

Comprehensive Progress Report

Mission: NIHS strives to grow ALL students' academic success by promoting their mental, physical, emotional, and social well-being by building relationships.

Respecting all

Acquiring knowledge

Vision: Inspiring others

Demonstrating caring attitudes

Encouraging success

Raising the achievement bar

Goals:

A1.04: ALL students will be assessed on their progress frequently using a variety of evaluation methods and teachers will make appropriate curriculum adjustments based on results

A4.06: ALL students will have access to teachers who are attentive to their students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

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.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
A1.04		ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All teachers are expected to frequently assess students and monitor their progress. This is happening in EOC classes within the PLC. Our next steps are to expand this to all courses.	Limited Development 08/29/2019		
<i>How it will look when fully met:</i>		All teachers are monitoring and recording data and adjusting appropriately. EOC/NCFE/VOCAT scores will reflect this.		Diana Jones	08/15/2020
Actions			0 of 5 (0%)		
9/25/19	EOC teachers are meeting in weekly PLCs.			Diana Jones	05/20/2020
<i>Notes:</i> 1. All EOC teachers are participating in weekly PLC meetings. 2. Progress will be monitored by EOC scores.					
9/26/19	EOC teachers (and prerequisite teachers) are analyzing data for gaps.			Diana Jones	05/20/2020
<i>Notes:</i> 1. Teachers are giving common assessments (benchmarks/mastery checks/NC Check-ins) and using item analysis to identify gaps. 2. Progress monitored by EOC scores.					
9/26/19	EOC (and pre-req) teachers are adapting curriculum to close gaps.			Diana Jones	05/20/2020
<i>Notes:</i> 1. Teachers identify gaps based on assessment data. 2. Teachers adapt curriculum to address gaps through bell ringers/warm ups, purposeful grouping of students, small group pull-outs, and other strategies. 3. Progress will be monitored by EOC scores.					
9/26/19	Teachers will share and utilize best practices			Diana Jones	05/20/2020
<i>Notes:</i> 1. Teachers will share best practices within their PLCs. 2. Teachers will try new strategies and reflect on them to see if they worked or not. 3. Progress will be monitored by EOC scores.					
9/26/19	Teachers will utilize content coaches			Diana Jones	05/20/2020
<i>Notes:</i> 1. Teachers will use their appropriate content coach to enhance their classes (content, delivery, strategies, etc.) 2. Progress will be monitored by EOC scores.					

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>		1) Members of the leadership team perform teacher observations (at least two per teacher) that include meeting with the teacher after the observation in order to provide feedback. 2) The Leadership Team reviews the following data to make policy decisions: Graduation and Drop Out Rate, CWT data, teacher observations, EVAAS data, EOC/NCFE/CTE/AP test scores, and graduation project completion. 3) School provides opportunity for enhancement through the e-block period. Some enhancements are required for more at-risk students. School provides Success Academy for our most at-risk students.	Limited Development 03/13/2017		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		Every level of student will have support in the school through regular classroom setting (Tier 1), E-block and credit recovery (Tier 2), and Success Academy (Tier 3). Evidence will include: 1. EOC/NCFE/CTE/AP test scores 2. CWT data and classroom observations 3. Graduation and drop out rate 4. Master schedule of classes 5. Credit recovery data 6. Disciplinary referrals 7. Attendance data		Diana Jones	05/22/2020
Actions			23 of 26 (88%)		
9/23/17	Create and implement a process to help at-risk students who have fallen behind academically		Complete 08/28/2017	Herman Roberts	08/28/2017
<i>Notes:</i>		1. Students who have fallen behind academically (in terms of credits earned) were strategically placed in E-blocks where they are monitored and helped by an assigned teacher. 2. The assigned E-block teachers monitor the students' progress in their current classes and coordinates with the appropriate teachers and parents/guardians to provide academic support. 3. This process provides Tier 3 instructional support. 4. Progress will be monitored by weekly checks on students' grades.			
9/23/17	Create and implement "Success Academy"		Complete 08/28/2017	Teresa Hays	08/28/2017

Notes: 1. At-risk students have been placed in a small classroom setting to help them earn credits.
 2. The small classroom setting enables teachers to better monitor at-risk students and build relationships with them.
 3. The Success Academy improves the graduation rate and lowers the drop-out rate.
 4. The Success Academy targets students needing Tier 3 instructional support.
 5. Progress will be monitored by weekly checks on credit recovery, grades in current classes, and the school drop-out rate (2015-2016 drop-out rate was 2.79, 2016-2017 drop-out rate was 3.44).

9/23/17 Strategically match mentors and mentees Complete 08/28/2017 Teresa Hays 08/28/2017

Notes: 1. Mentors were assigned to mentees based on the needs of the mentees. For example, if a mentee needed help with classroom management, they were assigned a mentor with good classroom management skills.
 2. This process leads to improved Tier 3 instructional support.
 3. Progress will be monitored by CWT data and NCFE/EOC test scores for both semesters.

9/23/17 Establish EOC-based PLCs Complete 08/28/2017 Teresa Hays 08/28/2017

Notes: 1. A PLC has been established for each teacher according to the EOC-tested subject they teach. There is a Biology, Math 1, and English 2 PLC.
 2. PLCs meet with the principal, Teresa Hays, on a weekly basis to create strategies to improve EOC test scores.
 3. These strategies provide Tier 1, 2, and 3 instructional support.
 4. Progress will be monitored by CWT data and NCFE/EOC test scores for both semesters.

9/23/17 Establish E-blocks for Senior Projects Complete 08/28/2017 Teresa Hays 08/28/2017

Notes: 1. Specific E-blocks were assigned to all seniors.
 2. Teachers in these E-blocks provide support in order to help seniors complete their senior projects.
 3. This strategy provides Tier 1, 2, and 3 instructional support.
 4. Progress will be monitored by the "senior project checklist" that is completed weekly by E-block teachers and by student senior project pass rate for each semester.

9/17/17 Establish MTSS Goal Team with subcommittee focus on student academics Complete 09/14/2017 Sarah Reece 09/14/2017

- Notes:*
1. MTSS Goal Team will meet twice a month and report to the SIT once a month.
 2. MTSS Goal Team will manage instructional strategies for school-wide classroom use (Tier 1 of MTSS model).
 3. MTSS Goal Team will manage processes, such as Enhancement and Credit Recovery, for students needing help beyond general classroom instruction (Tier 2 of MTSS model).
 4. MTSS Goal Team will manage processes, such as Success Academy, for students identified as most at-risk (Tier 3 of MTSS model).
 5. Progress will be monitored by CWT data, quarterly report card data, and NCFE/EOC test scores for both semesters.

9/23/17	Teachers share best instructional practices within PLCs	Complete 09/15/2017	Teresa Hays	09/15/2017
	<p><i>Notes:</i></p> <ol style="list-style-type: none"> 1. Teachers are directed within their PLCs to share best instructional practices. 2. Sharing best practices provides support to all three tiers of instructional support. 3. Progress will be monitored by CWT data and NCFE/EOC test scores for both semesters. 4. Progress will be monitored by submission of PLC meeting minutes to BLIF. 			
9/23/17	Create Enhancement classes during E-blocks	Complete 09/15/2017	Herman Roberts	09/15/2017
	<p><i>Notes:</i></p> <ol style="list-style-type: none"> 1. Teacher are directed in their PLCs to assign students to "Enhancement" based on academic need. This assignment occurs approximately once every nine-weeks. 2. Students placed in Enhancement are given targeted support from a teacher that teaches the subject in which the student struggles. 3. Enhancement provides Tier 2 support. 4. Progress will be monitored by report card data and NCFE/EOC test scores for both semesters. 			
9/23/17	Create tutoring schedules for students	Complete 09/22/2017	Department Chairs	09/22/2017
	<p><i>Notes:</i></p> <ol style="list-style-type: none"> 1. Each department was directed in their PLCs to create a tutoring schedule for students. 2. Each department developed a schedule that offers tutoring at least twice a week for every subject taught within the department. 3. The tutoring schedule targets Tiers 2 and 3 of student academic support. 4. Progress will be monitored by CWT data, quarterly report card data, and NCFE/EOC test scores for both semesters. 			
9/22/17	Create and implement a process to to identify students who are potentially failing their classes	Complete 09/29/2017	Terry Sherill	09/29/2017

Notes: 1. A shared Google form was sent to the staff in which teachers will identify students whose grades fall below a 60.
 2. This form will be completed by September 29th, 2017 and reviewed by the Guidance Department.
 3. The Guidance Department will use this information to make contact parents, make schedule changes (if necessary), and provide support for students through credit recovery, tutoring, recommending outside counseling, assigning "enhancement," assigning "Success Academy," etc.
 4. A second Google Form will be completed by November 14th, 2017 in order to track the trends related to student failures and determine how many students identified in the first form have improved to the point that they are no longer identified in the second form.

2/8/18	Create and implement a disciplinary process for students not doing work in EOC courses	Complete 12/04/2017	Teresa Hays	12/04/2017
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Notes: 1. Students in Fall Biology classes who were not completing their work and were not completing Study Island modules were placed in After School Detention and/or In-School Suspension on grounds of insubordination.
 2. In detention, most students completed their work.
 3. After this strategy yielded growth on Biology EOC scores, it was expanded to the English II and Math I EOC courses for the second semester.
 4. This practice targets Tier 2 and Tier 3 students.
 5. Progress will be monitored by EOC test data.

12/6/17	Create and implement in-classroom strategies to support ACT test preparation	Complete 12/15/2017	Herman Roberts	12/15/2017
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Notes: 1. Department chairs were directed by SIT on 12/5/2017 to create in-classroom strategies to support ACT test preparation within their respective departments.
 2. Departments will develop lessons that support student mastery of ACT standards. (The guidance department will provide these standards to department chairs)
 3. Departments will implement skill-based questions in their assessments that mirror the question styles seen on the ACT test in order to build ACT test taking skills.
 4. These strategies provide Tier 1, 2, and 3 instructional support.
 5. Progress will be monitored by ACT scores.

1/2/18	Create final exam review during E-blocks	Complete 01/12/2018	Herman Roberts	01/12/2018
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Notes: 1. During the week(s) just prior to exams, students will return to their 1st, 2nd, 3rd, and 4th period classes (a different period each day) during E-block.
2. This practice will increase final exam review time for each class.

9/23/17 Create and implement credit recovery during E-block Complete 08/28/2017 Herman Roberts 01/29/2018

Notes: 1. Students who fail a class in the first semester will be assigned to an E-block during the second semester in order to complete credit recovery through the completion of online modules.
2. This strategy will provide Tier 3 instructional support.
3. Progress will be monitored by measuring the number of credits that are recovered by students during the second semester.
4. Update: Credit Recovery is now being done through "Raider Academy" and "Success Academy" classes.

1/2/18 Utilize work packets for students in ISS Complete 02/06/2018 Lakeyan Harris 02/06/2018

Notes: 1. Even when all the teachers send work to students in ISS, students often finish before the day ends.
2. First priority for students is to do the class specific work.
3. Options for further work include:
a) Students will work through ACT vocabulary lists, which will be emailed to Mr. Harris (ISS facilitator). Students can copy the words, define them, and/or use them in a sentence.
b) Each department can provide a vocabulary list specific to each of the subjects taught with the department, which will be emailed to Mr. Harris. Students can copy the words, define them, and/or use them in a sentence.
c) Students will be work through a more generic grade level vocabulary list, which will be emailed to Mr. Harris. Students can copy the words, define them, and/or use them in a sentence.

12/6/17 Create and implement Enhancement classrooms to provide targeted ACT test preparation Complete 02/26/2018 Herman Roberts 02/26/2018

Notes: 1. At the beginning of second semester, 11th grade students who were close to meeting the state-mandated ACT score on their 10th grade pre-ACT will be placed in an Enhancement class.
2. This Enhancement class will focus on ACT preparation.
3. This Enhancement class is "experimental." If data shows that it increases student performance on the 2018 ACT, this process will be expanded to significantly more students during the 2018-2019 school year.
4. Progress will be monitored the the tests scores that result from the February 28th, 2018 administration of the ACT.

3/17/18	Implement Referral Process for EC and 504 (Tier 2) Students	Complete 05/01/2018	Jennifer Trent	04/12/2018
	<p><i>Notes:</i> 1. Teachers notify Pamela Johnson if they feel a student qualifies for EC or 504 classification.</p> <p>2. Progress will be monitored by grades of students referred.</p>			
9/12/18	Content coaches will assist EOC teachers with academic strategies	Complete 08/27/2018	Teresa Hays	08/27/2018
	<p><i>Notes:</i> 1. District level content coaches will work with EOC teachers to develop effective strategies for teaching EOC courses.</p> <p>2. Content coaches will work with English II, Biology, and Math I teachers.</p> <p>3. Progress will be monitored by reviewing EOC test data.</p>			
9/11/18	Teachers will contact the parents of students who have three absences and/or two failing grades in order to more directly involve parents/guardians in students' success	Complete 09/10/2018	Teresa Hays	09/10/2018
	<p><i>Notes:</i> 1. Teachers will fill out a Google spreadsheet (provided by Mrs. Hays). This spreadsheet will be used to provide baseline parent contact data so that the school can add key indicator E1.06 to the school improvement plan for the 2019-2020 school year.</p> <p>2. Teachers will also provide their parent contact data to guidance to enable guidance to make further interventions if the initial parent contact did not yield student improvement.</p> <p>3. Progress will be monitored by periodic review of parent contact data by the principal and guidance department.</p> <p>*This strategy expands on last year's strategy of calling the parents/guardians of students with absences. The process has been modified to allow academic (not just attendance) concerns to warrant a parent contact.</p>			
9/12/18	Implement the use of Study Island in EOC courses	Complete 10/09/2018	Teresa Hays	10/09/2018
	<p><i>Notes:</i> 1. Teachers of EOC courses will use the computer program "Study Island" to help students better prepare for their EOC tests.</p> <p>2. The use of Study Island will become a regular part of instruction in these courses at the direction and supervision of the principal, Mrs. Hays.</p> <p>3. This strategy will be used in English I, English II, Biology, and Math I courses.</p> <p>4. Progress will be monitored by EOC test score data.</p>			
11/10/18	Create and implement a peer tutoring program	Complete 11/13/2018	Kimberly Turk	11/13/2018

	<p><i>Notes:</i> 1. Beta Club students will offer morning tutoring to students who are struggling in classes. 2. Tutoring will be available for all academic subjects. 3. Progress will be monitored by EOC and NCFE scores.</p>			
2/6/19	Create a Canvas course for ISS/OSS students	Complete 05/08/2019	Rebecca McDuffie	03/15/2019
	<p><i>Notes:</i> 1. Academic/MTSS Goal Team will create Canvas courses for students in ISS/OSS. 2. Each course is designed to educate students on participating on risk-taking behaviors such as vaping or smoking that result in student suspensions. 3. With this knowledge, students may be less likely to engage in these behaviors, which will result in fewer suspension and increased class time. 4. Progress will be monitored by EOC/NCFE/CTE scores.</p>			
9/24/18	Establish a cohort of high-level students known as the "North Iredell High School University Preparatory Program" (UPP)	Complete 06/05/2019	Teresa Hays	06/05/2019
	<p><i>Notes:</i> 1. The "UPP" will offer upper level students an avenue to take multiple AP courses, CTE courses, and other rigorous courses. 2. These students will operate as a loose cohort (students do not have to be officially in the cohort to take classes that are part of UPP). 3. The goal of UPP is to help students have the most academically rigorous high school experience possible and best prepare them for passing AP exams and prepare for post-secondary education. 4. Performance will be measured by the number of AP courses students take, the AP exam pass rates, scholarships received, and the university acceptance rate.</p>			
3/8/19	All teachers will provide additional support for at-risk students.		Jennifer Trent	03/08/2020
	<p><i>Notes:</i> 1. 2. 3. Progress will be monitored by EOC scores.</p>			
9/26/19	Teachers identify students currently failing a course.		Diana Jones	05/20/2020
	<p><i>Notes:</i> 1. Teachers update our student progress spreadsheet to add failing students. 2. Teachers update our student progress spreadsheet to remove students who are no longer failing. 3. Progress will be monitored by the number of students remaining on the spreadsheet.</p>			
9/26/19	Purposeful study-hall tutoring		Diana Jones	05/20/2020

Notes: 1. Teachers identify failing students and request them during study hall time for tutoring/remediation.
 2. Teachers identify the gaps/weaknesses of students and address those needs during study hall time.
 3. Progress will be monitored by student grades in powerschool.

Implementation:			02/06/2019		
Evidence		2/6/2019 Content coaches are meeting regularly with EOC teachers.			
Experience		2/6/2019 The district assigned content coaches to meet with EOC teachers.			
Sustainability		2/6/2019 Content coaches should continue to provide support.			
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
Initial Assessment:		1) The school has implemented the "Capturing Kids' Hearts" program in order to build more positive relationships with students. 2) The Student Support Services team works to identify and guide at-risk students. 3) The school Success Academy targets at-risk students, especially those who need to recover credits, by placing them in a small class setting that facilitates relationship building. 4) The school SAP coordinates with the Student Support Services team and with teachers to address individual student needs. *The implementation of the "Capturing Kids' Hearts" strategies is not fully school-wide at this point.			
How it will look when fully met:		Students and teachers will have positive relationships within the school that facilitate higher academic performance. Evidence Includes: 1. EOC/NCFE/CTE/AP test scores 2. CWT data and classroom observations 3. Graduation and drop out rate 4. Master schedule of classes 5. Credit recovery data 6. Graduation project completion 7. Disciplinary referrals 8. Attendance data			
Actions		23 of 27 (85%)			
	9/23/17	Establish "Link Crew"	Complete 08/21/2017	Lauren Gaither	08/21/2017

Notes: 1. "Link crew" is an organization of senior students that provides support to all students, particularly underclassmen. For example, the Link Crew facilitated a freshman orientation prior to the first day of school.
 2. The Link Crew helps students in all grade levels build positive relationships.
 3. The Link Crew helped facilitate an open house for rising freshman on 02/21/2019. Many were encouraged to become part of the UPP program that is currently in development.

9/23/17 Provide "Beginning of the Year" CKH Professional Development Complete 08/24/2017 Lauren Gaither 08/24/2017

Notes: 1. CKH professional development was given to the entire staff during a teacher workday.
 2. CKH "process champions" and administration provided the professional development.
 3. Progress will be monitored by CKH Goal Team minutes, CWT data, and discipline data for both semesters.

9/23/17 Teachers implement CKH strategies with students Complete 08/28/2017 Lauren Gaither 08/28/2017

Notes: 1. Teachers, in accordance with CKH training, will implement CKH strategies throughout the school in order to build relationships with the students and with each other.
 2. Progress will be monitored by CWT data and discipline data for both semesters.

9/23/17 Establish and implement E-blocks Complete 08/28/2017 Teresa Hays 08/28/2017

Notes: 1. Students are assigned to "E-block," which takes place between second and third period classes on a daily basis.
 2. Most E-blocks are assigned according to student interest and teachers of E-blocks concentrate on building relationships with their students.
 3. E-block teachers also monitor their students' academic performance and coordinate with guidance, other teachers, and parents/guardians in order to maintain good academic performance.
 4. Progress will be monitored by discipline data for both semesters.

9/23/17 Establish Student Government Complete 09/08/2017 Lauren Gaither 09/08/2017

Notes: 1. Student government elections were held and students in all grade levels were elected to various positions.
 2. Student government representatives meet with LT, SIT, and each other in order to initiate positive changes to school policies and organize extracurricular school functions.
 3. The work of student government helps build positive relationships throughout the school.

9/17/17	Establish MTSS Goal Team with subcommittee focus on student behavior	Complete 09/14/2017	Jennifer Trent	09/14/2017
	<p><i>Notes:</i> 1. MTSS Goal Team will meet twice a month and report to the SIT once a month.</p> <p>2. MTSS Goal Team will manage behavior strategies, such as consistent monitoring of attendance, use of parent contacts, and implementation of CKH (Capturing Kids' Hearts)* strategies for school-wide use (Tier 1 of MTSS model).</p> <p>3. MTSS Goal Team will manage processes, such as behavior plans and increased use of parent contacts with documentation regarding excessive absences, for students needing help beyond general classroom instruction (Tier 2 of MTSS model).</p> <p>4. MTSS Goal Team will manage processes, such as Success Academy, for students identified as most at-risk (Tier 3 of MTSS model).</p> <p>5. Progress will be monitored by MTSS Goal Team monthly meeting minutes, CWT data, and discipline data for both semesters.</p> <p>*A separate Goal Team has been created to focus more exclusively on CKH implementation.</p>			
9/17/17	Establish CKH (Capturing Kids' Hearts) Goal Team	Complete 09/14/2017	Lauren Gaither	09/14/2017
	<p><i>Notes:</i> 1. CKH Goal Team will meet twice a month and report to the SIT once a month.</p> <p>2. CKH Goal Team will provide professional development and coaching related to implementation of the CKH program throughout the school.</p> <p>3. A "refresher" on CKH strategies will be given to the staff during the October 6th workday.</p> <p>4. Progress will be monitored by CKH monthly meeting minutes, CWT data, and discipline data for both semesters.</p>			
9/17/17	Establish Operational Goal Team	Complete 09/14/2017	Terri Starnes	09/14/2017
	<p><i>Notes:</i> 1. Operational Goal Team will meet twice a month and report to the SIT once a month.</p> <p>2. Operational Goal Team will create and monitor processes, such as assigning teacher duties and developing a faculty handbook to improve the general operation of the school. These processes will create a safer, more nurturing environment in which students can learn.</p> <p>3. Progress will be monitored by Operational Goal Team minutes and discipline data for both semesters.</p>			
9/17/17	Establish Marketing Goal Team	Complete 09/14/2017	Dana Gibson	09/14/2017

Notes: 1. Marketing Goal Team will meet twice a month and report to the SIT once a month.
 2. Marketing Goal Team will develop processes, such as organizing community events, to improve the relationship and communication between the school and the public. These processes will create a more positive and nurturing environment in which students can learn.
 3. Progress will be monitored by Marketing Goal Team monthly meeting minutes, CWT data, and discipline data for both semesters.

9/23/17	Create and implement a process to identify students with excessive or potentially excessive absences	Complete 09/18/2017	Jennifer Trent	09/18/2017
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Notes: 1. Teachers have been directed by the LT and MTSS goal team to call the parents/guardians of all students after their first and sixth absences.
 2. Teachers were given a "script" to use to inform parents/guardians of their students' absences, school attendance laws, school policy regarding excused absences, and the phone numbers of the guidance counselors.
 3. Teachers were given a form with which to document these parent/guardian contacts. These documents are sent to the Guidance Department.
 4. Guidance will work with the identified students and their parents/guardians to improve attendance and, if necessary, pursue legal processes related to truancy laws.
 5. Progress will be monitored by documentation of phone calls to parents/guardians and by school attendance data.

9/23/17	Provide staff with CKH professional development	Complete 10/06/2017	Lauren Gaither	10/06/2017
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Notes: 1. The CKH goal team, in conjunction with the CKH program, will provide "refresher" professional development on CKH processes during the October 6th teacher workday.

12/4/17	Create student survey to assess implementation of CKH practices	Complete 11/07/2017	Lauren Gaither	11/07/2017
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Notes: 1. Students will take a survey during 3rd Period on November 7th, 2017. This survey will collect data on the implementation of CKH practices by teachers and assess the degree to which students perceive a positive, supporting school climate.
 2. CKH Goal Team will report data to SIT to determine next steps.
 3. Progress will be monitored by data from the student survey.

1/2/18	Assess the CKH "Needs List" that the faculty created in August	Complete 12/20/2017	Teresa Hays	12/20/2017
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	<p><i>Notes:</i> 1. The CKH and MTSS Goal Teams reviewed the "needs list" the staff created during the CKH "refresher" that occurred in August.</p> <p>2. The aforementioned goal teams felt that the most crucial needs were for the staff to: a) remind ourselves constantly to implement CKH practices with students and each other and b) be consistent and hold ourselves accountable.</p>			
11/10/18	Create a student athlete handbook	Complete 05/07/2019	Darla Cline	01/30/2018
	<p><i>Notes:</i> 1. A committee will create a student athlete handbook to establish standards for athletes related to academics, attendance, behavior, etc.</p> <p>2. The handbook will also cover operational, eligibility, etc. policies for NIHS athletics.</p> <p>3. Progress will be monitored by student participation in school sporting activities.</p>			
1/3/18	Create a award program for "Honor Roll" students	Complete 02/14/2018	Lauren Gaither	02/13/2018
	<p><i>Notes:</i> 1. The CKH goal team will look for ways to reward/acknowledge students that make exemplary grades.</p> <p>2. The CKH will work with the boosters to try to fund awards, which may include t-shirts, etc.</p> <p>3. Awards will be based on 1st semester grades.</p>			
3/17/18	Implement Referral Process for Students Needing Behavioral (Tier 2) Intervention	Complete 05/01/2018	Jennifer Trent	04/12/2018
	<p><i>Notes:</i> 1. Teachers will make referrals for behavioral interventions to Pamela Johnson.</p> <p>2. Mrs. Johnson will coordinate with the guidance department to make interventions.</p> <p>3. Progress will be monitored by discipline referral data.</p>			
9/23/17	Organize "Raider Day"	Complete 05/05/2018	Charles Hutchens	05/05/2018
	<p><i>Notes:</i> 1. "Raider Day" is a community event in which the public, including students and their families, are invited to the school campus for a day of festivities.</p> <p>2. Raider Day facilitates positive relationship building for staff, students, parents/guardians, and the surrounding community.</p>			
1/2/18	Create a field trip policy	Complete 04/04/2019	Teresa Hays	08/24/2018

