly to analyze their data and problem solve using best practices. They will collaborate and share of best practices and the effectiveness in their classroom Blended Learning We will implement the station-rotation model schoolwide Personalized Learning Analyze data including universal screenings, prior EOG, and utilize content mastery grading to identify gaps in learning. Teachers will use this data to group students and differentiate lessons Math Foundations Support Initiative Math 1 will be taught year long through Math Foundations. Students that are proficient in 8th grade math may take semester long Math 1 to build math rigor. Students that are proficient in Math 1 can continue their rigorous math sequencing through Math II. Strategies implemented: Vocabulary Strategies Teachers will utilize vocabulary strategies including but not limited to: interactive notebooks and foldables Parallel assessments/Visible Learning Strategies (Math) Teach Common Core standards and allow students opportunities to master content while moving forward with new objectives Student data folders (Math) Active Engagement Strategies Bell ringers Guided Notes Formative quizzes 6. What research did you review to support the use of these strategies/approaches? John Hattie - Visible Learning National Science Teachers Association - interactive notebooks Marzano Anita Archer - Explicit Instruction 7. What performance measures will you use to monitor impact of your approach/strategy? Formative assessments on objective Objective mastery BA, CFA, BM Assessment scores 8. What measure will you use to monitor fidelity of deployment of your strategy/approach? CWT BLIF Coaching Log Department Chair minutes PLC Minutes Student achievement Lesson plans and ISS Continuous Improvement model 9. What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach? Blended Learning Station Rotations Responding to Instruction/Intervention 10. If funding is required, what funding source will be used? Messaging: 11. How will you convey intent of this focus area of SIP to stakeholders? PLC Matrix PLC Coaching SHS Website 12. How will you communicate progress towards goals or course corrections to stakeholders? Longstanding Leadership Team agenda item/Minutes PLC Minutes IF/BLC Weekly Update Data Analysis. Answer the following question using any data and/or information you have about performance in this area 1. In order to meet your Overall Goal, what is the most important area that needs improving and why? PLCs PD training for staff mission and vision outside partners Strategic Norms training students Staff accountability Addition of Behavior Tech 2. What approaches/strategies are contributing to your success in this area and

what data suggests this? No data available 3. What are opportunities for improvement, gap or barriers are in this area? Increase partnerships Provide clear guidelines for staff Provide instructional and behavioral support/professional development to staff 4. What seems to be the root cause of the problem and what data suggests this? First year of implementation/training - two major discipline issues (Class cuts - 24%, Insubordination - 21.6%) Tier one interventions and discipline matrix need re-evaluated Reflection: 5. What approaches/strategies could you deploy to address the root cause and support meeting your overall goal? Approaches: MTSS Problem-Solving Model PLC teams will meet weekly to analyze their data and problem solve using best practices. They will collaborate and share of best practices and the effectiveness in their classroom Implement Chain of Command Provide Standard Operating Procedures for staff members, department chairs and administrative roles. Incorporate these roles into meeting structure and accountability of staff Increasing Mentoring partnerships We will build community and school partners to provide additional supports for student needs Strategies implemented: High Yield Behavioral Strategies Teachers will select a HYBS that will align with their departmental behavioral plan to implement through their PDP. 6. What research did you review to support the use of these strategies/approaches? Applebaum 2009 - RtI, Du For et al 2006 - PLC Floyd and Thompsson 2006 - Behavior, Hughes and Dexter 2011 - RtI McDermont 2008 - Behavior/Parent Involvement Sue Guy and Horner 2009 - RtI introduction of PBIS TregoED 2013 - Analytical Decisions, Wood, Thompson and Russell 1981 - Staff Development Zepeda 1999 - Staff Development Wang and Edwards 2009 - Implementation of Behavior Wiggins and McTighe 2007 - Backwards Design Sprick and Garrison 2008 - Tier 2 of Evidence based behavioral strategies 7. What performance measures will you use to monitor impact of your approach/strategy? EVAAS ODR data 8. What measure will you use to monitor fidelity of deployment of your strategy/approach? CWT Climate Survey PLC minutes Guidance logs of support and partner logs ODR reports Restorative Justice circles and re-entry numbers Homeroom Chair fidelity walks 9. What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach? Differentiated PLCs ERPD Capturing Kids Hearts One on one meetings with BT/Instructional Coach 10. If funding is required, what funding source will be used? Messaging: 11. How will you convey intent of this focus area of SIP to stakeholders? Advertise our mission/vision through social media and website Staff/Student training Strategic Parent Nights 12. How will you communicate progress towards goals or course corrections to stakeholders? SIP is online Celebrations, recognitions

Quarterly Strategic Parent Nights

Actions

Notes: