

JACKSON COUNTY PUBLIC SCHOOLS

Regular Business Meeting
November 14, 2023 – 6:00 p.m.
Central Office Boardroom

AGENDA

I. JACKSON COUNTY BOARD OF EDUCATION

- A. Call to Order (Mrs. Elizabeth Cooper, Chairperson)
- A. Pledge of Allegiance and National Anthem – Ms. Amanda Fonseca and the JCEC Choral Club: Starr Frady, Tazanna Jones, Waleli Crow, Araceli Gunnels, and Sarah Morris
- B. Approve Agenda (Mrs. Elizabeth Cooper, Chairperson)

II. SPECIAL RECOGNITION – Dr. Dana L. Ayers, Superintendent

- 1. Heather Reidinger, JCS Principal – NCASCD \$1000.00 Award Recipient
- 2. Rebekkah Watkins – JCPS Beginning Teacher of the Year 2023-2024

III. CONSENT ACTION AGENDA

- A. [Open Session Minutes of Regular Meeting on October 24, 2023](#)

IV. INFORMATION

- A. Superintendent's Report (Dr. Dana L. Ayers, Superintendent)
- B. [Unaudited Financial Summary](#) (Kristie Walker, Chief Financial Officer)

V. OPEN SESSION FOR PUBLIC COMMENTS

Sign up to speak before meeting. • Designed for school board to listen.
Time to speak limited to 3 minutes • Complaints about individual employees or students prohibited

VI. ACTION AGENDA

- A. [Budget Amendments](#) (Kristie Walker, Chief Financial Officer)
- B. [Vault Limit Increase](#) (Kristie Walker, Chief Financial Officer)
- C. School Improvement Plan Approval <https://www.jcpsnc.org/academics/school-improvement-plans-clone> (Adam Holt, Director of Testing and Accountability)
- D. Field Trips (Dr. Dana L. Ayers, Superintendent)
 - 1. [JCEC, Grade 12 – Ripley's Aquarium, Pigeon Forge, TN, 12-1-2023, TT8958.](#)
 - 2. [JCS, Grades 10 and 11 - Ripley's Aquarium of the Smokies, Gatlinburg, TN, 11-16-23, TT8917.](#)
- E. Policy Updates (Jacob Buchanan, Deputy Superintendent)
Updates: Final Reading:
 - 1. [Parental Involvement](#) (1310/4002)
 - 2. [Parental Inspection of and Objection to Instructional Materials](#) (3210)
 - 3. [Comprehensive Health Education Program](#) (3540)
 - 4. [Criminal Behavior](#) (4335)
 - 5. [Surveys of Students](#) (4720)
 - 6. [Student Health Services](#) (6120)
 - 7. [Staff Responsibilities](#) (7300)

VII. CLOSED SESSION – Pursuant to G.S. 143.318.11 for the following purposes: under subsection; (a) (1) to prevent the disclosure of privileged or confidential personnel information pursuant to G.S. 115C-319-321 and (a) (3) to discuss matters protected by the attorney-client privilege.

VIII. PERSONNEL ACTION AGENDA

The next regularly scheduled business meeting of the Board of Education is December 19, 2023, at 6:00 p.m., at the Board of Education Administrative Office, 398 Hospital Road, Sylva, NC.

IX. Adjournment

**Jackson County Board of Education
Minutes of Regular Meeting
Sylva, North Carolina**

398 Hospital Road, Sylva

October 24, 2023

6:00 p.m.

The Jackson County Board of Education held their regular session on Tuesday, October 24, 2023, at 6:00 p.m., at the Board of Education Administrative Office Boardroom, Sylva, North Carolina. The following members were present:

Elizabeth Cooper, Chairperson
Wes Jamison, Vice Chairperson
Abigail Clayton
Kim Moore
Dr. Lynn Dillard

Also present were Dr. Dana L. Ayers, Superintendent; Mrs. Teri Walawender, Director of Human Resources; Ms. Ashley Leonard, School Board Attorney; and Mrs. Cora Fields, Board Assistant.

CALL TO ORDER

Chairperson Elizabeth Cooper called the business meeting to order.

Mrs. Cooper introduced Ms. Linda Haggard, SMHS Choir Instructor, and members of the Smoky Mountain Mustang Singers - Senior -- Ella Ledford; Junior -- Parker Hughes; Junior -- Aniya Metcalf; Junior -- Drew Callaghan; Senior -- Mathias Saunooke; and Senior -- Tucker Buchanan who sang the National Anthem.

Mrs. Cooper led the Pledge of Allegiance.

APPROVAL OF AGENDA

Upon a motion by Mr. Wes Jamison and seconded by Mrs. Mrs. Abigail Clayton, the board voted unanimously to approve the Agenda.

SPECIAL RECOGNITION

Dr. Ayers presented Certificates of Recognition to the following staff members:

1. 2023 NCCAT North Carolina CTE Teacher of the Year Finalist, Kim Williams
2. National Principals Month – JCPS 2023-2024 Principal of the Year – Holly Whisnant

CONSENT ACTION AGENDA

Action: *Upon a motion by Mr. Wes Jamison and seconded by Mrs. Kim Moore, the board unanimously approved the consent action agenda:*

- A. Draft Open Session Minutes of Regular Meeting of September 26, 2023.

INFORMATION AGENDA

A. Agenda Item: Superintendent's Report

Presenter: Dr. Dana L. Ayers, Superintendent

Dr. Ayers reported on the following:

1. October has been fast...the days have been full and escaped us quickly. Schools have hosted parent nights and fall festivals to engage families in the school setting. We just marked the end of the first quarter of the 2023.2024 school year and report cards are going out this week. We've also hosted several regional Department of Public Instruction staff who are collaborating with our low-performing schools to make instructional improvements. Their presence in our schools and work alongside principals is bringing opportunities for instructional coaching, constructive criticism and feedback. This has been a welcome addition to our plans for growing students and staff.
2. The central office leadership team spent time in our community with the Hands-on Jackson service event on October 5th. We worked hard, got dirty and blessed a local veteran. I wholeheartedly believe it is imperative that we, as a school system, are fully engaged with families across the county.
3. Our athletic teams and marching band students are wrapping up their fall competitions and looking toward winter sports tryouts, concerts and productions. I am in awe of the commitment our students, teachers and coaches exhibit in their work on the fields, courts, track and the auditorium. Preparing for a new season or a performance is time-consuming work that often goes unnoticed.
4. We are still fundraising to install lights at the SMHS baseball and softball fields prior to the spring season. This is an effort that will benefit our small community and our schools without diverting our focus on large capital projects. As I've said before, our student-athletes deserve the ability to play ball under the lights!
5. Finally, I want to recognize and honor one of my leadership team members. Angie Dills has been an integral and valuable part of the central office leadership team and Jackson County Public Schools for 27 years. She has served as a teacher, principal mentor, Career Development Coordinator, CTE Instructional Management Coordinator, Middle and Secondary Curriculum Director, Executive Director of CTE and, currently, is the Chief Academic Officer. Angie holds degrees in the following degrees: Bachelor of Science in Business Administration, Bachelor of Science in Education and a Masters of Business Administration.
6. This evening, I want to announce a change for Angie. Her role will not change nor is this a promotion; simply a title change that matches her job skills. She willingly leads and assists in any capacity she can and for her work ethic and character, I am enormously appreciative. Angie Dills' new title is Assistant Superintendent of Curriculum and Instruction. You're already doing the work, let your title reflect that. Congratulations, Angie!

B. Agenda Item: School Improvement Plans

Presenter: Mr. Adam Holt, Director of Testing and Accountability

Mr. Holt presented the School Improvement Plans for 2023-2024 school year for review.

- C. **Agenda Item:** NC National Guard Cyber Security Response Force Assessment
Presenter: Mr. Greg Stewart, Chief Technology Officer

Mr. Stewart presented the NC National Guard Cyber Security Response Force Assessment plan that will be conducted in January 2024.

- D. **Agenda Item:** 2023-2024 Booster, PTO, PTA List
Presenter: Mrs. Kristie Walker, Chief Financial Officer

Mrs. Walker presented the final list of Booster, PTO, and PTA contacts for the 2023-2024 school year.

- E. **Agenda Item:** First Quarter and Bank of America Audit
Presenter: Mrs. Kristie Walker, Chief Financial Officer

Mrs. Walker informed the board that the 1st quarter internal audit and Bank of America purchase card audits have been completed with no findings.

- F. **Agenda Item:** Unaudited Financial Summary
Presenter: Mrs. Kristie Walker, Chief Financial Officer

Mrs. Walker presented the Unaudited Financial Summary as of October 24, 2023.

OPEN SESSION FOR PUBLIC COMMENTS

None.

ACTION AGENDA

- A. **Agenda Item:** Budget Amendments
Presenter: Kristie Walker, Chief Financial Officer

Mrs. Walker presented the budget amendments and transfers to the State Public School Fund, Federal Grants Fund, Local Current Expense Fund, and Other Specific Revenue Fund and asked for board approval.

Action: *Upon a motion by Mr. Wes Jamison and seconded by Mrs. Abigail Clayton, the board voted unanimously to approve the Budget Amendments to the State Public School Fund, Federal Grants Fund, Local Current Expense Fund, and Other Specific Revenue Fund.*

- B. **Agenda Item:** Local Salary Decompression
Presenter: Mrs. Teri Walawender, HR Director and Mrs. Kristie Walker, CFO

Mrs. Walawender and Mrs. Walker presented the Local Salary Decompression and asked for board approval.

Action: *Upon a motion by Mr. Wes Jamison and seconded by Dr. Lynn Dillard, the board voted unanimously to approve the Local Salary Decompression.*

C. Agenda Item: CVES ActivPanel Purchase

Presenter: Mr. Greg Stewart, CTO

Mr. Greg Stewart presented the bids to purchase 29 ActivPanels for Cullowhee Valley Elementary School and asked for board approval.

Action: *Upon a motion by Mr. Wes Jamison and seconded by Mrs. Abigail Clayton, the board voted unanimously to approve the purchase of 29 ActivPanels for Cullowhee Valley Elementary School.*

D. Agenda Item: Policy Updates

Presenter: Dr. Dana L. Ayers, Superintendent

Dr. Ayers presented the following Board Policies for Second Reading/Stakeholder Review/Input:

1. Parental Involvement (1310/4002)
2. Parental Inspection of and Objection to Instructional Materials (3210)
3. Comprehensive Health Education Program (3540)
4. Criminal Behavior (4335)
5. Surveys of Students (4720)
6. Student Health Services (6120)
7. Staff Responsibilities (7300)

Action: *Upon a motion by Mr. Wes Jamison and seconded by Mrs. Abigail Clayton the board unanimously approved holding the vote on the above-listed policies until the November meeting. No Action Taken.*

E. Agenda Item: Crucial Learning Professional Development

Presenter: Dr. Dana L. Ayers, Superintendent

Dr. Ayers presented the proposal for Crucial Learning Professional Development and asked for board approval.

Action: *Upon a motion by Mr. Wes Jamison and seconded by Mrs. Abigail Clayton, the board voted 4 to 0 to approve the Crucial Learning Professional Development contract. Dr. Lynn Dillard abstained.*

F. Agenda Item: Field Trips

Presenter: Dr. Dana L. Ayers, Superintendent

1. BRS, Grade 6 - Washington, DC, 03-20-24 to 03-22-24, TT8778.
2. JCEC, Grade 12 – Atlanta, GA, November 10, 2023, TT8871.
3. SCES, Grade 8 – Outer Banks, NC, 04-22-24 to 04-26-24, TT8840.
4. SMES, Grade 6, 7 and 8, Blue Ridge Assembly, Black Mtn, NC, March 18 to 20, 2024, TT8774.
5. SMES, Grade 8 – Sequoyah Birthplace Museum, Vonore, TN, 11-20-23, TT8886.

6. SMHS, Grades 9-12, Walt Disney World, Lake Buena Vista, FL, 03-14-24 to 03-17-24, TT8775.

Dr. Ayers presented the above-listed field trip requests and asked for board approval.

Action: *Upon a motion by Mr. Wes Jamison and seconded by Mrs. Abigail Clayton, the board voted unanimously to approve the above-listed field trips.*

CLOSED SESSION

The board unanimously approved a motion by Mr. Wes Jamison and seconded by Mrs. Abigail Clayton, to enter into closed session pursuant to G.S. 143.318.11 for the following purposes: under subsection; (a) (1) to prevent the disclosure of privileged or confidential personnel information pursuant to G.S. 115C-319-32 and (a) (3) to discuss matters protected by attorney-client privilege.

Upon a motion by Mr. Wes Jamison and seconded by Mrs. Abigail Clayton, the board voted unanimously to return to open session.

OPEN SESSION

Action: *Upon a motion by Mr. Wes Jamison and seconded by Mrs. Abigail Clayton, the board unanimously approved the consent action agenda:*

- A. Closed Session Minutes of Regular Meeting of September 26, 2023.

PERSONNEL ACTION AGENDA

Action: *Upon a motion made by Mr. Wes Jamison and seconded by Mrs. Abigail Clayton, the board voted unanimously to approve the personnel agenda as recommended by Dr. Ayers. The board unanimously approved the following recommendations:*

Employee Recommendations:

1. Barone, Christopher – Teacher, SMHS
2. Billie, Summer – Substitute Bus Driver, SMES
3. Bonen-Clark, Michael – Substitute Bus Driver, CVES
4. Bryson, Kim – Assistant Athletic Director District Middle School, SMHS
5. Cherbony, Elisabeth – School Nutrition Assistant, FES
6. Cope, Kristina – EC Teacher, SMHS
7. Crisp, Julia – Bus Driver, SMHS
8. Davis, Megan – Athletic Director, SCES
9. Doll, Victoria – Afterschool Tutor, SMES
10. Garrison, Leslie – PreK Teacher, CVES
11. Hawken, Danielle – Lead PreK Teacher Assistant, SMES
12. Herevia, Chanda – Certified Nursing Assistant, SCES
13. Higgins, Molly – Teacher Assistant, SMES
14. Mathis, Isaiah – Custodian, BREC
15. Newton, Charleigh – Afterschool Assistant, FES

16. Peoples, W – EC Teacher Assistant, SMES
17. Prater, Douglas – EC Teacher Assistant, CVES
18. Rhymer, Kendall – EC Teacher, CVES
19. Robertson, Rebecca – Afterschool Tutor, SMES
20. Shuler, Kimberly – School Nutrition Assistant, SCES
21. Siler, Amy – EC PreK Teacher Assistant, FES
22. Thompson, Alyssa – School Nutrition Assistant, FES
23. Thompson, Alyssa – Part-time Custodian, FES
24. Winship, Kimberly – Instructional Support Assistant, SMES

Employee Resignations:

1. Campbell, Jennifer Elliott – EC Teacher Assistant, FES
2. Myers, Gail – Instructional Support Assistant, CVES

Employee Retirements:

1. Fiskeaux, Kim – Teacher, SCES

Special Requests: Leave of Absence:

1. DeBord, April – EdTech Coach, Central Office
2. Thompson, Julie – Teacher, FES

Staff, Non-Staff and Returning Coach Recommendations:

1. Brennan, Thomas – Head Coach District MS Men’s Basketball, SMHS – New Non-Staff
2. Boone, Jerrod – Head Coach Indoor Track, SMHS – Returning Staff
3. Cochran, Trevor – Head Coach Women’s Cross Country, SMHS – Returning Staff
4. Day, Jake – Assistant Coach District MS Women’s Basketball, SMHS – New Non-Staff
5. Dills, Mickey – Assistant Coach District MS Baseball, SMHS – Returning Non-Staff
6. Dills, Monica – Assistant Coach Women’s Basketball, SCES – New Staff
7. Eyler, Jim – Assistant Coach Women’s Tennis, SMHS – Returning Non-Staff
8. Floyd, Andrea – Head Coach District MS Women’s Basketball, SMHS – Returning Non-Staff
9. Hooks, Matthew – Head Coach Men’s Basketball, SCES – New Non-Staff
10. Mojica, Carlos – Assistant Coach MS Soccer, BREC – New Non-Staff
11. Pero, Joseph – Assistant Coach Baseball, SCES – New Staff
12. Thompson, Robert Mark – Head Coach District MS Baseball, SMHS – Returning Staff

ANNOUNCEMENTS

The next regularly scheduled business meeting of the Board of Education is November 14, 2023, at 6:00 p.m., at the Board of Education Administrative Office, 398 Hospital Road, Sylva, NC.

ADJOURNMENT

There being no objection, Chairperson Elizabeth Cooper adjourned the meeting at 7:25 p.m.

Elizabeth Cooper, Chairperson

Dr. Dana Ayers, Secretary

DRAFT

UNAUDITED FINANCIAL SUMMARY NOVEMBER 2023

Fund	Fund Description	Beginning Budget/Beg Balance	Budget Adjustments	Current Budget/Balance	Year-to-Date Exp/Rev	PO's & Encumbrances Outstanding	Remaining Balance	Percent Spent
1	STATE PUBLIC SCHOOL FUND	\$28,157,879.00	\$644.00	\$28,158,523.00	\$8,912,357.77	\$190,957.36	\$19,055,207.8	32.33%
2	LOCAL FUNDS	\$10,005,814.00	\$0.00	\$10,005,814.00	\$2,812,405.25	\$188,297.62	\$7,005,111.13	29.99%
3	FEDERAL GRANT FUND	\$6,331,237.05	\$0.00	\$6,331,237.05	\$1,657,108.78	\$122,130.45	\$4,551,997.82	28.10%
4	THE CAPITAL OUTLAY FUND	\$1,822,510.00	\$0.00	\$1,822,510.00	\$594,146.28	\$511,070.60	\$717,293.12	60.64%
5	CHILD NUTRITION FUND	\$3,343,992.00	\$0.00	\$3,343,992.00	\$712,805.76	\$191,624.81	\$2,439,561.43	27.05%
6	TRANSPORTATION FUND	\$60,000.00	\$0.00	\$60,000.00	\$0.00	\$0.00	\$60,000.00	0.00%
8	OTHER SPECIFIC REVENUE FUND	\$5,826,698.00	\$0.00	\$5,826,698.00	\$800,098.85	\$137,807.84	\$4,888,791.31	16.10%
	Grand Total	\$55,548,130.05	\$644.00	\$55,548,774.05	\$15,488,922.69	\$1,341,888.68	\$38,717,962.6	30.30%

This reflects that our spending is within our Budget Resolution for 2023-2024.

UNAUDITED FINANCIAL SUMMARY NOVEMBER 2022

Fund	Fund Description	Beginning Budget/Beg Balance	Budget Adjustments	Current Budget/Balance	Year-to-Date Exp/Rev	PO's & Encumbrances Outstanding	Remaining Balance	Percent Spent
1	STATE PUBLIC SCHOOL FUND	\$28,903,462.00	(\$31,715.00)	\$28,871,747.00	\$8,459,119.16	\$105,489.51	\$20,307,138.33	29.66%
2	LOCAL FUNDS	\$10,377,387.00	\$0.00	\$10,377,387.00	\$2,729,435.24	\$110,645.64	\$7,537,306.12	27.37%
3	FEDERAL GRANT FUND	\$9,210,895.28	\$17,590.88	\$9,228,486.16	\$1,550,847.26	\$193,187.53	\$7,484,451.37	18.90%
4	THE CAPITAL OUTLAY FUND	\$1,767,700.00	\$25,000.00	\$1,792,700.00	\$829,569.99	\$352,986.32	\$610,143.69	65.97%
5	CHILD NUTRITION FUND	\$3,132,855.00	\$1,500.00	\$3,134,355.00	\$733,922.52	\$137,711.77	\$2,262,720.71	27.81%
8	OTHER SPECIFIC REVENUE FUND	\$5,641,675.00	(\$242,118.00)	\$5,399,557.00	\$728,701.87	\$283,299.56	\$4,387,555.57	18.74%
	Grand Total	\$59,033,974.28	(\$229,742.12)	\$58,804,232.16	\$15,031,596.04	\$1,183,320.33	\$42,589,315.79	27.57%

***Information for comparison only. ***

BUDGET AMENDMENT
Jackson County Schools Administrative Unit
Federal Grants Fund

The Jackson County Board of Education, at a meeting on the 14th day of November 2023, passed the following resolution: Be it resolved that the following amendments be made to the Budget Resolution for the fiscal year ending June 30, 2024.

The attached list of increases and decreases in expenditures is hereby incorporated by reference as if fully set forth herein.

Revenue Sources:

Budget code	Desription	Amount
3.3600.111	Language Acquisition	\$ 1,015
Total Appropriation in Current Budget		\$ 6,330,223
Amount of Increase (Decrease) of this Amendment		<u>1,015</u>
		<u>\$ 6,331,237</u>

Explanation: This is a beginning budget for carryover that has made it through the NCDPI approval process.

Passed by a majority vote of the Jackson County Board of Education on the 14th day of November 2023.

Chairperson, Board of Education

Secretary, Board of Education

JACKSON COUNTY PUBLIC SCHOOLS
Budget Amendment #2 and Transfer #2

Be it resolved that the following budget amendment and transfer be made to the Budget Resolution for the fiscal year ending June 30, 2024

	Current <u>Budget</u>	Amendments & Transfers		Ending <u>Budget</u>
		<u>#2</u>	<u>#2</u>	
<u>Federal Grants Fund</u>				
5000 Instructional Services	\$ 4,807,672	972	\$ -	\$ 4,808,644
6000 System-Wide Support Services	871,758	-	-	871,758
7000 Ancillary Services	-	-	-	-
8000 Non-Program Charges	650,792	43	-	650,835
Totals	<u>\$ 6,330,223</u>	<u>\$ 1,015</u>	<u>\$ -</u>	<u>\$ 6,331,237</u>

Source of Revenue:

111 Language Acquisition \$ 1,015

<u>\$ 1,015</u>	<u>\$ -</u>
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-

TRANSFERS between subfunctions
greater than \$10,000:
None

BUDGET AMENDMENT
Jackson County Schools Administrative Unit
Other Specific Revenue Fund

The Jackson County Board of Education, at a meeting on the 14th day of November 2023, passed the following resolution: Be it resolved that the following amendments be made to the Budget Resolution for the fiscal year ending June 30, 2024.

The attached list of increases and decreases in expenditures is hereby incorporated by reference as if fully set forth herein.

Revenue Sources:

Description	Budget Code	Amount
Dogwood Health Trust Grant-CTE	8.4890.588	\$ 411,000.00

Total Appropriation in Current Budget	\$	5,475,698
Amount of Increase (Decrease) of this Amendment		<u>411,000</u>
Total		<u><u>\$ 5,886,698</u></u>

Explanation: The increase to revenue is a grant awarded by Dogwood Health Trust for Promoting Career Readiness and Workforce Development within the CTE program of Jackson County Public Schools.

Passed by a majority vote of the Jackson County Board of Education on the 14th day of November 2023.

Chairperson, Board of Education

Secretary, Board of Education

JACKSON COUNTY PUBLIC SCHOOLS
Budget Amendment #2 and Transfer #2

Be it resolved that the following budget amendment and transfer be made to the Budget Resolution for the fiscal year ending June 30, 2024

	Current <u>Budget</u>	Amendments & Transfers <u>#2</u> <u>#2</u>		Ending <u>Budget</u>
<u>Other Specific Revenue Fund</u>				
5000 Instructional Services	\$2,683,806	\$ 411,000	\$ -	\$3,094,806
6000 System-Wide Support Services	785,873	-	-	785,873
7000 Ancillary Services	113,880	-	-	113,880
8000 Non-Program Charges	1,892,139	-	-	1,892,139
Totals	<u>\$5,475,698</u>	<u>\$ 411,000</u>	<u>\$ -</u>	<u>\$5,886,698</u>

Source of Revenue:

Dogwood Health Trust Grant-CTE	\$ 411,000	588
	<u>\$ 411,000</u>	
	-	

From To

TRANSFERS between subfunctions greater than
\$10,000
None

State Public School Fund
Jackson County Schools Administrative Unit
State Public School Fund

The Jackson County Board of Education, at a meeting on the 14th day of November 2023, passed the following resolution: Be it resolved that the following amendments be made to the Budget Resolution for the fiscal year ending June 30, 2024.

The attached list of increases and decreases in expenditures is hereby incorporated by reference as if Revenue Sources:

Description	Budget Code		Amount
Allocation from State Treasurer	1.3100.xxx	\$	407,013
Total Appropriation in Current Budget		\$	27,751,510
Amount of Increase (Decrease) of this Amendment			<u>407,013</u>
		\$	<u>28,158,523</u>

Explanation: The increase is a net of PRC 014 amendment, which aligns that allocation to NC DPI allotment revision #12; PRC 029 & PRC 063 carryover budgets.

Passed by a majority vote of the Jackson County Board of Education on the 14th day of November 2023.

Chairperson, Board of Education

Secretary, Board of Education

JACKSON COUNTY PUBLIC SCHOOLS
Budget Amendment #2 and Transfer #2

Be it resolved that the following budget amendment and transfer be made to the Budget Resolution for the fiscal year ending June 30, 2024

		Current <u>Budget</u>	Amendments & Transfers <u>#2</u> <u>#2</u>		Ending <u>Budget</u>
<u>State Public School Fund</u>					
5000	Instructional Services	\$ 24,810,445	\$ 407,013	-	\$ 25,217,458
6000	System-Wide Pupil Support Services	2,906,065	-	-	2,906,065
7000	Ancillary Services	35,000	-	-	35,000
8000	Non-Program Charges	-	-	-	-
Totals		<u>\$ 27,751,510</u>	<u>\$ 407,013</u>	<u>\$ -</u>	<u>\$ 28,158,523</u>

Source of Revenue:

State Public School Fund:

State Textbook Allotment

Career and Technical Edu PRC 014

644

Behavioral Support PRC 029

130,723

Special Programs EC PRC 063

275,646

\$ 407,013

-

TRANSFERS between subfunctions
greater than \$10,000:

None

Date: 14 November 2023
To: Jackson County Board of Education
Subject: Vault Limit Increase

7.68 Daily Deposit Amount Adjustment Rewrites G.S. 115C-445. Increases the threshold of requiring a deposit from \$250 to \$1,500.

I will be requesting this be raised in increments with the first approval to raise it to \$500 with review at the end of the school year.

Thanks,

Kristie Walker

Finance Officer
Jackson County Public Schools
398 Hospital Road
Sylva, NC 28779
828-586-2311
Fax: 828-586-5450

Comprehensive Progress Report

Mission: Our mission is to engage, enlighten, and enrich our students.

Vision: Learning for All

Goals:

During the 2023-24 School Year, our Blue Ridge Early College 7th and 8th grade Mathematics students will increase the level of growth scores on the state EOG Mathematics assessment by 10%. This will increase our scores from 20.9% to 30.9%

During the 2023-24 School Year, our Blue Ridge Early College 7th and 8th grade Reading students will increase the level of achievement scores on the state EOG Reading assessment by 10%. This will increase our scores from 37.8% to 47.8%.

During the 2023-24 School Year, our Blue Ridge Early College High School students overall growth scores on EOCs will increase by 5%. This will increase our scores from 41.8% to 46.8%.



! = 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>			<p>Each teacher collects data and makes decisions within the context of his/her classroom. There is no schoolwide policy regarding data collection and usage.</p> <p>Middle School team utilizes iReady and check-in scores.</p> <p>High School team utilizes benchmark scores.</p>	Limited Development 10/05/2021		
<i>How it will look when fully met:</i>			In the classroom, teachers will use common formative assessments and use best practices for influencing curriculum and teaching. Teachers will use formative assessments daily, and they will be included in their lesson plans (made available to administration on request). In appropriate classes, teachers will use NC Check-in data and Benchmark data to help drive instruction and review. Teachers will also utilize data from summative assessments to help guide instruction and review, in preparation for EOCs, EOGs, and local final exams.		Nathan Frizzell	08/01/2024
Actions				0 of 1 (0%)		
	10/13/21	Administrative team will gather data collection methods from each teacher to create a library of common forms of assessment (formative and summative) and how teachers utilize that data to drive instruction and curriculum decisions.			Nathan Frizzell	08/15/2023
<i>Notes:</i>						

	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
Initial Assessment:			<p>All teachers have reviewed the handbook, school rules, and classroom expectations with students. All teachers use Educator's Handbook to document student behavior and make office referrals.</p> <p>Reflection sheets are used by middle school teachers and for students who have received ISS.</p>	Limited Development 10/19/2021		
How it will look when fully met:						
Actions						
<i>Notes:</i>						

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>We designed our master schedule around the need to provide middle school core teachers common Professional Learning Community during the spring semester.</p> <p>We will follow our PLC template to ensure we are addressing academic needs throughout the year.</p> <p>Tutoring will be offered after school to assist students.</p>	Limited Development 09/23/2016		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
<i>How it will look when fully met:</i>			This objective will be met by our core teachers being able to implement to PLC Process. 1. Select Priority Standard • Unpack Standard • DOK • Create Learning Target 2. Create Rubric • Create Pre Common Assessment • Administer Pre Assessment 3. Score Pre Common Assessment and rank based on rubric • Chart data • Create Smart Goal 4. Select Instructional Teaching Strategies • Teach • Administer Post Common Assessment 5. Score Post Common Assessment and rank based on rubric • Chart data • Revisit Smart Goal • Design Enrichment / Remediation Groups Evidence of objective being met will be: 1. Team Norm 2. PLC Meeting Templates 3. Documentation through PLC Templates of at least two completed cycles.		Paula Kennedy	08/01/2024
Actions				2 of 3 (67%)		
	10/12/19	The team will assess our progress through the PLC process.		Complete 04/21/2022	Kristina McCall	04/15/2023
<i>Notes:</i>						
	10/6/17	A PLC Template based on team needs will facilitate the PLC meetings.			Kristina McCall	09/30/2023
<i>Notes:</i> PLC template has been created and is implemented. Minutes are shared and reported.						

10/12/19	Because we only have one teacher per content area, we will select goals that can be measured in each content area. The team has determined to focus on these core areas: Vocabulary - teaching content vocabulary with fidelity and integrating with other content standards as appropriate. Analyzing data - deliberately selecting one activity a week in which students must analyze a piece a data, which can include graphs or info-schematics. Creating intervention groups based upon two main areas: students with high motivation/low comprehension and those with low motivation/high comprehension.	Complete 12/15/2021	Kristina McCall	12/15/2023
Notes: Our team meets monthly.				
Implementation:		04/30/2021		
Evidence	10/12/2019 Weekly notes; shared with team members in the schools "shared folder".			
Experience	10/12/2019 This was a work of collaboration among team members.			
Sustainability	10/12/2019 Format will be adjusted per need and recommendation from the team members.			
	A2.06	ALL teachers reinforce elements of mastered knowledge that can be retained through review, questioning, and inclusion in subsequent assignments.(5096)	Implementation Status	Assigned To
Initial Assessment:		Limited Development 08/10/2018		
Priority Score: 2		Opportunity Score: 2	Index Score: 4	
How it will look when fully met:	Teachers will demonstrate in their lesson plans, during observations, and student data (academic growth) teacher are using best practices and collaboration.	Objective Met 06/03/22	Nathan Frizzell	06/15/2024
Actions				
10/13/21	Singleton teachers will participate in virtual PLCs with their counterparts at JCEC and JCS	Complete 06/01/2022	Kristy McCall	06/01/2022

Notes:

Implementation:				06/03/2022		
Evidence				6/3/2022		
Experience				6/3/2022		
Sustainability				6/3/2022		
		A2.14	Units of instruction include specific learning activities aligned to objectives.(5104)	Implementation Status	Assigned To	Target Date
Initial Assessment:				Limited Development 10/19/2021		
How it will look when fully met:						
Actions						
Notes:						
		A2.22	All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.(5321)	Implementation Status	Assigned To	Target Date
Initial Assessment:				Limited Development 10/19/2021		
How it will look when fully met:						
Actions						
Notes:						

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:			As a school, we are rebuilding our MTSS Leadership Team to incorporate new faculty and initiatives.	Limited Development 10/19/2021		
How it will look when fully met:			We will have an MTSS Leadership Team and MTSS plan. Students will be served through the tier process. SEL team will meet monthly to serve students and train staff.		Brittany Schiele	07/29/2024
Actions				0 of 3 (0%)		
		10/19/21	Develop a MTSS Leadership Team.		Nathan Frizzell	07/30/2023
Notes:						
		10/19/21	District will provide professional development on MTSS.		Nathan Frizzell	09/30/2023
Notes:						
		10/19/21	MTSS Leadership Team will train BREC staff on MTSS implementation.		Zachary Eden	12/15/2023
Notes:						
	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:			We are learning PBIS, MTSS, and planning around how to address these issues.	Limited Development 09/23/2016		
How it will look when fully met:			When the staff have been trained and implemented the PBIS, MTSS, we will see students receiving appropriate support for instruction, decrease in behaviors and increased academic learning.		Paula Kennedy	08/18/2024
Actions						
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
Initial Assessment:			Students meet with the school counselor to assess progress and develop plans toward graduation. Our school utilizes a master schedule, ACT Prep (Talberts), enrichment period, early college courses, and CTE courses.	Limited Development 10/19/2021		
How it will look when fully met:						
Actions						
<i>Notes:</i>						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
		B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We currently have a high school SIT team and a Campus (BRS and BREC) leadership team to address concerns and ideas.	Limited Development 12/04/2020		
How it will look when fully met:			The LEA is actively involved in School Improvement. The LEA provides a liaison to meet with our School.		Nathan Frizzell	04/30/2023
Actions						
<i>Notes:</i>						

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our School Improvement will recommend and support three school improvement goals. We will meet quarterly and share results with our entire school team.	Limited Development 09/23/2016		
How it will look when fully met:			The team will excute a system of stakeholder feedback and data analysis to determine school instructional plans.	Objective Met 05/18/23	Nathan Frizzell	06/15/2024
Actions						
	9/27/16		There will be data implementation meetings/reviews. There will also be a SIT focus on the PLC process and how it impacts student academic performance.	Complete 12/18/2020	Tracie Metz	05/29/2020
<i>Notes:</i> PLC/Data meeting - 3 times a year for entire team						
			PLC's will meet weekly for Core Content Areas			
			PLC's will meet monthly for CTE and Activity Classes			
	9/23/16		Minutes will be uploaded to the shared BREC folder.	Complete 05/13/2019	Tracie Metz	10/30/2020
<i>Notes:</i>						
	12/4/20		Meeting notes will be uploaded to shared folder.	Complete 06/30/2022	Brandon Pendergast	05/01/2021
<i>Notes:</i>						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			All team members have specific duties such as lunchroom management, monitoring areas, club meetings, and a 90-minute planning time.	Limited Development 01/24/2020		
How it will look when fully met:			All faculty members have a PLC.		Kristina McCall	06/15/2024
Actions						
<i>Notes:</i>						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Under new leadership, we are currently assessing this standard.	Limited Development 10/19/2021		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			In addition to formal observations, each teacher will have at least three informal observations lasting an unspecified time. Teachers will receive feedback in a timely manner.	Objective Met 06/03/22	Nathan Frizzell	05/31/2024
Actions						
	10/19/21		Principal will complete 3 formal NCESS observations for every staff member over the year.	Complete 06/03/2022	Brandon Pendergast	05/31/2022
Notes:						
	10/19/21		With collaboration of teachers, a form will be designed to provide timely feedback in the most helpful manner.	Complete 06/03/2022	Nick Accardo	05/31/2022
Notes:						
	10/19/21		The principal will complete classroom feedbacks once a semester to give teachers information on instruction and classroom management.	Complete 06/03/2022	Brandon Pendergast	05/31/2022
Notes:						
Implementation:				06/03/2022		
Evidence			6/3/2022			
Experience			6/3/2022			
Sustainability			6/3/2022			

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
Initial Assessment:			Both our LEA and our school regularly look at data through DART meetings, during PLC's, and at faculty meetings. The LEA designs PD from data indicated needs. We have a need for vertical unpacking of standards, K-12.	Limited Development 09/23/2016		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:			Through a comprehensive approach to data review, the team will evaluate student progress. This will include monthly data meetings with the district Data and Accountability Director and through the PLC Process.	Objective Met 10/19/21	Nathan Frizzell	06/01/2024
Actions						
10/12/19		A student support team, consisting of Administration, School Counselor, School Social Worker, and nurse will meet weekly to discuss student needs - attendance, academics, and behavior.		Complete 05/12/2020	Tracie Metz	05/29/2020
Notes:						
10/12/19		BREC staff will be training in Resiliency practices to the BREC staff.		Complete 05/12/2020	Amy Fahey	05/29/2020
Notes:		Phase I will occur in Semester 1. Phase II will occur in Semester 2.				
Implementation:				10/19/2021		
Evidence			10/12/2019 Notes in Shared Folder.			
Experience			10/12/2019 One teacher asked to join. Other teachers were invited.			
Sustainability			10/12/2019 Once our entire team is trained on Module 2, the MTSS will enter into an annual cycle of leadership. The leadership team will be a partnership among teachers, support staff, and administration.			

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			While the system does follow a system for hiring, evaluting, and replacing teachers, we lack adequate rewards.	Limited Development 09/23/2016		
How it will look when fully met:			We will be implementing PLCs, intentional mentor relationships, the use of formal and informal observations, and staff working condition survey.		Nathan Frizzell	06/01/2024
Actions						
Notes:						

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
Initial Assessment:			BREC regularly communicates with parents/guardians student's current academic status and encouraging parent support with remote learning.	Limited Development 12/04/2020		
How it will look when fully met:			We will monitor and full use of Parent Portal, local media, social media, Remind app, email, and connect ed calls to encourage teachers and parents to collaborate for student engagement during remote learning. Parent survey for better understanding roles and expectations for student's learning.		Paula Kennedy	06/01/2024
Actions						
Notes:						

		E1.11	All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.(5187)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The School Improvement Team will develop a Student-Led Conference protocol and conduct two student-led conferences with at least 70% of parents by the end of the year.	Limited Development 10/18/2020		
<i>How it will look when fully met:</i>			We will conduct Student-Led Conferences once each semester with at least 70% of our students and families by the end of the year. Students will compile exemplar work and lead a conference with a parent/guardian and a teacher.		Paula Kennedy	06/21/2024
Actions						
<i>Notes:</i>						
		E1.12	The school ensures that all parents understand social/emotional competency and their role in enhancing their children's growth in (1) understanding and managing emotions, (2) setting and achieving positive goals, (3) feeling and showing empathy for others, (4) establishing and maintaining positive relationships, and (5) making responsible decisions.(6330)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			We have a school-level SEL Team. We have general parent information nights. We provide individual and small-group counseling.	Limited Development 10/19/2021		
<i>How it will look when fully met:</i>			Parents will understand their role and support student SEL needs.		Paula Kennedy	06/15/2024
Actions						
<i>Notes:</i>						

Core Function:			Dimension E - Families and Community			
Effective Practice:			Community Engagement			
		E2.04	The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191)	Implementation Status	Assigned To	Target Date
Initial Assessment:			School to community collaboration with Blue Ridge Education Foundation, PTO, Rotary, and local churches, organizations, and businesses.	Limited Development 10/19/2021		
How it will look when fully met:			The school will develop partnerships with a variety of community members and organizations.		Stephanie Smathers	06/15/2024
Actions						
Notes:						

Comprehensive Progress Report

Mission: Our mission is to engage, enlighten, and enrich the students of Jackson County.

Vision: Learning for All

Goals:

The 3rd-6th grade ELA EOG scores will increase proficiency by 5% annually with implementation of Wit & Wisdom as core reading instruction along with Foundations in K-3rd grade.

Math Scores will show increased proficiency by 5% annually on EOG's (3-6) supported by implementation of effective math instruction, using HMH as core curriculum.



! = 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
<i>Initial Assessment:</i>			BRS subscribes to PBIS with a matrix of student and staff expectations. Yearly, staff revisit the expectations and are reminded of the importance of positive relationships in the school environment. Students are working on developing a growth mindset and building a climate of respect. New teachers are part of a mentoring program and a three-year beginning teacher program spearheaded at the district level.	Full Implementation 10/03/2022		
Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Curriculum and instructional alignment				

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<p>Beginning in August 2021, teachers in K-6 will implement a new ELA series - "Wit and Wisdom". These modules are aligned with spiraling NC ELA Standards. These modules include diverse texts and other resources. Teachers will become familiar with this layout and work to develop pacing and effective classroom practices.</p> <p>Beginning in August 2021, teachers in K-3 will implement "Foundations" as our core phonics and spelling program. Teachers will learn how to use the program and begin fidelity checks in 2022-23.</p> <p>Math units of instruction are aligned with pacing and standards as we worked to create those in 2020-21 with the new series, "Into Math - HMH".</p>	Limited Development 04/28/2021		
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:	<p>Grade levels will have integrated units of instruction aligned with the NC Curriculum while including high quality, updated resources including SEL needs, cultural diversity and 21st Century Skills connections.</p> <p>ELA - Teachers (K-6) will implement <i>Wit and Wisdom</i> with fidelity. Teachers in K-3 will implement <i>Foundations</i> as Core Phonics Instruction with fidelity. Teachers in K-2 will use <i>Geodes</i> as decodable readers that align with <i>Foundations</i>. Professional Development and Instructional Coaching is available in each school to assist teachers with best practice.</p> <p>Math - Teachers (K-6) will use HMH - Into Math with fidelity, along with supplemental resources primarily found on NC Tools for Teachers. Professional Development for HMH is available, as well as instructional coaching.</p> <p>Teachers will have all Implementation Guides, Teacher Resources, and other materials available to ensure alignment.</p>	Objective Met 02/23/22	Stacy McNabb	06/15/2022
Actions				
4/28/21	Teachers will conduct curriculum audits of instructional units for the first quarter to ensure alignment with NC Standards and integration of high quality text and resources that include SEL, cultural awareness and 21st Century Skills.	Complete 08/02/2021	Stacy McNabb	08/10/2021

Notes: Integrated units will be assessed for cohesiveness among content areas and enrichment areas. Teachers will be provided opportunities to work over the summer with compensation for their time in order to have the first quarter pacing guides completed prior to the beginning of the school year.
This action step was completed prior to the adoption of Wit and Wisdom.

4/29/21 Teachers will receive "Wit and Wisdom" implementation guides, teacher resources, and all materials that are developed to align with ELA standards for each grade level.

Complete 10/15/2021

Laura Dills

10/15/2021

Notes:

Implementation:

02/23/2022

Evidence

2/23/2022

Experience

2/23/2022

Sustainability

2/23/2022

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
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Initial Assessment:	<ul style="list-style-type: none">• Screeners are in place for math, reading and social/emotional and behavioral needs.• Administration is providing teachers with data, and faculty are using data to inform practices in the classroom and school-wide.• PBIS has been implemented campus-wide, and behavioral expectations are clearly communicated and taught.• Faculty are using <i>Wit and Wisdom (K-6)</i>, <i>Foundations (K-3)</i>, <i>Geodes (K-2)</i>, <i>Heggerty's (PK-2)</i>, <i>HMH - Into Math (K-6)</i> with built-in intervention and scaffolding for Tier 2 students.• Tier 3 students are working with specialists to meet individual needs.• There is a process for identifying, tracking, and progress monitoring students in Tier 2 and Tier 3 using standard protocols.	Limited Development 09/15/2016		
	Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:	<p>BRS will have an implemented tiered instructional system for all students that will allow teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.</p> <p>We will have standard protocols for Academic, Behavioral, and Attendance pertaining to MTSS Areas.</p> <p>Teachers will be able to scaffold Tier 2 supports within the classroom. Tier 3 supports will be available from specialists.</p> <p>23/24 We are making progress. Student Support Team meets most weeks to discuss concerns and areas of change. We are setting goals to complete our standard protocols with the support of the district. Tier 2 Interventions are using a county-wide Standard Protocol Approach for Reading. By the end of 2024, we expect to have the same type of protocols in place for Tier 3 in Reading. Math Tier 2 SPA's are being drafted. We have added two more members to MTSS team at BRS - a school psychologist visiting weekly and a teacher who is willing to help coordinate and train other teachers in classroom processes.</p>		Stacy McNabb	06/01/2024
Actions		21 of 23 (91%)		
9/24/17	A professional development session aligned with the state and county goals of introducing the framework of the Multi Tiered System of Supports will be delivered to BRS/BREC faculty and staff. Topics to be covered: MTSS provides multiple levels of support for all learners (struggling through advanced).	Complete 08/09/2017	Teri Walawender	08/09/2017

	<i>Notes:</i> The initial MTSS leadership team will develop this professional development session to introduce the MTSS framework to BRS/BREC faculty and staff.			
9/17/17	The MTSS Leadership team will attend a meeting in September to start work on Module 1 of the MTSS framework.	Complete 09/18/2017	Holly Whisnant	09/18/2017
	<i>Notes:</i>			
9/17/17	The MTSS Leadership team will attend a meeting in October to continue to work on Module 1 of the MTSS framework.	Complete 10/26/2017	Holly Whisnant	10/26/2017
	<i>Notes:</i>			
10/6/17	Faculty will participate in ongoing collaboration and reviewing of assessment data to guide instructional planning. Kimberli McWhirter, the regional K-3 Literacy Coach, will help facilitate grade level discussions and lesson planning to meet student needs.	Complete 11/13/2017	Holly Whisnant	11/13/2017
	<i>Notes:</i> More meetings may occur as need arises, but we will have a minimum of three sessions with faculty.			
9/17/17	The MTSS Leadership team will attend a meeting in November to continue to work on Module 1 of the MTSS framework.	Complete 11/14/2017	Holly Whisnant	11/14/2017
	<i>Notes:</i>			
2/15/18	The MTSS Leadership Team will present information from module 1 to the faculty.	Complete 01/19/2018	Teri Walawender	01/19/2018
	<i>Notes:</i>			
9/17/17	The MTSS Leadership team will attend a meeting in February to continue to work on Module 1 of the MTSS framework.	Complete 02/15/2018	Holly Whisnant	02/15/2018
	<i>Notes:</i>			
9/17/17	The MTSS Leadership team will attend a meeting in March to continue to work on Module 1 of the MTSS framework.	Complete 04/03/2018	Holly Whisnant	03/22/2018
	<i>Notes:</i>			
9/17/17	The MTSS Leadership team will attend a meeting in April to continue to work on Module 1 of the MTSS framework.	Complete 04/19/2018	Holly Whisnant	04/19/2018
	<i>Notes:</i>			
6/12/18	Create a campus-wide calendar for MTSS team meetings to continue working on tiered instructional supports. We will work with our district MTSS Implementation Team to develop next steps for implementation.	Complete 09/10/2018	Teri Walawender	09/15/2018

	<p><i>Notes:</i> MTSS meetings have been scheduled for 5 times during the year. Meetings will focus on continued development of core instruction, as we don't yet have 80% of students demonstrating grade level mastery in any grade, except 6th grade ELA, based upon available data, including mClass, benchmarks and EOGs.</p>			
9/10/18	The school MTSS team will meet to discuss strategies being used to improve core instruction. Decisions will be made to modify instructional strategies in order to achieve 80% proficiency at all grade levels, in all subjects.	Complete 06/01/2020	Teri Walawender	06/01/2020
	<p><i>Notes:</i> The team will meet at least 4 times a year. Evidence will be provided through our calendar and meeting agendas and minutes when completed.</p>			
6/2/20	Establish Standard Protocols for Tier 1 for reading math.	Complete 10/15/2020	Stacy McNabb	10/31/2020
	<p><i>Notes:</i> McNabb will work with administration and grade level teachers to finalize Tier 1 protocols.</p>			
6/2/20	Clearly define Tier 1, Tier 2, and Tier 3 for math and reading and share with all faculty to inform planning and implementation.	Complete 10/23/2020	Stacy McNabb	11/01/2020
	<p><i>Notes:</i> McNabb will work with administration and grade level teams to finalize documents and share with staff to inform programming and instruction.</p>			
8/26/21	Teachers are provided a link to on-line Intervention Protocol Document.	Complete 01/29/2021	Stacy McNabb	02/14/2021
	<p><i>Notes:</i> https://docs.google.com/document/d/1q9sWSKx3PrbU7izwbly0GgSv9v-ijJiLgK-EbJbi5Dmo/edit?usp=sharing</p>			
3/17/21	Establish Tier 2 Data Entry Rules and Protocols for reading and math	Complete 06/10/2021	Stacy McNabb	06/10/2021
	<p><i>Notes:</i> McNabb will work with administration and teachers to create a guiding document to support Tier 2 interventions.</p>			
5/1/23	<p>NCDPI has added a tool for teams to consider in school improvement planning for MTSS. The FAM-S/NCStar Crosswalk is intended to assist schools that are working on school improvement efforts by using NCStar within a Multi-Tiered System of Support framework. In creating this document, the team analyzed the Facilitated Assessment of MTSS - School Level (FAM-S) and made connections with the 125 indicators found in NCStar.</p> <p>In April, the team will complete the survey.</p>	Complete 04/10/2023	Kheri Cowan	04/28/2023
	<p><i>Notes:</i></p>			
8/26/21	Teachers (K-6) will review iReady diagnostics to inform class instructional groupings.	Complete 05/01/2023	Debbie Houtzer	04/29/2023

<i>Notes:</i>				
8/26/21	Teachers in K-3 will review reports from mClass concerning class instructional grouping.	Complete 05/24/2023	Susan Watkins	05/20/2023
<i>Notes:</i> Teachers have reviewed BOY and MOY reports, along with PM graphs and instructional groupings after each testing session.				
9/16/19	Grades 3-6 will participate in iReady Reading diagnostic assessments three times a year to assess skill levels and areas of need.	Complete 05/01/2023	Kheri Cowan	06/01/2023
<i>Notes:</i> Students will use online instructional feedback and progress monitoring checks to help determine instructional needs between formal assessment windows.				
9/16/19	Students in grades K-6 will participate in iReady Math diagnostic assessments three times a year to assess skill levels and instructional needs.	Complete 05/01/2023	Kheri Cowan	06/08/2023
<i>Notes:</i> Students will use online instructional feedback and progress monitoring checks to help determine instructional needs between formal assessment windows.				
10/12/23	Staff will receive updates on procedures for initiating referrals and processing children through structured support system.	Complete 10/05/2023	Ashlee Steen	10/20/2023
<i>Notes:</i> This will occur once this year, and only for new staff in the upcoming years.				
9/18/23	Training for more staff members in creating Tier 2/Tier 3 Interventions inside classrooms.		Ashlee Steen	05/15/2024
<i>Notes:</i> Ms. Steen will oversee the creation and completion of Tier 2/3 Strategies for Interventions planning sheet with each teacher as teachers complete referrals and progress monitoring of students.				
9/18/23	Tier 3 standard protocols will be implemented when they are recognized as SOP at the district level in reading comprehension skills.		Laura Dills	05/15/2024
<i>Notes:</i> Jackson County will be creating Tier 3 Interventions district-wide, similar to the Tier 2 interventions created last year (22-23).				
Implementation:		05/05/2022		
Evidence	6/11/2021 Guiding Documents have been created and are linked to this objective.			
Experience	6/11/2021 McNabb worked with faculty and administration to create/modify data entry rules and protocols for reading and math and created reference documents.			

Sustainability			6/11/2021 We will continue to revise documents as we adjust to new data sources, including the return of mClass as an assessment tool.			
	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:			<p>We are currently implementing PBIS schoolwide in various stages. K-2 uses Character Education to help children understand social/emotional needs. 3-6 uses Social Thinking curriculum to address concerns and needs.</p> <p>We have an MTSS team that is being cross-trained in PBIS to help arrange supports and strategies for interventions.</p> <p>We utilize a full-time student support specialist to reach specific children's needs campus-wide.</p> <p>We now have a full-time nurse.</p> <p>All faculty and certified staff are participating in Reconnect for Resilience, a training in helping adults and children find the value in resiliency.</p>	Limited Development 09/15/2016		
			<p>Priority Score: 2</p> <p>Opportunity Score: 2</p> <p>Index Score: 4</p>			
How it will look when fully met:			<p>Students social, emotional and/or behavioral needs will be addressed so that 80% of students or more are able to successfully engage in learning on a daily basis, leading to academic proficiency.</p> <p>Faculty and staff will use best practice in dealing with students who have experienced trauma or have other issues that may contribute to their academic and social growth.</p> <p>Faculty and staff will recognize students in need and direct them to resources in and outside of the classroom.</p>	Objective Met 06/12/23	Annette Leathers	06/01/2023
Actions						
	11/20/18	Teachers and other staff members will go through Resilience Training to help with strategies that may help create needed positive experiences for students., especially those that need help regulating.		Complete 05/14/2020	Amy Fahey and Nicole McRight	05/28/2020

	<i>Notes:</i> Teacher-to-teacher trainers will be supported through Resources for Resilience trainers.			
10/9/19	Certified staff and faculty will participate in a monthly book study, Onward: Cultivating Emotional Resilience in Educators.	Complete 06/01/2020	Teri Walawender	06/01/2020
	<i>Notes:</i> Participants are reading one chapter each month and participating in a book study and monthly targeted behaviors. Chapters coincide with the academic calendar and challenges that teachers face during those specific times of year.			
4/29/21	Faculty and staff will attend training on understanding Autism in the classroom.	Complete 01/27/2021	Nicole McRight	02/01/2021
	<i>Notes:</i> Jane Coburn will provide training on Reframing Autism: All Behavior is Communication.			
8/26/21	Interested faculty will participate in a book study of "Teacher's Guide to Childhood Trauma".	Complete 03/07/2022	Christy Mastrolia	06/01/2022
	<i>Notes:</i>			
9/10/18	Screen students for social and emotional needs	Complete 05/31/2023	Erica Smithdeal	06/01/2023
	<i>Notes:</i> All students in grades K-6 will be screened by their homeroom teachers using an online system. They will provide additional screenings for those who are identified as having the higher risk indicators as determined by the school MTSS team.			
11/20/18	The Student Support team will go through Behavioral Screener (BESS) surveys' data and discuss next steps to help identify students who may be considered At-Risk. They will also utilize attendance records, Educator's Handbook, teacher referrals, homeless reports, and academic data to assist in identifying students who may be considered At-Risk.	Complete 06/07/2023	Erica Smithdeal	06/08/2023
	<i>Notes:</i>			
8/26/21	Faculty and Staff with participate in monthly SEL meetings led by our school SEL team.	Complete 06/08/2023	Wanda Crisp	06/08/2023
	<i>Notes:</i>			
Implementation:		06/12/2023		
Evidence	6/2/2020			

Experience			6/2/2020 All faculty participated in the book study and processed responses through monthly meetings. 6/2/2020 Different faculty did a "kick off" of the monthly chapter on the first Wednesday of the month and facilitated discussion of the chapter on the last Wednesday of the month. Faculty applied knowledge to current situations.			
Sustainability			6/2/2020 It would serve our school well to continue with the same book study for the 2020-21 school year, looking more deeply at each chapter and really exploring implementation strategies to support resilience among staff and students.			
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<ul style="list-style-type: none"> • "Move-up Day" for PreK through 6th grade • Teachers schedule a time to meet with upcoming teachers each spring to share information. • Open house and Meet the Teacher nights • 6th Grade Move Up Day with Middle School Students/Staff 	Limited Development 09/22/2021		
			Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:			<p>As our students transition to Elementary school, as well as between grade levels K-6), faculty collaborates to reduce obstacles in adjusting to workloads and curriculum progressions, as well as in sharing educational, medical, and relevant social history. PK-3 teachers contribute to and pass along a portfolio of work to share showing progress, notes and concerns, and general items of interest. Upper-grade teachers meet each spring to share similar information with teaching teams.</p> <p>As a team, PK-6 teachers create schoolwide procedures that ease transitions each year into different grades. Students grow more independent and self-directed as they progress through grade levels.</p> <p>As a reminder of the changes coming, but that some things will be the same, our students participate in "Move-Up Day". They spend some time in the next grade level (low pressure/fun activity) beginning to build relationships with new friends and see some procedures will stay the same.</p>	Objective Met 05/31/23	Debbie Houtzer	05/29/2023

For 6th graders, a visit to our Middle school is in order to tour rooms, look at schedules, talk with teachers and students, and get an overall feel for the upcoming year. Sixth-grade teachers meet with Middle school faculty to share documents and family information to ease the transition into middle school prior to the start of school.

use a locker (Niesen & Wise, 2004). Students must also make social transitions as they try to build new friendships with peers, encounter older students whose needs and interests may be very different, and develop new relationships with teachers (Cauley & Jovanovich, 2006). These procedural and social transitions impact students' academic performance, and incoming middle school students must often multitask and meet the demands of multiple teachers when adjusting academically (Gilewski & Nunn, 2016). Students entering middle school are also concerned with the thought of having a tough teacher, harder schoolwork, too much homework, and knowing

how to get extra help from teachers (Cauley & Jovanovic, 2006). Effective transition programs can alleviate many student concerns and provide supports for academic success.

Gilewski and Nunn (2016) suggest that to have an effective transition program, “schools must address the expectations that middle school students need to meet, bridge the gap between what will be expected of young adolescents in middle school and what was expected of them in elementary school, and consider the procedural, social, and academic changes that young adolescents face when transitioning” (p. 3). Transition programs should include students, parents, and teachers, and should provide comprehensive and targeted transition activities for these stakeholders (Cauley & Jovanovich, 2006). Examples of transition activities include tours of the middle school, fifth-graders “shadowing” a sixth-grader for a day, parent-to-parent meetings to discuss middle school concerns, and holding orientations where incoming students get information, practice routines, and meet teachers and peers (Wormeli, 2011). Transition programs should be ongoing and sustained, by continuing to assess and address student concerns, and continuing activities to enhance parent-school communication and build rapport between all stakeholders (Gilewski & Nunn, 2016). Research shows that in order for transition programs to be successful they must 1) foster communication; 2) respond to all stakeholder needs; 3) develop a sense of community; and, 4) include an evaluation of the transition program and evolve and adapt it as needed

Actions

5/25/23 Create "Move-up Day" for Pre-K through 6th Grade

Complete 05/26/2023

Kheri Cowan

05/31/2023

Notes:

10/3/22	Create a "Move up to Middle School day" to address transition to the early college.	Complete 05/30/2023	Zach Eden	06/08/2023
<i>Notes:</i>				
Implementation:		05/31/2023		
Evidence	5/31/2023 https://docs.google.com/spreadsheets/d/1EYaDgbsYQbf6-A2F-lpAjytP9wB1kFBmf7wbBQCAwPY/edit?usp=share_link			
Experience	5/31/2023 As we work on finding the best way to transition our children, we will continue to reflect on best practices. Students enjoyed the day and went home excited about the next teacher. Anxiety was lessened as children understand lots of things will stay the same, as things ultimately increase in rigor and independence. Meetings with teachers have increased how well teachers know their students.			
Sustainability	5/31/2023 Teachers will meet to plan for more personalized experiences for their upcoming students during the coming years. Planning time will be scheduled and used for vertical conversations concerning children.			

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	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
Initial Assessment:			SIT meets monthly and includes representation from all critical areas of support. Instructional teams meet monthly, and the Student Support Team meets at least three times a month and includes administration, IC/Lead, counselor, social worker and nurse, when applicable/needed.	Limited Development 04/29/2021		
			Priority Score: 1 Opportunity Score: 3 Index Score: 3			
How it will look when fully met:			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. The grade blocks will consistently meet to discuss effective practices and be reflective in practice.	Objective Met 05/05/22	Kheri Cowan	06/01/2023
Actions						
	5/5/22	Create a regular weekly schedule; share meeting times (google calendar) with all team members; create a google doc agenda to be updated at each meeting.		Complete 05/10/2022	Kheri Cowan	08/16/2021
Notes: The leadership team will meet weekly to discuss student's in the MTSS, social and emotional concerns, and updates on the MTSS process from the state.						
Implementation:				05/05/2022		
Evidence		5/5/2022 We have a weekly repeated Google meeting invites, online google doc of meeting notes.				
Experience		5/5/2022 We have worked together to set a schedule meeting weekly to address SEL concerns, MTSS updates and MTSS status.				
Sustainability		5/5/2022 We will work to maintain a regular scheduled meeting and google doc (meeting notes and agenda)				

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>			We have common planning time for instructional planning. We have a plan for specific supervision duties including car/bus, lunch, intervention and tutoring time. We have committees throughout the school to address needs such as SIT, Grade Level Teams, MTSS/PBIS, and School Support Team.	Full Implementation 05/25/2023		

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Principal makes sure everyone understands the school's mission, clear goals, and their roles in meeting the goals.</p> <p>Principal leads and participates actively with the Leadership Team.</p> <p>Principal participates actively with the School Improvement Team and shows support for its significance.</p> <p>Principal monitors the work of the Instructional Teams and helps to keep them focused on instructional improvement.</p> <p>Principal monitors curriculum and classroom instruction regularly.</p> <p>Principal helps poorly performing teachers to improve.</p> <p>Principal spends at least 50% of his/her time working directly with teachers to improve instruction.</p>	Full Implementation 10/12/2023		

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

Initial Assessment:	School, along with LEA, works to address data on a regular basis through our school planning, scheduling, teaching, and classroom groupings. We have several Professional Development trainings that address programming and curriculum needs that are evident from data analysis.	Full Implementation 10/01/2023		
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Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Talent recruitment and retention
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	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Recruiting - sign-on bonus, local supplements, coaching and supports for new teachers through outside agencies, posting on social media (Linkdin), billboards, radio, and newspaper ads.</p> <p>Evaluating - use the standard NCEES, EVAAS, and NCTWCS tool for evaluating faculty and staff along with informal observations</p> <p>Rewarding - Sunshine committee and many other morale-boosting events; gift cards from BRSEF support teacher needs, District Retention Bonuses 21/22, 22/23.</p> <p>Replacing - We follow state procedures for due process.</p> <p>We recognize the need for housing to recruit and keep outstanding teachers.</p>	Full Implementation 05/25/2023		

Core Function:	Dimension D - Planning and Operational Effectiveness
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Effective Practice:	Resource Allocation
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	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Working on answer	Full Implementation 09/21/2023		

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>We have implemented several plans to communicate and collaborate with parents/families. Most teachers communicate on a regular basis through daily/weekly letters/newsletters, email, Remind, Parent Portal, Class Dojo, ConnectEd, etc.</p> <p>Administration has started making positive phone calls to improve communication efforts. We are also using Facebook on a regular basis to communicate events/activities each week and to highlight academic, athletic and enrichment activities/achievements.</p> <p>We have bilingual interpreters at school meetings to support our Spanish-speaking families, as over 30% of our students are Hispanic. We also translate school documents.</p> <p>We have curriculum nights and other activities throughout the year to partner with parents and help with academic support at home.</p> <p>We are learning about more ways to create positive communication with all stakeholders.</p>	Limited Development 09/15/2016		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
<i>How it will look when fully met:</i>			<p>Parents will understand academic expectations through regular communication about standards.</p> <p>Students and parents will understand students' level of mastery on standards and have a better understanding of state expectations.</p>	Objective Met 10/04/22	Stacy McNabb	06/15/2021
<i>Actions</i>						
	9/21/16	Teachers will give parents an overview of standards for each core area of the grade, in the home language.		Complete 10/13/2016	Stacy McNabb	10/31/2016

Notes: Give teachers a page from the NC Standards Website.
Give the one page standards from DPI.
Teachers will distribute by the end of October (first grading period)

9/21/16	Teachers will make an effort to meet with every parent in person.	Complete 11/02/2016	All Teachers	10/31/2016
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Notes: All teachers were present at August Open House.
K - Home Visits, Welcome to School Parent Meeting in August, 1st Quarter Parent Conferences.
1 - Welcome to School Parent Meeting in August, 1st Quarter Parent Conferences.
2 - Welcome to School Parent Meeting in August, 1st Quarter Parent Conferences.
3 - 1st Quarter Parent Conferences, Parent Meeting (Nov)
4 - 1st Quarter Parent Conferences
5 - 1st Quarter Parent Conferences
6 - 1st Quarter Parent Conferences, Parent Meeting (Nov)

1/2 held Parent Training Meeting to teach parents how to work with children on homework that addresses comprehension questions. It was held on Jan. 18th at 5:15.

10/28/16	Third Grade stakeholders (teachers, parents, admin.) will participate in a meeting to inform them of classroom expectations, curriculum, and end of year expectations for Third Grade. This will specifically cover the Third Grade Read to Achieve State Mandate, BOG's, and EOG's.	Complete 11/03/2016	Sarah Cline	11/03/2016
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Notes: Meeting was held November 3. Several parents attended, others were contacted through personal appointments with Cline.

12/8/16	Teachers will create a document that reviews topics already covered this semester. It will also include what the kids will be learning for the next semester.	Complete 01/27/2017	Kristal Hunter	01/27/2017
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Notes: Also, special area teachers can work on a document to add to the classroom.

Summarize the curricular goals.

K teacher met with each parent for Spring Conferences
1/2 Language Arts teachers sent end of year mClass expectations, along with scores up this point.

12/8/16	School will create a newsletter with important dates for the spring, emphasis on the good things that have happened over the year in our school. This will include that we have results from mid-year testing.	Complete 03/02/2017	Teri Walawender	01/31/2017
<i>Notes:</i> Newsletter was created and sent out to all students K-6. This included items for Title 1, upcoming events, and other important topics in our school.				
9/14/17	Teachers will hold classroom parent meetings within the first month of school.	Complete 09/01/2017	Stacy McNabb	09/08/2017
<i>Notes:</i> Every teacher will schedule a meeting to be held in the evening to go over classroom expectations, classroom procedures, etc... Parents who do not attend will be given written materials. Efforts will be made to contact parents who do not attend.				
11/20/18	Title 1 Parent Engagement funds will be utilized to buy food and purchase one book per family for the Family Literacy Night to be held in the spring.	Complete 03/05/2019	Teri Walawender	06/30/2019
<i>Notes:</i>				
10/14/19	Teachers and students will host a Health Fair to engage parents and students in academic and good health discoveries.	Complete 02/14/2020	Teri Walawender	03/01/2020
<i>Notes:</i> Teachers will work with students to prepare activities to engage both students and their families in good health habits and academic discoveries. Students will help lead the activities. Healthy snakes will be provided. As well as health door prizes. Title I funds will be used to purchase resources and supplies for the take-home activities				
10/14/19	Teachers will communicate with parents the standards focus for units and pacing at the beginning of each quarter and send progress notes with each grading period.	Complete 10/30/2020	Principal/Asst. Principal	11/01/2020
<i>Notes:</i> Teachers will send home parent letters at least quarterly indicating the academic focus for that period of time. Teachers will also communicate to parents the level of mastery achieved by students following instruction. Administration will monitor quarterly. Teachers have created a document that shows evidence of standards mastery to send with report cards for the 1st nine weeks.				
3/22/21	Teachers will communicate student progress and strategies they will be implementing to support student growth for the fourth quarter to all parents/guardians.	Complete 04/05/2021	Teri Walawender	04/05/2021

	Notes: Teachers will conduct face-to-face, online or phone conferences with parents to discuss student progress. Teachers will also discuss options for after school tutoring, Summer Academy and parental engagement at home.			
4/29/21	Teachers will provide families with sight word packs and games for summer support. Videos and directions in English and Spanish will be provided to families to support meaningful engagement.	Complete 05/14/2021	PK-2 Team	05/15/2021
	Notes: Teachers will select a person to model games in English and Spanish and create short videos to be posted on FB and the BRS website. Teachers will select which sight word packets each student will receive and prepare envelopes with materials for each child. Directions will be in English and Spanish on the same piece of paper in clear, concise language. Administration will send a Connect Call when packets go home.			
10/18/20	Teachers will engage families through various online platforms to support remote learning.	Complete 03/15/2021	All teachers	06/01/2021
	Notes: Teachers will communicate with parents several times a quarter with formal communications at the end of each grading period. Teachers will provide families with multiple means of communication to support student growth and learning.			
Implementation:		10/04/2022		
Evidence	4/29/2021 Teacher contact logs, meeting sign-up sheets, email notes and Remind communications are available.			
Experience	4/29/2021 Teachers used a variety of communication tools to reach out to families to encourage meetings to discuss progress. We had a large positive response by families who attended meetings and followed-up with requests for summer camp and/or other supports. Packets were sent to PK-2 parents, and some grade 3 parents, with instructions on how to use high frequency word sets to support greater fluency. Videos were made in English and Spanish, and links were provided to all families.			
Sustainability	4/29/2021 Faculty will need to continue to make personal contact with families a priority through whatever means works best for families.			

Comprehensive Progress Report

Mission: We at Cullowhee Valley believe that every child has unique qualities that make him or her an important part of a bigger story. Therefore, our mission is to provide a learning environment that celebrates and supports the individual, grows an awareness of connections between self and others, and provides skills that open and expand visions of future opportunities.

Vision: Our students are prepared to achieve their personal best as contributing members of their communities.

Goals:

K-3 students will receive small group interventions to support growth and close learning gaps.

45% of our students will demonstrate proficiency (level 3, 4, or 5) on the End-of-Grade Reading tests for year 2024.

52% of students will demonstrate proficiency (level 3, 4 or 5) on the End-of-Grade Mathematics test by the year 2024.

50% of students will demonstrate proficiency (levels 3, 4, or 5) on the End-of-Grade Science test by the end of year 2024



! = 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>			<p>District Testing Coordinator of meets with the administration team 4x per year.</p> <p>Administration and Instructional Coach meet with grade-level groups.</p> <p>The student support team analyzes data from 6-8 Thumbs meetings to determine social/emotional needs of students.</p> <p>Grade-level teacher teams meet weekly with administration to develop plans of action based on data.</p> <p>Instructional Coach meets with grade level teacher teams to develop lesson plans that are standard based, address what students should know, and rigorous.</p> <p>The Instructional Coach and grade level teams K-3 analyze data to develop appropriate interventions for students.</p>	Limited Development 01/26/2022		
<i>How it will look when fully met:</i>			Grade level teams will teach, assess, analyze and plan instruction to improve student achievement. 80% of students will be proficient in math and reading.		Holly Whisnant	05/24/2024
<i>Actions</i>				5 of 9 (56%)		
	10/15/23	Meet with Adam Holt to review data from 22/23 year.		Complete 07/19/2023	Holly Whisnant	07/19/2023
<i>Notes:</i>						
	10/15/23	Adam Holt meets with teachers to discuss previous years data.		Complete 08/14/2023	Holly Whisnant	08/14/2023
<i>Notes:</i>						
	10/15/23	Administration meets with Adam Holt to discuss data and release of school report card score.		Complete 09/11/2023	Holly Whisnant	09/11/2023
<i>Notes:</i>						
	10/15/23	Administration meets with Adam Holt to discuss EVAAS data.		Complete 09/29/2023	Holly Whisnant	09/29/2023
<i>Notes:</i>						
	10/15/23	Administration meets with Adam Holt to discuss SchoolNet.		Complete 09/29/2023	Josh Watson	09/29/2023
<i>Notes:</i>						

	10/15/23	Adam Holt will come and meet with faculty to discuss SchoolNet how-to.		Josh Watson	12/19/2023	
Notes:						
	10/15/23	Administration will meet with teachers to discuss data and actions for that data that was analyzed.		Holly Whisnant	05/24/2024	
Notes:						
	10/15/23	Instructional Coach will meet weekly to plan lessons that are standard based, address what students should know and are rigorous.		Jennifer Patten	05/24/2024	
Notes:						
	10/15/23	THUMBS meetings will be held with middles school to stay abreast of attendance, academic, behavior, and counseling concerns of students.		Julie Lambert	05/24/2024	
Notes:						
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:		PBIS (4 Respects) - expectations throughout the school are taught, rehearsed, and recognized in every classroom. The SIT team has reviewed and updated schoolwide expectations matrix. New posters will be printed and posted throughout the school as reminders for expectations. Expectations are shared with parents through a beginning of the year PBIS contract that parents and students sign.		Limited Development 10/27/2021		
How it will look when fully met:		Students will know and understand the 4 respects that show "Wolf Pride". Wolf Pride posters with expectations will be posted around the school to remind students of expectations in the different areas of the school. The new Matrix will be printed and given to ever teacher as well as displayed in the school in common areas. Students will earn "wolf bucks" for positive behavior. The school store "The Wolf Den" (school store) will be up and running.			Holly Whisnant	05/24/2024
Actions			5 of 8 (62%)			
	10/15/23	Create Wolf Bucks	Complete 07/21/2023	Holly Whisnant	08/10/2023	
Notes:						
	10/15/23	Create wolf buck criteria	Complete 07/21/2023	Holly Whisnant	08/10/2023	
Notes:						
	10/15/23	SIT reviews matrix changes and takes back to grade level teams.	Complete 08/14/2023	Holly Whisnant	08/14/2023	
Notes:						

10/15/23	PBIS contract sent home for signatures.	Complete 08/25/2023	Holly Whisnant	08/25/2023
	<i>Notes:</i>			
10/15/23	SIT members revise matrix with suggestions and finalize	Complete 09/12/2023	Holly Whisnant	09/12/2023
	<i>Notes:</i>			
10/15/23	Print expectation posters and display throughout the school.		Holly Whisnant	12/21/2023
	<i>Notes:</i>			
10/15/23	The "Wolf Den" (school store) will be up and running.		Julie Lambert	02/14/2024
	<i>Notes:</i>			
10/15/23	Random Acts of Kindness Challenge will be held weekly		Holly Whisnant	05/24/2024
	<i>Notes:</i>			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Grade levels meet on weekly basis. Instructional Coach meets with grade levels on a weekly/bi-weekly basis about pacing and data to drive instruction. Instruction is partially aligned at this point.	Limited Development 09/27/2016		
<i>How it will look when fully met:</i>			<p>All core subject areas (ELA, Math, Science, and Social Studies) have pacing guides that are common to each grade level. Pacing guides are developed during Professional Learning Communities by the grade level teams through a thorough review of the NC Standard Course of Study, Unpacked Standards, vertical grade-level standards, state assessments, and state-released tests. Representatives from each grade level participate in system-wide planning. Instruction is aligned with NCSCOS Standards and objectives. Grade levels will meet weekly, planning instructional strategies aligned with the pacing guides. Assessments are given and the resulting data is analyzed. Formal and informal classroom observations confirm that pacing guides are being followed.</p> <p>This year (2023 - 2024) progress is evaluated to determine areas of focus. Our Instructional Coach works with K-4 teachers on Foundations, Heggerty, and Wit & Wisdom as they implement to fidelity. K-8 teachers work with the Instructional Coach to develop standard based, rigorous lessons.</p> <p>PLCs are held with grade level teams on a bi-weekly basis. Focus is on standards, assessment, and acting on the analysis of assessment data.</p>		Holly Whisnant	05/23/2024
Actions				141 of 144 (98%)		
	11/22/16	September ELA PLC		Complete 09/12/2016	Melanie Jacobs	09/12/2016
	<i>Notes:</i>					
	11/22/16	September Math PLC		Complete 09/26/2016	Melanie Smathers	09/26/2016
	<i>Notes:</i>					
	10/28/16	Middle School Math PLC's District Meeting for implementation/Common Pacing		Complete 10/04/2016	Melanie Smathers	10/04/2016
	<i>Notes:</i>					

11/22/16	October ELA PLC	Complete 10/10/2016	Melanie Jacobs	10/10/2016
	<i>Notes:</i>			
10/28/16	Middle School SS Release Team Planning Days	Complete 09/13/2016	Danielle Willett	10/12/2016
	<i>Notes:</i>			
10/28/16	County wide Math PLC-Math Curriculum development	Complete 10/04/2016	Kathryn Kantz	10/14/2016
	<i>Notes:</i>			
11/22/16	October Math PLC	Complete 10/24/2016	Melanie Smathers	10/24/2016
	<i>Notes:</i>			
11/22/16	K-1 County Wide PLC	Complete 11/08/2016	Debbi Madill	11/08/2016
	<i>Notes:</i>			
11/8/16	1st grade county wide PLC at the county office	Complete 11/08/2016	Trish Mincey	11/08/2016
	<i>Notes:</i>			
10/28/16	District Resource Alignment for middle School math teachers	Complete 11/09/2016	Stephanie Ammons	11/09/2016
	<i>Notes:</i>			
11/8/16	IXL Renewal for K-2 and 3-8	Complete 11/07/2016	Kathryn Kantz	11/10/2016
	<i>Notes:</i>			
11/8/16	November ELA PLC	Complete 11/14/2016	Melanie Jacobs	11/14/2016
	<i>Notes:</i>			
11/28/16	2nd grade county PLC	Complete 11/22/2016	Eileen Richards	11/22/2016
	<i>Notes:</i>			
11/8/16	November Math PLC	Complete 11/28/2016	Melanie Smathers	11/28/2016

Notes: AGENDA

Math PLC Meeting: Grades 4-8

Monday, November 28, 2016

I. Pacing Guides: Compare our guides to see how we are aligned with our teaching.

II. County-Wide PLC focused on Investigations/Connected Math.

a. Feedback

b. Suggestions

Next meeting: January 23rd

Topics: 1. AIG Math: Danielle Willett

2.

3.

11/8/16 Moby Max Resources for 3-8

Complete 11/16/2016

Kathryn Kantz

11/30/2016

Notes: School License was purchased for teachers to use as a supplemental resource.

11/8/16 December ELA PLC

Complete 12/12/2016

Melanie Jacobs

12/12/2016

Notes:

12/20/16 K-5 County office math PLC

Complete 12/16/2016

Melanie Smathers

12/16/2016

Notes:

11/8/16 January Math PLC

Complete 01/23/2017

Melanie Smathers

01/23/2017

Notes: Data development and planning for success

10/28/16 District resource alignment for middle school math teachers

Complete 01/27/2017

Stephanie Ammons

01/27/2017

Notes: Common pacing was made to use for the 2017-18 school year. Benchmarks will be based off of this pacing next year.

2/21/17 Grade level planning days for CASE data implementation plans

Complete 02/14/2017

Kathryn Kantz

02/14/2017

Notes:

3/21/17 3-5 Math county meeting at NCCAT

Complete 03/17/2017

Melanie Smathers

03/17/2017

Notes:

4/11/17 Reading with Malcolm and Mountain Faith

Complete 04/10/2017

Kathryn Kantz

04/10/2017

Notes:

10/28/16 Grade level release planning days at NCCAT

Complete 05/16/2017

Kathryn Kantz

05/31/2017

<i>Notes:</i>				
10/28/16	County-wide PLC's	Complete 05/16/2017	Kathryn Kantz	05/31/2017
<i>Notes:</i>				
9/29/16	At k-3 Math PLC pacing guides will be developed during Professional Learning Communities by the grade level teams through a thorough review of the NC Standard Course of Study, Unpacked Standards, vertical grade level standards, state assessments, and state released tests. Grade level meetings will meet weekly, planning instructional strategies aligned with the pacing guides. Assessments will be developed and the resulting data analyzed.	Complete 05/16/2017	Kathryn Kantz	05/31/2017
<i>Notes:</i> Pacing guide development is primary focus of PLC at this time.				
10/4/16	K-3 Reading PLC will meet on a monthly basis to examine and align with reading, writing, and word work goals.	Complete 05/16/2017	Rebecca Middleton	05/31/2017
<i>Notes:</i> Begin with training in Guided Reading Instruction and alignment of Word Work for each grade level.				
10/4/16	4-8 Math PLC will meet monthly to ensure continued alignment of instruction to NCSCOS.	Complete 05/16/2017	Melanie Smathers	05/31/2017
<i>Notes:</i> Focus on Differentiation initially.				
9/29/16	4-8 ELA Professional Learning Community meets to learn about and plan for a balanced literacy program.	Complete 05/16/2017	Melanie Jacobs	05/31/2017
<i>Notes:</i> PLC will focus on components of a balanced literacy program and research-based instructional methods.				
10/18/16	3-8 Benchmarks will be given Mid-year and end of the year to gather math/ELA/Science data.	Complete 05/16/2017	Melanie Jacobs	06/14/2017
<i>Notes:</i> Benchmarks will be given for students and data will be analyzed for student achievement.				
9/15/17	TERK Investigation Math Training	Complete 08/25/2017	Crystal Johnson	07/28/2017
<i>Notes:</i>				
9/13/17	Math team-create binders with resources and unpacking for each teacher	Complete 08/14/2017	Melanie Smathers	08/21/2017
<i>Notes:</i>				
9/13/17	Create ELA binders with essential resources for every teacher	Complete 08/14/2017	Melanie Jacobs	08/21/2017
<i>Notes:</i>				
9/15/17	presented "Tapping into Their Talent" at the Fostering Creativity Conference at WCU	Complete 09/09/2017	PaulaFox	09/09/2017
<i>Notes:</i>				

9/28/17	Bi-monthly PLC-September 1	Complete 09/12/2017	Melanie Jacobs	09/12/2017
	Notes:			
9/15/17	Provide staff with grid to investigate the unpacking curriculum documents.	Complete 08/25/2017	Kathryn Kantz	09/15/2017
	Notes:			
9/15/17	Entrepreneurship for elementary workshop	Complete 09/15/2017	Carly Borchelt	09/15/2017
	Notes:			
9/28/17	Bi-monthly PLC September 2	Complete 09/26/2017	Kathryn Kantz	09/26/2017
	Notes:			
9/28/17	4th grade math planning day	Complete 09/27/2017	Taylor Medford	09/27/2017
	Notes:			
9/28/17	3rd grade planning day	Complete 09/28/2017	Erin McDaniel	09/28/2017
	Notes:			
9/28/17	Bi-monthly PLC	Complete 10/10/2017	Kathryn Kantz	10/10/2017
	Notes:			
10/19/17	K/1 county PLC	Complete 10/12/2017	K-1 teachers	10/12/2017
	Notes:			
10/19/17	3/4 county PLC	Complete 10/19/2017	3rd and 4th grade teachers	10/19/2017
	Notes:			
11/2/17	2/3 county PLC	Complete 11/02/2017	2 and 3 grade teachers	11/02/2017
	Notes:			
11/14/17	Fall Benchmark	Complete 10/27/2017	Melanie Jacobs	11/09/2017
	Notes:			
11/14/17	1st grade planning time	Complete 11/13/2017	1st grade teachers	11/13/2017
	Notes:			
1/23/18	4th and 5th grade CO PLC	Complete 12/07/2017	4th and 5th grade teachers	12/07/2017
	Notes:			
1/23/18	7th grade ASSISTments preview	Complete 01/11/2018	Stephanie Ammons	01/11/2018
	Notes:			
2/15/18	STEM Fair	Complete 01/19/2018	Lora Cox	01/15/2018

<i>Notes:</i>				
1/23/18	Middle School Math Training-Connected Math	Complete 01/19/2018	Melanie Smathers	01/17/2018
<i>Notes:</i>				
1/23/18	2nd and 3rd grade CO PLC	Complete 01/25/2018	2nd and 3rd grade teachers	01/25/2018
<i>Notes:</i>				
2/15/18	2nd/3rd grade county PLC	Complete 01/25/2018	2nd and 3rd grade teachers	01/25/2018
<i>Notes:</i>				
2/15/18	K/1st county PLC	Complete 02/01/2018	Kindergarten and 1st grade teachers	02/01/2018
<i>Notes:</i>				
2/15/18	Half day math planning day for individualized learning plans for students based on benchmark data	Complete 02/14/2018	Melanie Smathers	02/14/2018
<i>Notes:</i>				
2/15/18	4th/5th grade county wide PLC	Complete 02/15/2018	4th and 5th grade teachers	02/15/2018
<i>Notes:</i>				
2/5/18	Vocabulary shared in morning bulletin for all areas to see.	Complete 02/09/2018	Pamela Wood	02/15/2018
<i>Notes:</i>				
2/5/18	Vocabulary involved in the special area classes regularly for individual grade levels.	Complete 02/15/2018	Melanie Jacobs	02/15/2018
<i>Notes:</i>				
2/15/18	Regional STEM Fair	Complete 02/08/2018	Melanie Smathers	02/15/2018
<i>Notes:</i>				
2/15/18	Reading Fair	Complete 03/01/2018	Tammy Cabe	03/01/2018
<i>Notes:</i>				
4/11/18	Literacy in the mountains presentation by the Ammons' sisters	Complete 03/01/2018	Cabe	03/01/2018
<i>Notes:</i>				
4/11/18	Title 1 books provided at WHEE Shine	Complete 03/01/2018	Rebecca Middleton	03/01/2018
<i>Notes:</i>				
4/11/18	Go through STAR Math data and the features of the program	Complete 04/10/2018	Saghy	04/10/2018
<i>Notes:</i>				

4/11/18	Start cursive in 2nd grade after Christmas and followed through in higher grades.	Complete 04/06/2018	2nd grade teachers	04/15/2018
<i>Notes:</i>				
9/13/17	Weekly grade level meetings	Complete 04/06/2018	Kathryn Kantz	05/25/2018
<i>Notes:</i>				
9/13/17	bi-monthly PLC meetings	Complete 04/13/2018	Kathryn Kantz	05/29/2018
<i>Notes:</i>				
2/15/18	Align writing samples and the rubric grading	Complete 03/27/2018	Melanie Jacobs	06/16/2018
<i>Notes:</i>				
9/28/17	Vocabulary on the morning bulletin	Complete 10/18/2017	Pamela Wood	08/10/2018
<i>Notes:</i>				
9/10/18	STAR Math assessment training	Complete 08/15/2018	Melanie Smathers	08/20/2018
<i>Notes:</i>				
11/5/18	2nd grade county PLC	Complete 09/10/2018	2nd grade teachers	09/10/2018
<i>Notes:</i>				
11/5/18	3rd grade county PLC	Complete 09/13/2018	3rd grade teachers	09/13/2018
<i>Notes:</i>				
11/5/18	4th grade county PLC	Complete 09/17/2018	4th grade teachers	09/17/2018
<i>Notes:</i>				
11/5/18	5th grade county PLC	Complete 09/20/2018	5th grade teachers	09/20/2018
<i>Notes:</i>				
11/5/18	Kindergarten County PLC	Complete 09/24/2018	Kindergarten Teachers	09/24/2018
<i>Notes:</i>				
11/5/18	6-8 math county PLC	Complete 10/01/2018	middle school math teachers	10/01/2018
<i>Notes:</i>				
11/5/18	1st grade county PLC	Complete 10/11/2018	1st grade teachers	10/11/2018
<i>Notes:</i>				
11/5/18	6-8 middle school ELA county PLC	Complete 10/11/2018	middle school ELA teachers	10/11/2018
<i>Notes:</i>				
9/10/18	Star Math assessments in 2-8	Complete 10/12/2018	Math Teachers	10/20/2018

Notes:				
10/18/16	Grades 3-5 county-wide PLC	Complete 10/04/2016	Melanie Smathers	10/24/2018
Notes: Teachers from the county will gather together to talk and revamp the pacing guides and resources using our new materials.				
11/5/18	5 and 8 science county PLC	Complete 10/25/2018	Cox and Crisp	10/25/2018
Notes:				
9/28/17	Vocabulary Development weekly across grade levels	Complete 12/08/2017	Melanie Jacobs	10/26/2018
Notes:				
11/5/18	2nd grade county PLC	Complete 11/01/2018	2nd grade teachers	11/01/2018
Notes:				
11/5/18	Kindergarten county PLC	Complete 11/05/2018	Kindergarten Teachers	11/05/2018
Notes:				
11/5/18	1st grade county PLC	Complete 11/08/2018	1st grade teacher	11/08/2018
Notes:				
11/5/18	PLC instruction on how to hold a valuable and meaningful PLC by Brent Speckhart	Complete 10/30/2018	Kathryn Kantz	11/11/2018
Notes:				
11/5/18	4th grade county PLC	Complete 11/26/2018	4th grade teachers	11/26/2018
Notes:				
11/5/18	5 and 8 science county PLC	Complete 11/26/2018	Cox and Crisp	11/26/2018
Notes:				
4/24/18	Teachers commit to teach writing and writing samples	Complete 11/13/2018	Melanie Jacobs	11/28/2018
Notes:				
11/5/18	5th grade county PLC	Complete 11/29/2018	5th grade teachers	11/29/2018
Notes:				
11/5/18	3rd grade county PLC	Complete 12/06/2018	3rd grade teachers	12/06/2018
Notes:				
11/5/18	6-8 middle school ELA county PLC	Complete 12/06/2018	middle school ELA teachers	12/06/2018
Notes:				
4/24/18	Implement cursive school wide-starting in 2nd grade	Complete 10/09/2018	Melanie Jacobs	12/15/2018
Notes:				

11/5/18	Third grade county PLC	Complete 01/14/2019	Third grade teachers	01/14/2019
	Notes:			
11/5/18	6-8 middle school math county PLC	Complete 01/17/2019	middle school math teachers	01/17/2019
	Notes:			
11/5/18	Kindergarten county plc	Complete 01/24/2019	Kindergarten teachers	01/24/2019
	Notes:			
11/5/18	First grade county PLC	Complete 01/28/2019	First grade teachers	01/28/2019
	Notes:			
11/5/18	Second grade county PLC	Complete 01/31/2019	Second grade teachers	01/31/2019
	Notes:			
11/5/18	5th and 8th science county PLC	Complete 01/31/2019	Cox and Crisp	01/31/2019
	Notes:			
11/5/18	6-8 grade ela county PLC	Complete 02/07/2019	Middle school ela teachers	02/07/2019
	Notes:			
11/5/18	6-8 grade math county PLC	Complete 02/25/2019	Middle school math teachers	02/25/2019
	Notes:			
11/5/18	Fifth grade county PLC	Complete 03/04/2019	Fifth grade teachers	03/04/2019
	Notes:			
9/10/18	Spring STAR Math assessment	Complete 03/08/2019	Math teachers	03/08/2019
	Notes:			
11/5/18	Curriculum Reps will gather materials for Whee Steam	Complete 03/14/2019	Grade level Reps	03/14/2019
	Notes:			
11/5/18	Fourth grade county PLC	Complete 03/25/2019	Fourth grade teachers	03/25/2019
	Notes:			
10/28/16	Curriculum Committee meetings	Complete 05/16/2017	Melanie Jacobs	03/27/2019
	Notes:			
11/5/18	5th and 8th grade county PLC	Complete 03/28/2019	Cox and Crisp	03/28/2019
	Notes:			

11/5/18	6-8 grade county PLC	Complete 04/04/2019	Middle school math teachers	04/04/2019
<i>Notes:</i>				
11/5/18	6-8 grade ela county PLC	Complete 04/11/2019	Middle school ela teachers	04/11/2019
<i>Notes:</i>				
11/5/18	First grade county PLC	Complete 04/11/2019	First grade teachers	04/11/2019
<i>Notes:</i>				
4/11/18	Whee STEAM	Complete 03/14/2019	Tammy Cabe	04/15/2019
<i>Notes:</i>				
11/5/18	Fifth grade county PLC	Complete 04/25/2019	Fifth grade teachers	04/25/2019
<i>Notes:</i>				
11/5/18	Fourth grade county PLC	Complete 04/29/2019	Fourth grade teachers	04/29/2019
<i>Notes:</i>				
11/5/18	Third grade county PLC	Complete 05/02/2019	Third grade teachers	05/02/2019
<i>Notes:</i>				
11/5/18	Kindergarten county PLC	Complete 05/06/2019	Kindergarten teachers	05/06/2019
<i>Notes:</i>				
11/5/18	Second grade county PLC	Complete 05/09/2019	Second grade teachers	05/09/2019
<i>Notes:</i>				
9/16/19	iReady training	Complete 08/14/2019	K-8 math teachers	08/15/2019
<i>Notes:</i>				
9/16/19	iStation Training	Complete 08/16/2019	Jennifer Patten	08/16/2019
<i>Notes:</i>				
9/16/19	2nd grade county PLC	Complete 09/05/2019	2nd grade teachers	09/05/2019
<i>Notes:</i>				
9/16/19	3rd grade county PLC	Complete 09/09/2019	3rd grade teachers	09/09/2019
<i>Notes:</i>				
9/16/19	4th and 5th grade county PLC	Complete 09/12/2019	4th and 5th grade teachers	09/12/2019
<i>Notes:</i>				

9/16/19	Lead teacher county PLC	Complete 09/19/2019	Jennifer Patten	09/19/2019
	Notes:			
9/16/19	AIG county PLC	Complete 09/23/2019	P. Fox	09/23/2019
	Notes:			
9/16/19	Social Workers county PLC	Complete 09/26/2019	social workers	09/26/2019
	Notes:			
9/16/19	iStation beginning of school diagnositc	Complete 09/27/2019	Jennifer Patten	10/01/2019
	Notes:			
9/16/19	EC county PLC	Complete 10/07/2019	EC teachers	10/07/2019
	Notes:			
9/16/19	Lead teacher county PLC	Complete 11/14/2019	Jennifer Patten	11/14/2019
	Notes:			
9/16/19	Kindergarten county PLC	Complete 01/09/2020	kindergarten teachers	01/09/2020
	Notes:			
9/16/19	1st grade county PLC	Complete 01/13/2020	1st grade teachers	01/13/2020
	Notes:			
9/16/19	2nd grade county PLC	Complete 01/16/2020	2nd grade teachers	01/16/2020
	Notes:			
9/16/19	Lead teacher county PLC	Complete 01/16/2020	Jennifer Patten	01/16/2020
	Notes:			
9/16/19	3rd Grade county PLC	Complete 01/23/2020	3rd grade teachers	01/23/2020
	Notes:			
9/16/19	4th and 5th grade county PLC	Complete 01/30/2020	4th and 5th grade teachers	01/30/2020
	Notes:			
9/16/19	EC County PLC	Complete 02/06/2020	EC Teachers	02/06/2020
	Notes:			
9/16/19	EL County PLC	Complete 02/10/2020	L. Dean	02/10/2020
	Notes:			
9/16/19	Lead teacher county PLC	Complete 02/13/2020	Jennifer Patten	02/13/2020
	Notes:			
9/16/19	AIG County PLC	Complete 02/20/2020	P. Fox	02/20/2020

<i>Notes:</i>				
11/5/18	Communicate and recruit community representatives to present at Whee Steam	Complete 03/25/2020	Kathryn Kantz	03/25/2020
<i>Notes:</i> Community members represented the school for Whee Steam. Duke Energy and Nadine James and Susan Rockwell represented the county with memoirs.				
4/11/18	Gather technology resources to use in classrooms.	Complete 08/03/2020	Kathryn Kantz	08/01/2020
<i>Notes:</i> County office supplied resources and training for Remote Learning.				
4/11/18	Create a basic math assessment for basic algorithms.	Complete 11/16/2020	Kathryn Kantz	11/15/2020
<i>Notes:</i>				
4/24/18	In house technology PD	Complete 09/01/2020	Kathryn Kantz	03/16/2021
<i>Notes:</i> Due to Remote Learning, County Office has provided technology PD's for all schools.				
10/27/21	Wit & Wisdom Administration Training September 8, 2021	Complete 09/08/2021	Jennifer Patten	09/08/2021
<i>Notes:</i>				
2/15/18	Use benchmark data to establish individualized ELA goals	Complete 06/03/2022	Jennifer Patten	01/08/2022
<i>Notes:</i> Use iReady and NC Check-Ins will be used to determine student progress and teacher instructional focus.				
10/27/21	Teachers are completing Lesson Plan Skeletons weekly in order to support continued team planning and pacing	Complete 06/03/2023	Jennifer Patten	06/15/2023
<i>Notes:</i>				
10/8/23	PLC meetings will be held on a biweekly basis to address standards, assess standards and act on the analysis of the assessment to drive further instruction.		Holly Whisnant	05/23/2024
<i>Notes:</i>				
10/10/23	Grade level and content area teachers meet weekly with the instructional coach to plan, develop, and implement standard based, rigorous lessons.		Jennifer Patten	05/23/2024
<i>Notes:</i>				
10/16/20	Purchase touch screen active boards with technology funds.		Holly Whisnant	06/15/2024
<i>Notes:</i> Waiting on funding				

		A2.14	Units of instruction include specific learning activities aligned to objectives.(5104)	Implementation Status	Assigned To	Target Date
		Initial Assessment:	Planning meetings and PLCs will take place to establish the standard for teaching standards based lessons, assessing learning, analyzing data, and acting on that data analysis to improve teaching and student learning.	Limited Development 10/27/2021		
		How it will look when fully met:	Students are engaged in rigorous learning activities daily. Students develop familiarity with the structure, vocabulary, and other essential components of curriculum programs. 80% of students scoring at grade level or above. Teachers are fully trained and are implementing curriculum programs to fidelity. Administration and the instructional coach monitor instruction to ensure curriculum is being taught to fidelity.		Holly Whisnant	06/01/2026
Actions				0 of 4 (0%)		
	10/15/23		Instructional coach team teaches with teachers during Heggerty, Foundations, and Wit Wisdom to reinforce curriculum aspects of each program to ensure they are being taught to fidelity.		Jennifer Patten	05/24/2024
		<i>Notes:</i>				
	10/15/23		Grade level teams attend district PLCs throughout the year.		Laura Dills/Angie Dills	05/24/2024
		<i>Notes:</i>				
	10/15/23		Administration conduct NCEES observations providing teachers with specific feedback.		Josh Watson	05/24/2024
		<i>Notes:</i>				
	10/15/23		Administration and Instructional Coach will develop a PLC/ planning meeting structure to maintain the teach, access, analyze, and act process.		Holly Whisnant	05/24/2024
		<i>Notes:</i>				

		A2.22	All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.(5321)	Implementation Status	Assigned To	Target Date
Initial Assessment:			90 minute block training for ELA. Commitment to Foundations, LETRS, Heggerty, and Wit & Wisdom in elementary classrooms. Middle school teachers will commit to Wit & Wisdom as their main curriculum as well as building students content knowledge. Vocabulary will be taught in each grade level to improve student communication (listening, speaking, reading writing) and achievement.	Limited Development 09/12/2018		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			90 minute Literacy blocks are dedicated in the master schedule. Teachers understand the need to build student's literacy skills in all subject areas as well as the need to build student content knowledge.		Holly Whisnant	05/24/2024
Actions				11 of 13 (85%)		
11/5/18	Implement cursive starting in 2nd grade			Complete 10/05/2018	Teachers	10/10/2018
<i>Notes:</i>						
11/5/18	Turn over writing portfolio responsibilities to Middleton			Complete 12/20/2018	Rebecca Middleton	12/15/2018
<i>Notes:</i>						
11/5/18	Teachers embrace the use and implementation of cursive writing			Complete 02/01/2019	Teachers	02/02/2019
<i>Notes:</i>						
5/1/19	4th grade writing kick off at SMHS			Complete 04/04/2019	S. McMahan	04/05/2019
<i>Notes:</i>						
5/1/19	4th grade writing initiative			Complete 05/01/2019	4th grade teachers	05/01/2019
<i>Notes:</i>						
11/5/18	CVS will continue to require writing portfolios for each student to showcase this commitment to writing.			Complete 08/13/2019	Rebecca Middleton	06/25/2019
<i>Notes:</i>						
8/27/19	Bands of complexity training			Complete 08/13/2019	Patten	08/13/2019
<i>Notes:</i>						
8/27/19	Bands of complexity student training			Complete 09/13/2019	Patten	09/15/2019

<i>Notes:</i>				
8/27/19	Implement writer's workshop K-2	Complete 09/13/2019	McMahan	10/10/2019
<i>Notes:</i>				
10/16/20	Priority Standards and their Learning Targets - Reading	Complete 06/01/2020	All Staff	01/08/2021
<i>Notes:</i> Pay attention to verbiage of the standards per grade level. Tie reading and writing together to work towards transference skills. Use academic vocabulary in the classroom.				
10/15/23	Master schedule allows for 90 literacy blocks.	Complete 07/14/2023	Josh Watson	07/15/2023
<i>Notes:</i>				
10/15/23	Wit & Wisdom Modules are taught.		Jennifer Patten	05/24/2024
<i>Notes:</i>				
10/15/23	Content areas are being taught in order to build background knowledge and vocabulary.		Josh Watson	05/24/2024
<i>Notes:</i>				
Implementation:		10/27/2021		
Evidence	10/27/2021 Lesson plans are submitted weekly and pacing guides have been developed.			
Experience	10/27/2021 All teachers refer to the Standard Course of Study when planning instruction.			
Sustainability	10/27/2021 Teachers will be learning to use new programs and ensuring alignment with the SCS.			

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>			Culowhee Valley is continuing to implement MTSS. JCPS has created universal forms to document intervention and track progress. ESSERS III funds are being utilized to provide instructional support staff to help implement interventions for grades 1-4. An MTSS team consults with teachers to develop interventions and monitor progress. Assessment data is reviewed and shared with teachers for planning purposes.	Limited Development 09/27/2016		
<i>How it will look when fully met:</i>			The MTSS team meets regularly with teachers to plan and monitor interventions targeted to support students' academic and emotional needs.		Holly Whisnant	05/23/2024
Actions				68 of 70 (97%)		
	9/15/17	June MTSS Implementation		Complete 06/16/2017	Rebecca Middleton	06/15/2017
	<i>Notes:</i>					
	9/13/17	Restructured 3rd grade's schedule		Complete 08/21/2017	Kathryn Kantz	08/21/2017
	<i>Notes:</i>					
	9/13/17	Extend every ELA block to double the time		Complete 08/22/2017	Kathryn Kantz	08/22/2017
	<i>Notes:</i>					
	9/15/17	MTSS Module 1 Training		Complete 09/18/2017	Rebecca Middleton	09/18/2017
	<i>Notes:</i>					
	10/11/17	Present to faculty about the CORE focus for MTSS-the shift		Complete 10/06/2017	MTSS Committee	10/06/2017
	<i>Notes:</i>					
	10/11/17	Prepare MTSS Core powerpoint		Complete 10/03/2017	Amanda Barkiewicz	10/13/2017
	<i>Notes:</i>					
	9/15/17	MTSS Module 1 October Training		Complete 10/26/2017	Rebecca Middleton	10/26/2017
	<i>Notes:</i>					
	9/15/17	MTSS Module 1 November Meeting		Complete 11/14/2017	Rebecca Middleton	11/14/2017
	<i>Notes:</i>					
	9/15/17	MTSS Module 1 February Training		Complete 02/15/2018	Rebecca Middleton	02/15/2018
	<i>Notes:</i>					
	9/13/17	After school math tutoring		Complete 02/01/2018	Melanie Smathers	02/28/2018

<i>Notes:</i>				
9/15/17	MTSS Module 1 March Training	Complete 03/22/2018	Rebecca Middleton	03/22/2018
<i>Notes:</i>				
9/15/17	MTSS Module 1 April Training	Complete 04/19/2018	Rebecca Middleton	04/19/2018
<i>Notes:</i>				
4/24/18	Assess 2nd grade basic math skills	Complete 02/23/2018	Kathryn Kantz	04/20/2018
<i>Notes:</i>				
9/10/18	August Fire Drill	Complete 08/24/2018	Kathryn Kantz	08/31/2018
<i>Notes:</i>				
9/10/18	Update safety plan	Complete 08/28/2018	Kathryn Kantz	09/10/2018
<i>Notes:</i>				
9/10/18	Present safety plan to all staff	Complete 08/28/2018	Day and safety committee	09/10/2018
<i>Notes:</i> Present more details as needed				
9/10/18	September Fire Drill	Complete 09/28/2018	Kathryn Kantz	09/28/2018
<i>Notes:</i>				
9/10/18	October Fire Drill	Complete 10/29/2018	Kathryn Kantz	10/31/2018
<i>Notes:</i>				
4/11/18	Standard way to assess and document different interventions	Complete 10/23/2018	Rebecca Middleton	11/25/2018
<i>Notes:</i>				
4/24/18	Assess needs for tutors in K-2	Complete 12/07/2018	Rebecca Middleton	12/10/2018
<i>Notes:</i>				
9/10/18	Fall Lock down drill	Complete 12/12/2018	Rebecca Middleton	12/30/2018
<i>Notes:</i>				
9/29/16	MTSS leader reviews data on struggling students and meets with grade level groups to design strategies to address student needs.	Complete 01/18/2019	Rebecca Middleton	01/26/2019
<i>Notes:</i> MTSS Committee Leader should continue to meet with grade level teachers to design interventions and monitor success.				
2/21/17	Address MClass and intervention strategies-use faculty meetings, PLC's, or grade level meetings to teach intervention strategies	Complete 02/08/2019	Kathryn Kantz	02/09/2019
<i>Notes:</i>				
2/1/18	New form to gather information for tier paperwork	Complete 12/05/2018	Rebecca Middleton	03/25/2019
<i>Notes:</i>				

11/5/18	Establish theme for Whee Shine/Whee Steam.	Complete 10/12/2018	Curriculum committee	03/25/2019
<i>Notes:</i>				
9/10/18	Tornado Drill	Complete 03/15/2019	Kathryn Kantz	03/30/2019
<i>Notes:</i>				
9/16/19	CPI Training	Complete 08/16/2019	Select teachers	08/17/2019
<i>Notes:</i>				
9/16/19	Kindergarten county PLC	Complete 08/26/2019	Kindergarten teachers	08/26/2019
<i>Notes:</i>				
9/16/19	1st grade county PLC	Complete 08/29/2019	1st grade teachers	08/29/2019
<i>Notes:</i>				
2/1/18	Intervention information more available for teachers	Complete 08/16/2019	Rebecca Middleton	09/01/2019
<i>Notes:</i>				
9/16/19	Nurses county PLC	Complete 09/12/2019	T. Sutton	09/12/2019
<i>Notes:</i>				
9/16/19	Counselors county PLC	Complete 09/16/2019	Walawender and Bullock	09/16/2019
<i>Notes:</i>				
9/16/19	Social Workers County PLC	Complete 09/26/2019	L. Jicha	09/26/2019
<i>Notes:</i>				
9/16/19	iReady beginning of the year math diagnostic 3-8	Complete 09/13/2019	Melanie Smathers	09/30/2019
<i>Notes:</i>				
9/16/19	EC county PLC	Complete 10/07/2019	EC teachers	10/07/2019
<i>Notes:</i>				
1/27/20	Create new standardized sheets for MTSS	Complete 10/01/2019	Jennifer Patten	10/10/2019
<i>Notes:</i>				
9/16/19	CAST county PLC	Complete 10/14/2019	CAST members	10/14/2019
<i>Notes:</i>				
9/16/19	iReady assessment data monitoring	Complete 10/11/2019	Melanie Smathers	10/15/2019
<i>Notes:</i>				
9/30/19	BESS-behavior screener	Complete 10/11/2019	Walawender	10/15/2019
<i>Notes:</i>				

1/27/20	Present new sheets to staff through PLC	Complete 10/08/2019	Jennifer Patten	10/16/2019
	Notes:			
9/16/19	Social workers county PLC	Complete 11/04/2019	L. Jicha	11/04/2019
	Notes:			
9/16/19	Nurses county PLC	Complete 11/07/2019	T. Sutton	11/07/2019
	Notes:			
9/30/19	Grade level team meetings/planning days	Complete 11/11/2019	Grade level teachers	11/11/2019
	Notes:			
9/16/19	Counselors county PLC	Complete 11/18/2019	Walawender and Bullock	11/18/2019
	Notes:			
10/28/16	Enrichment math curriculum for higher performing/AIG math students	Complete 12/05/2019	Melanie Smathers	11/30/2019
	Notes: A list of resources to use for higher level math students to challenge them and grow on their level.			
9/16/19	CAST county PLC	Complete 12/05/2019	CAST members	12/05/2019
	Notes:			
9/16/19	EC county PLC	Complete 12/12/2019	EC teachers	12/12/2019
	Notes:			
9/30/19	MTSS will be the focus at 4th week of each month at grade level team meetings	Complete 12/12/2019	Jennifer Patten	12/12/2019
	Notes:			
9/30/19	Create a focus on growth mindset and the power of not yet	Complete 12/13/2019	Jennifer Patten	12/15/2019
	Notes:			
10/17/18	Evacuation Drill	Complete 11/14/2019	Rebecca Middleton	12/30/2019
	Notes:			
9/16/19	Counselors county PLC	Complete 01/09/2020	Walawender and Bullock	01/09/2020
	Notes:			
1/27/20	MTSS planning time/paperwork time through PLC	Complete 01/14/2020	Jennifer Patten	01/14/2020
	Notes:			
9/16/19	Nurses county PLC	Complete 01/23/2020	T. Sutton	01/23/2020
	Notes:			
1/27/20	Make standard MTSS sheet digital	Complete 01/10/2020	Jennifer Patten	01/25/2020

<i>Notes:</i>				
1/27/20	Present digital sheet to staff through PLC	Complete 01/14/2020	Jennifer Patten	01/25/2020
<i>Notes:</i>				
9/16/19	Social workers county PLC	Complete 01/27/2020	L. Jicha	01/27/2020
<i>Notes:</i>				
9/16/19	EC county PLC	Complete 02/06/2020	EC teachers	02/06/2020
<i>Notes:</i>				
9/16/19	CAST county PLC	Complete 02/24/2020	CAST members	02/24/2020
<i>Notes:</i>				
2/3/21	MTSS Advisory Team will be establish. It will meet weekly to review the needs and success of individual students. Teachers, EC staff, administrators, and support staff collaborate to determine next steps and interventions.	Complete 12/02/2020	Jennifer Patten	01/07/2021
<i>Notes:</i>				
10/16/20	Online Matrices	Complete 09/09/2020	Jennifer Patten	01/08/2021
<i>Notes:</i> Online matrices for reading, math, writing, behavior and speech have been created. Interventions will continue to be added. This will be ongoing for continual improvements.				
10/16/20	IXL Videos	Complete 09/15/2020	Jennifer Patten	01/08/2021
<i>Notes:</i> Library of instructional videos for IXL lessons in reading, focused on K-1. Videos will continue to be created and ongoing.				
10/16/20	IXL Diagnostic - Intervention Purpose	Complete 09/15/2020	Jennifer Patten	01/08/2021
<i>Notes:</i> IXL diagnostic assessment has been implemented to benefit teacher-student interaction with a focus on interventions. Individual teachers are responsible for using the iReady Next-Steps to determine IXL interventions.				
10/28/16	Honors math club	Complete 11/16/2016	Melanie Smathers	10/13/2021
<i>Notes:</i>				
9/13/17	Communication between EC support and regular ed teachers during PLC time	Complete 06/15/2022	Jennifer Patten	01/08/2022
<i>Notes:</i> EC and regular ed teachers continue to have separate PLCs. However, they collaborate during MTSS advisory team meetings.				
10/28/16	Math morning clubs	Complete 11/22/2016	Melanie Smathers	09/22/2022
<i>Notes:</i>				

10/8/23	Develop a schedule to use the instructional support assistants to help provide interventions to students.	Complete 08/16/2023	Holly Whisnant	08/16/2023
<i>Notes:</i>				
10/8/23	Train Instructional Support Assistants so that they deliver interventions correctly to students.	Complete 09/15/2023	Jennifer Patten	09/15/2023
<i>Notes:</i>				
10/8/23	Develop a progress monitoring calendar so that teachers are reminded when to complete progress monitoring.	Complete 09/15/2023	Jennifer Patten	09/15/2023
<i>Notes:</i>				
10/8/23	Create lesson plans for student support assistants in order to keep interventions focused and developmentally appropriate.		Jennifer Patten	05/23/2024
<i>Notes:</i>				
9/13/22	Train teachers to use District universal forms.		Holly Whisnant	06/15/2024
<i>Notes:</i>				

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Culowhee Valley is a PBIS school. COVID restrictions have created an increase in social and emotional needs. There is a delay in social-emotional development. SEL training, based on the CASEL Framework will be held - team members will lead faculty in a realization of social-emotional needs. The student support team meets weekly to review data and design interventions for needs of students. THUMBS meetings are being implemented in the middle school grade levels to stay abreast of student concerns. Middle school is teaching Character Strong (an SEL curriculum). Create a process for contacting parents when a student has several absences in a row. Create a process for informing parents about failing grades.	Limited Development 09/27/2016		
How it will look when fully met:			<p>All school faculty and staff take responsibility for teaching students "The 4 Respects." One faculty meeting each month will include SEL training for teachers. School Counseling team is implementing evidence based curriculum in social emotional learning, as well as providing services for individuals and groups according to their needs. Students and families are provided multiple options for mental health providers including school based therapist through Project AWARE, Meridian, HIGHTS, etc.</p> <p>6-8 teachers deliver Character Strong, a SEL curriculum, to students each week.</p>		Holly Whisnant	06/30/2024
Actions				111 of 115 (97%)		
	10/18/16	PBIS committee will attend a PBIS training provided by Jackson County.		Complete 09/22/2016	Anita Coggins	10/06/2016
		<i>Notes:</i> PBIS committee will gain knowledge over the philosophy and thinking behind PBIS. Teachers will gain more buy in from staff and reestablish procedures throughout the school for students to prevent behaviors.				
	10/18/16	PBIS presents an overview for faculty/staff.		Complete 10/03/2016	Anita Coggins	10/12/2016
		<i>Notes:</i> Introduce and buy-in for teachers for PBIS.				
	11/22/16	Bully Prevention Play at the Bardo Center at WCU		Complete 10/14/2016	Kathryn Kantz	10/14/2016
		<i>Notes:</i>				
	11/8/16	Monthly progress update to faculty-faculty meeting		Complete 11/07/2016	Anita Coggins	11/07/2016
		<i>Notes:</i>				
	11/22/16	6-8 Bystander Training through Guidance		Complete 11/11/2016	Karen Clarke	11/18/2016

<i>Notes:</i>				
11/22/16	Bus monitors assigned to help address bus behaviors.	Complete 11/07/2016	Kathryn Kantz	11/22/2016
<i>Notes:</i>				
11/8/16	Monthly update to faculty	Complete 02/06/2017	Anita Coggins	12/05/2016
<i>Notes:</i>				
11/8/16	Monthly update for faculty	Complete 02/06/2017	Anita Coggins	02/06/2017
<i>Notes:</i> Respect "brag" wall complete and ready to go.				
2/21/17	Behavior recognition wall to recognize great character	Complete 02/06/2017	Anita Coggins	02/06/2017
<i>Notes:</i>				
11/8/16	Monthly update to faculty	Complete 03/13/2017	Anita Coggins	03/06/2017
<i>Notes:</i> Update on the Behavior recognition wall.				
11/8/16	Monthly update to faculty	Complete 04/03/2017	Anita Coggins	04/03/2017
<i>Notes:</i>				
11/8/16	Monthly update to faculty	Complete 05/01/2017	Anita Coggins	05/01/2017
<i>Notes:</i>				
10/4/16	PBIS Team will present data analysis and tips for improving student behavior or dealing with students' emotional needs at each faculty meeting.	Complete 09/05/2017	Anita Coggins	05/31/2017
<i>Notes:</i>				
11/8/16	Final update for faculty for 2016-2017	Complete 06/06/2017	Anita Coggins	06/05/2017
<i>Notes:</i>				
10/28/16	Behavior recognition wall	Complete 02/06/2017	Anita Coggins	06/09/2017
<i>Notes:</i>				
9/13/17	Back to school presentation-Dana Tucker	Complete 08/14/2017	Anita Coggins	08/14/2017
<i>Notes:</i>				
9/13/17	Back to school PBIS Blast off	Complete 08/18/2017	Anita Coggins	08/18/2017
<i>Notes:</i>				
9/13/17	Pass out and post the behavior matrix to each teacher	Complete 08/18/2017	Anita Coggins	08/21/2017
<i>Notes:</i>				
9/13/17	Increase classroom guidance to weekly meetings	Complete 08/22/2017	Kathryn Kantz	08/22/2017
<i>Notes:</i>				
9/13/17	PBIS September update at faculty meeting	Complete 09/05/2017	Anita Coggins	09/05/2017

Notes:				
9/13/17	Recognize teachers for meeting cafeteria expectations	Complete 09/05/2017	Anita Coggins	09/05/2017
Notes:				
9/13/17	re-establish cafeteria expectations	Complete 09/01/2017	Anita Coggins	09/22/2017
Notes:				
9/13/17	Monitor and re-evaluate cafeteria expectations	Complete 09/01/2017	Anita Coggins	09/22/2017
Notes:				
9/13/17	PBIS team 2 day training	Complete 09/22/2017	Anita Coggins	09/29/2017
Notes:				
9/13/17	Implement students of the week	Complete 09/07/2017	Anita Coggins	09/29/2017
Notes:				
9/29/17	October Faculty Update	Complete 10/03/2017	Anita Coggins	10/03/2017
Notes:				
10/19/17	Update safety plans	Complete 10/18/2017	Stephanie Ammons	10/18/2017
Notes:				
10/11/17	PBIS tip of the month-October	Complete 10/11/2017	Anita Coggins	10/20/2017
Notes:				
10/19/17	Present drill information to teachers thoroughly	Complete 10/24/2017	Stephanie Ammons	10/27/2017
Notes:				
10/19/17	Train stakeholders for drills	Complete 10/24/2017	Safety Committee	10/31/2017
Notes:				
10/19/17	Box Top Contest	Complete 11/01/2017	Megan Brown	10/31/2017
Notes:				
10/19/17	Evacuation Drill	Complete 11/01/2017	Becca Day	11/03/2017
Notes:				
9/29/17	November Faculty Update	Complete 11/03/2017	Mary Allison	11/07/2017
Notes:				
10/19/17	Teacher incentives in place for using respect board	Complete 01/09/2018	Anita Coggins	11/30/2017
Notes:				
9/29/17	December Faculty Update	Complete 12/04/2017	Anita Coggins	12/05/2017
Notes:				
1/23/18	January Update for faculty	Complete 01/10/2018	Anita Coggins	01/12/2018

	Notes:			
1/23/18	February Monthly Update	Complete 02/13/2018	Anita Coggins	02/06/2018
	Notes:			
2/1/18	Positive books provided at WHEE Shine booth	Complete 03/01/2018	Megan Brown	03/01/2018
	Notes:			
2/1/18	Gather books for parents dealing with positive behaviors, emotions, and handling diversity	Complete 03/01/2018	PBIS	03/01/2018
	Notes:			
2/1/18	Prepare staff for lock down drill during a faculty meeting	Complete 03/06/2018	safety committee	03/10/2018
	Notes:			
2/15/18	March Monthly Update	Complete 03/16/2018	Anita Coggins	03/15/2018
	Notes:			
4/11/18	Provide magnets to each teacher for door to remained locked but easily removed in the case of a lockdown.	Complete 03/13/2018	Pamela Wood	03/15/2018
	Notes:			
9/13/17	EC social skills lunch groups	Complete 03/23/2018	Renee Stillwell	03/22/2018
	Notes:			
2/1/18	Plan lock down drill	Complete 03/13/2018	Safety committee	03/25/2018
	Notes:			
2/1/18	Lock down drill	Complete 03/13/2018	safety committee	03/25/2018
	Notes:			
4/11/18	Contact parents with information about safety precautions	Complete 03/23/2018	Kathryn Kantz	04/01/2018
	Notes:			
4/11/18	Add signs around the walking trail for trail closings during the school day.	Complete 04/04/2018	Taylor Medford	04/05/2018
	Notes:			
2/15/18	April Monthly Update	Complete 04/13/2018	Anita Coggins	04/15/2018
	Notes:			
2/15/18	May Monthly update	Complete 05/11/2018	Anita Coggins	05/15/2018
	Notes:			
4/24/18	Design t-shirt logo	Complete 05/18/2018	Tony Gibson	05/18/2018
	Notes:			
4/24/18	Organize box top trip	Complete 05/25/2018	Megan Brown	05/25/2018

Notes:				
4/24/18	Order PBIS t-shirts	Complete 06/01/2018	Mary Allison	06/06/2018
Notes:				
2/15/18	Boxtop contest	Complete 06/01/2018	Megan Brown	06/06/2018
Notes:				
4/24/18	Order the tree for respect to display	Complete 06/07/2018	Anita Coggins	06/15/2018
Notes:				
9/10/18	Back to school expectations presented to teachers.	Complete 08/13/2018	Kathryn Kantz	08/18/2018
Notes:				
4/24/18	Display Trees of respect throughout the building.	Complete 08/17/2018	Mary Allison	08/19/2018
Notes:				
9/10/18	PBIS information at Meet the teacher	Complete 08/16/2018	Anita Coggins	08/20/2018
Notes:				
9/12/18	Middle school guidance meets weekly	Complete 08/28/2018	Walawender	09/10/2018
Notes:				
9/12/18	Create a middle school guidance schedule	Complete 08/17/2018	Kathryn Kantz	09/10/2018
Notes:				
9/10/18	October tip for faculty	Complete 10/05/2018	Anita Coggins	10/10/2018
Notes:				
9/20/18	Review cafeteria expectations with staff	Complete 10/05/2018	Anita Coggins	10/19/2018
Notes:				
10/28/16	Monthly presentation at faculty meetings	Complete 05/16/2017	Anita Coggins	10/23/2018
Notes:				
9/20/18	Email staff about PBIS update	Complete 09/21/2018	Anita Coggins	10/25/2018
Notes:				
9/20/18	Remind staff to nominate for rooted in respect wall	Complete 09/21/2018	Anita Coggins	11/11/2018
Notes:				
10/28/16	Behavior grid posted throughout the school	Complete 08/18/2017	Anita Coggins	11/28/2018
Notes:				
12/5/18	Lockdown Drill	Complete 12/03/2018	R. Day	12/08/2018
Notes:				
11/5/18	Create and meet with small groups focusing on certain behaviors.	Complete 12/04/2018	C. Walawender	12/10/2018