Notes: 1. Mrs. Hays will discuss the Central Office personnel to viability of implementing a field trip policy that requires that students meet uniform standards of academic performance and a pre-qualification for going on field trips
 2. In the February SIT meeting, the Operational Goal Team was directed to create a field trip policy that requires students to pass 3 of 4 classes to qualify for field trips. A waiver policy involving the principal will also be created to allow flexibility regarding field trips that factor into student grades.
 3. Update: Administration will coordinate with teachers during the summer (2018) to develop a uniform field trip policy.

11/10/18 Encourage students to help athletic boosters Complete 11/02/2018 Kimberly Turk 11/02/2018

Notes: 1. Students in Beta Club and National Honors Society will help athletic boosters (with concession stands, etc.)
 2. Progress will be measured according to student service hours.

1/11/19 Hold a "Dream on 3" Event for a Special Student Complete 02/08/2019 Krissy Daniels 01/25/2019

Notes: 1. Dream on 3, an organization similar to "Make a Wish," has selected an NIHS student to have a "dream come true."
 2. Led by Krissy Daniels and a select group of student leaders, multiple events are being held to raise money for the special student and his/her dream.
 3. Pep rallies and shirt sales are being used to raise awareness of special needs students and raise student morale.
 4. Progress monitoring is not exactly quantifiable in this case, though a more positive school environment is anticipated.

5/22/19 Implement a "Decision Day" celebration Complete 05/29/2019 Lee Hunter 05/30/2019

Notes: 1. There will be a celebration of students who are going to college, the military, or workforce decisions related to CTE classes.
 2. Progress will be monitored by a survey indicating post-high school plans and their attendance of the event.

5/22/19 Create and implement a Student Athlete Code of Conduct Contract Complete 05/08/2019 Darla Cline 06/03/2019

Notes: 1. A Student Athlete Code of Conduct Contract was created to encourage ethical behavior for student athletes and their parents.
 2. Progress will be monitored by disciplinary records/reportable offenses.

3/8/19 Teachers can invite the SAP or SRO to talk to student in their classrooms in improve positive school culture. Complete 09/19/2019 Paul Veach 06/07/2019

Notes: 1. SAP will develop a schedule to meet with classes to discuss issues and create a more positive classroom culture.
 2. Progress will be monitored by the record of SAP meeting with classes.

9/12/18	Every member of the instructional staff will support a student organization outside the classroom		Lauren Gaither	01/31/2020
	<i>Notes:</i> 1. All members of the instructional staff will be involved in coaching a sport, club, or other student group (i.e. Beta Club) 2. Full teacher involvement in these extra-curricular activities will enhance teacher-student relationships, which aligns with the CKH initiative. 3. Progress will be monitored by disciplinary data, test score data, the graduation rate, and the drop out rate.			
3/8/19	Administrators will visit classrooms periodically in order to give informal feedback to teachers.		Diana Jones	03/15/2020
	<i>Notes:</i> 1. Principals will intentionally have a more personal presence in classrooms. 2. Progress will be monitored by administrators developing a schedule for this process.			
3/19/18	Develop strategies to increase school safety		Diana Jones	03/20/2020
	<i>Notes:</i> 1. Mrs. Hays called a staff meeting to address school safety concerns. 2. Mrs. Osborne created a Google Form for teachers to submit their safety concerns and suggestions to increase school safety. The results were reviewed and summarized at the March SIT meeting. 3. Mrs. Hays will take the summary of school safety concerns/suggestions to a district meeting on March 20th. 4. Progress will be monitored by safety-based changes made to school campus/policies.			
9/25/19	All teachers will provide additional support as necessary to at-risk students.		Jennifer Trent	05/20/2020
	<i>Notes:</i> 1. Teachers will build meaningful relationships with students. 2. Needs to be an organic process; not forced. 3. As students realize teachers care about them, they (hopefully) will perform better.			