Notes:				
11/5/18	Box tops contest	Complete 12/07/2018	M. Brown	12/10/2018
Notes:				
5/1/19	Add inspirational boards to the bathrooms	Complete 01/09/2019	Allison	03/05/2019
Notes:				
5/1/19	Spring Box Top Contest	Complete 04/18/2019	M. Brown	05/01/2019
Notes:				
4/11/18	School Campus Clean Up	Complete 04/27/2019	Megan Brown	06/11/2019
Notes:				
5/1/19	Add messages to the bathroom boards-gender specific	Complete 09/06/2019	Allison	09/05/2019
Notes:				
10/7/19	Evacuation Drill	Complete 10/09/2019	Becca Carter	10/11/2019
Notes:				
10/7/19	Lockdown Drill	Complete 10/15/2019	Carter	10/17/2019
Notes:				
11/5/18	SAND is restarting to engage middle school students	Complete 10/19/2018	Heather Bullock	10/20/2019
Notes:				
10/7/19	Landscape Clean up-ask Bridge Church to help with project	Complete 11/11/2019	A. Joyner	11/11/2019
Notes:				
11/21/19	Disperse duty assignments to all staff	Complete 11/08/2019	Sandra McMahan	11/14/2019
Notes:				
11/21/19	Discuss costs and coverage for crisis bags with PTA	Complete 11/07/2019	Carter	11/15/2019
Notes:				
11/21/19	T shirt design contest	Complete 11/14/2019	Walawender	11/15/2019
Notes:				
10/10/19	Collect and create new rewards for Rooted in Respect	Complete 11/15/2019	Kathryn Kantz	11/15/2019
Notes:				
4/11/18	Request donations for campus beautification	Complete 11/14/2019	Megan Brown	11/16/2019
Notes:				
11/21/19	Vote for t shirt design winner	Complete 11/19/2019	PBIS	11/20/2019
Notes:				
10/10/19	New T-shirt design yearly for Rooted in Respect	Complete 12/13/2019	PBIS	12/15/2019

	Notes:			
1/27/20	New t-shirts distributed	Complete 01/08/2020	M. Allison	01/11/2020
	Notes:			
1/27/20	"Say Something" app goes live	Complete 01/17/2020	CO	01/15/2020
	Notes:			
1/27/20	Promote and add to "rooted in respect" board through email	Complete 01/16/2020	M. Allison	01/16/2020
	Notes:			
11/21/19	Contact and order t shirts	Complete 01/09/2020	Kathryn Kantz	01/30/2020
	Notes:			
1/27/20	Present "Say something" to students	Complete 01/31/2020	Kathryn Kantz	01/31/2020
	Notes:			
10/10/19	Evidence based practices being implemented through guidance to reinforce how to deal with expectations and bullying	Complete 02/13/2020	Kathryn Kantz	02/16/2020
	Notes:			
10/7/19	Create evacuation bags with standardized items as well as grade level items	Complete 04/23/2020	Kathryn Kantz	06/12/2020
	Notes:			
10/7/19	Share car pick up expectations with faculty at faculty meeting	Complete 08/18/2020	Kathryn Kantz	08/18/2020
	Notes:			
10/7/19	Car pick-up expectations written out	Complete 08/18/2020	Safety committee	08/30/2020
	Notes:			
11/21/19	Gather materials for Crisis Bags	Complete 03/06/2020	Kathryn Kantz	09/01/2020
	Notes:			
4/11/18	Respect Trees throughout the school	Complete 12/22/2020	PBIS	11/15/2020
	Notes:			
10/16/20	Second Step	Complete 10/05/2020	Heather Bullock	01/08/2021
	Notes: Use of Second Step to teach social and emotional skills.			
10/16/20	PBIS acknowledgments and resources	Complete 01/15/2021	PBIS	01/08/2021
	Notes: Generate and implement ways to acknowledge students for positive behavior and be a resource for the school, providing problem-solving for high needs area and situations.			
	Ongoing...			
10/10/19	Plan new service projects to build sense of community	Complete 12/22/2020	PBIS	03/15/2021

	Notes: Ongoing...implemented on the date submitted.			
4/11/18	Lobby Facelift	Complete 08/07/2020	Kathryn Kantz	06/11/2021
	Notes:			
2/1/21	Cullowhee Valley School to change "Rebels" name and mascot.	Complete 05/28/2021	Kathryn Kantz	08/01/2021
	Notes: School Board has voted for Cullowhee Valley to change "Rebels" and the mascot. Students will select the mascot for representation starting in fall of 2021. The school went through the process of taking suggestions from the students. After several rounds of voting, the new school mascot has been chosen: Wolves.			
2/1/18	PBIS new faculty orientation	Complete 08/04/2021	Kathryn Kantz	09/30/2021
	Notes:			
10/7/19	Fences around the perimeter of the school are coming up-to be fixed	Complete 08/09/2021	Kathryn Kantz	09/30/2021
	Notes:			
11/8/22	Student Council will be formed for 6th, 7th and 8th grade students.	Complete 10/14/2022	Julie Lambert	10/03/2022
	Notes:			
11/8/22	Teachers and students will complete the Fall BASC	Complete 10/14/2022	Julie Lambert	10/14/2022
	Notes:			
11/8/22	Student support team will meet to review BASC data.	Complete 10/18/2022	Julie Lambert	10/18/2022
	Notes:			
11/8/22	Student support team will gather data to determine appropriate interventions for students who were categorized as highly elevated on the BASC	Complete 03/08/2023	Julie Lambert	11/22/2022
	Notes:			
11/8/22	Implement interventions for students categorized as highly elevated on the BASC and determine the effectiveness of interventions	Complete 03/30/2023	Julie Lambert	03/30/2023
	Notes:			
11/8/22	Student leadership council will meet twice a month in order to form committees and select projects to benefit their class, the school and the community	Complete 06/12/2023	Julie Lambert	06/01/2023
	Notes:			
2/17/21	ALL teachers will be attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary using the BESS assessment data.	Complete 06/12/2023	Julie Lambert	06/15/2023

Notes:						
9/13/22	Staff will complete CASEL training modules.		Complete 06/12/2023	Julie Lambert	06/15/2023	
Notes: Training will take place during monthly staff meetings.						
10/8/23	6-8 teachers will be trained in Character Strong		Complete 08/11/2023	Character Strong Coach	08/11/2023	
Notes:						
6/12/23	Complete and Review the SHAPE assessment		Complete 08/10/2023	Julie Lambert	08/31/2023	
Notes:						
10/15/23	Student Support team and SIT will come up with a process for informing parents about failing grade concern.			Julie Lambert	12/21/2023	
Notes:						
10/15/23	Student support and SIT will come up with a process for contacting parents about absences for several absences.			Julie Lambert	12/21/2023	
Notes:						
10/8/23	6-8 teachers will deliver Character Strong lessons to students throughout the year.			Julie Lambert	05/23/2024	
Notes:						
10/15/23	THUMBS meetings will take place monthly with 6-8 teachers.			Julie Lambert	05/24/2024	
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
Initial Assessment:			Preschool transitions are held in the Spring each year. High school visitation and registration are held for 8th-grade students each Spring. The Early College does a presentation about 8th grade students applying and pursuing enrollment. The North Carolina School of Math and Science visits 8th grade and shares information about their school.	Limited Development 10/27/2021		
How it will look when fully met:			The school will work to provide transition opportunities for all students to relieve anxiety and worries about what is to come in the next grade level or phase of their educational career.		Julie Lambert	05/23/2024
Actions				0 of 5 (0%)		
10/15/23	Early College presentation			Julie Lambert	11/29/2023	

<i>Notes:</i>				
10/15/23	School of Math and Science Presentation		Julie Lambert	11/29/2023
<i>Notes:</i>				
10/15/23	High School/Early College Tour		Julie Lambert	04/28/2024
<i>Notes:</i>				
10/15/23	High School Counselors come to talk to 8th grade about registration for 9th grade classes.		Julie Lambert	04/29/2024
<i>Notes:</i>				
10/15/23	All grade levels participate in a transition activity.		Josh Watson	05/20/2024
<i>Notes:</i>				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>SIT Team meets monthly.</p> <p>An Equity/SEL faculty meeting is held monthly.</p> <p>A school wide PLC meeting is held monthly.</p> <p>Grade level PLCs meet with administration to analyze data and plan for instruction based on the analysis.</p> <p>The Equity/SEL team meets monthly to plan professional development for faculty.</p> <p>The administration team meets weekly to discuss curriculum, observations, and areas for improvement. The administration develops plans for improving teaching and learning of students.</p>	Full Implementation 10/27/2021		

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Grade levels plan together and meet at a minimum weekly. The master schedule includes a 80 minutes of planning time for middle school teachers and 70 minutes of planning for elementary teachers.	Full Implementation 10/27/2021		
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Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Monitoring instruction in school
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	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Administrators use the NCEES program to observe and evaluate teachers, following the schedule established by the school system. We also are performing instructional snapshots to give teachers informal feedback on walkthroughs that are conducted.	Full Implementation 10/27/2021		
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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>			Administrators meet quarterly with the system-level testing and accountability director to analyze data. Administrators and teachers look at data available by grade level. Data is used to address student needs.	Limited Development 10/06/2021		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
<i>How it will look when fully met:</i>			The school administrative team, SIT leadership team, each grade level, and individual teachers review classroom assessment and benchmark data at throughout the year. The MTSS leadership team with guidance from the instructional coach provide support for developing interventions based on MTSS data. Data examined includes: classroom assessments, 3rd grade BOG, iReady diagnostic assessments, IXL diagnostics, mCLASS assessments, EVAAS data, NC Check-ins, and EOG test results.		Holly Whisnant	06/15/2026
Actions				1 of 6 (17%)		
	3/14/23	Adam Holt meets with administrative leadership team to review BOY, MOY, EOY data points.		Complete 02/22/2023	Holly Whisnant	06/10/2023
<i>Notes:</i>						
	4/11/23	Administration will meet with grade level teams post NC Check-In's to analyze data to drive instructional review.			Holly Whisnant	05/15/2024
<i>Notes:</i>						
	10/15/23	During monthly PLC faculty meetings teachers will be lead in activities based on the book Driven by Data 2.0.			Holly Whisnant	05/23/2024
<i>Notes:</i>						
	10/15/23	Administration will complete instructional snapshots each week to inform us of coaching professional development needs.			Holly Whisnant	05/24/2024
<i>Notes:</i>						
	10/15/23	Administration will conduct PLCs with grade level teams to discuss data and instruction based on the analysis of that data.			Holly Whisnant	05/24/2024
<i>Notes:</i>						

10/15/23	Adam Holt will meet with Administration throughout the year to present administrators with EOG, EVAAS, and NC-Check-In data.		Josh Watson	05/24/2024
<i>Notes:</i>				
Implementation:		03/14/2023		
Evidence	3/14/2023 Adam met with the administrative leadership team to review MOY data in early February.			
Experience	3/14/2023 Adam Holt meets with administrative leadership team to review BOY, MOY, EOY data points.			
Sustainability	3/14/2023 Continue meeting about yearly data throughout the academic years.			

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			JCPS has developed protocols for recruiting, evaluating, rewarding, & hiring staff	Full Implementation 11/08/2022		

Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Resource Allocation			
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Our master schedule supports the instructional support T.A.'s to provide the human resources needed to provide extra assistance in the classroom. The ESSR money available has allowed us to hire the instructional support T.A.'s.	Limited Development 09/12/2023		
<i>How it will look when fully met:</i>			Our master schedule supports the instructional support T.A.'s to provide the human resources needed to provide extra assistance in the classroom. The money available has allowed us to hire the instructional support T.A.'s.		Holly Whisnant	05/24/2024
<i>Actions</i>				3 of 6 (50%)		
	10/15/23	Create a schedule where specials teachers are helping support student interventions.		Complete 07/14/2023	Josh Watson	07/15/2023
<i>Notes:</i>						
	10/15/23	Hire instructional support assistants.		Complete 08/10/2023	Holly Whisnant	08/10/2023
<i>Notes:</i>						
	10/15/23	Create a schedule for instructional support assistants to support classroom intervention needs.		Complete 08/16/2023	Holly Whisnant	08/16/2023
<i>Notes:</i>						
	10/15/23	Review data to insure instructional support assistants are being effective.			Jennifer Patten	05/10/2024
<i>Notes:</i>						
	10/15/23	Create appropriate lesson plans for instructional support assistants to deliver to intervention groups.			Jennifer Patten	05/20/2024
<i>Notes:</i>						
	10/15/23	Continually train instructional support assistants to deliver appropriate lessons and interventions to student groups.			Jennifer Patten	05/20/2024
<i>Notes:</i>						

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Cullowhee Valley has these communication systems in place:</p> <ul style="list-style-type: none"> • Remind • Class DoJo • Blackboard Connect Ed • Monthly School-wide newsletter • Website • Classroom newsletters • CVS Instagram • CVS Facebook • Direct parent contact as needed. 	Limited Development 10/27/2021		
<i>How it will look when fully met:</i>			Parents will be involved in the school, be informed weekly of content covered in class, and be invited to attend informational sessions. Attendance will be improved.		Holly Whisnant	05/23/2024
<i>Actions</i>				1 of 6 (17%)		
10/15/23			Parent contracts for PBIS, Bus Expectations, attendance policies, and Home/School Compact will be sent home one week after school starts (separately from beginning of year papers) so that parents will read these and not just sign.	Complete 08/23/2023	Sandy Halford	08/23/2023
<i>Notes:</i>						
10/15/23			Create an attendance incentive program with qualifications for how students earn these incentives.		Laura Brown	10/25/2023
<i>Notes:</i>						
10/15/23			In All Call include a message about the importance of attendance and weekly attendance statistics.		Holly Whisnant	05/24/2024
<i>Notes:</i>						
10/15/23			On a weekly basis, teachers will send home information about content being learned in class.		Holly Whisnant	05/24/2024
<i>Notes:</i>						

10/15/23	The Student Support Team will plan and coordinate information sessions for parents.		Julie Lambert	05/24/2024
Notes:				
10/15/23	Nine weeks attendance incentives will be developed for those students who have good attendance.		Laura Brown	05/24/2024
Notes:				

Comprehensive Progress Report

Mission: Every child, every day, do your best the eagle way.

Vision: Preparing students to be a positive part of their communities by doing their best.

Goals:

Our EC subgroup will grow from less than 5% to 18% proficiency on the Reading and from 6.6% to 18% on the Mathematics End-of-Grade Tests by the year 2024.

60% of students will demonstrate proficiency (level 3, 4 or 5) on the End-of-Grade reading test by the year 2024.

70% of students will demonstrate proficiency (level 3, 4 or 5) on the End-of-Grade mathematics test by the year 2024.

Our EL subgroup will grow from less than 26.5% to 35% proficiency on the Reading and 14.7% to 25% on the Mathematics End-of-Grade Tests by the year 2024.



! = 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>			<p>Our school currently has data meetings with grade level teams. Adam Holt presents data to the administrative team and to the teachers at Fairview School yearly. Team leaders attended ECATS training during the spring 2021.</p> <p>We are implementing the ECATS system this school year to help track student interventions and use the data decision rules that were created during the 2019-2020 school year. Adam Holt will meet with the administration team three times a year to review school data. He will also attend staff meetings to share this information as well. Teachers have created a pdp goal related to MTSS, core and supplemental support.</p>	Limited Development 08/13/2021		
<i>How it will look when fully met:</i>			Grade level teams will meet to discuss data from classroom/grade level assessments. Content area teachers would meet as well to discuss data from content assessments. Teachers will use ECATS and data decisions rules to help strengthen core and provide supplemental and intensive support to students. Teachers will progress monitor student performance that aligns to the interventions put in place.		Eleanor Macaulay	06/01/2025
Actions				53 of 54 (98%)		
	8/13/21	Adam Holt met with administrative team to look at school data.		Complete 08/01/2021	Adam Holt	07/16/2021
	<i>Notes:</i>					
	8/13/21	Teachers created a pdp goal.		Complete 08/13/2021	Eleanor Macaulay	08/13/2021
	<i>Notes:</i>					
	9/30/21	BOY mCLASS assessments will be given to k-3 students.		Complete 09/13/2021	Holly Whisnant	09/13/2021
	<i>Notes:</i>					
	9/30/21	BOY i-Ready assessments will be given to all students in mathematics and reading.		Complete 09/17/2021	Holly Whisnant	09/17/2021
	<i>Notes:</i>					

9/29/21	Adam Holt will meet with faculty to discuss current and past data trends. This information will drive equity work and core instruction at Fairview.	Complete 09/29/2021	Eleanor Macaulay	09/29/2021
<i>Notes:</i>				
10/26/21	Admin team has met with Adam and county office staff to discuss data and goals for the upcoming year.	Complete 09/30/2021	Eleanor Macaulay	09/30/2021
<i>Notes:</i>				
10/26/21	Holly attended team meetings and discussed data with grade level teams.	Complete 10/22/2021	Holly Whisnant	10/22/2021
<i>Notes:</i>				
10/26/21	Grades 3-8 will take the NC Check Ins on Nov. 1st and 4th.	Complete 11/05/2021	Holly Whisnant	11/05/2021
<i>Notes:</i>				
10/26/21	Tier II and Tier II write ups were given to teachers to assist with problem solving.	Complete 11/19/2021	Eleanor Macaulay	11/19/2021
<i>Notes:</i>				
11/23/21	Administration met with Adam to discuss Check In data and received reports on county-wide data.	Complete 11/19/2021	Eleanor Macaulay	11/19/2021
<i>Notes:</i>				
8/13/21	Interventionist and instructional teacher assistants have attended Jan Richardson's assessment training.	Complete 10/26/2021	Eleanor Macaulay	12/12/2021
<i>Notes:</i>				
1/25/22	Administration team will meet to discuss middle of year mCLASS data and sharing this information with teachers.	Complete 02/04/2022	Eleanor Macaulay	01/28/2022
<i>Notes:</i>				
2/22/22	Administration team met with Adam Holt to discuss Check In, EVAAS, and i-Ready data.	Complete 02/09/2022	Eleanor Macaulay	02/09/2022
<i>Notes:</i>				
2/22/22	Teachers made adjustments to Tier III intervention groups using mCLASS data.	Complete 02/11/2022	Eleanor Macaulay	02/11/2022
<i>Notes:</i>				
2/22/22	Teachers met with Adam Holt to discuss iReady assessment and to discuss Fairview-specific data. They looked at iReady data that had loaded into ECATS.	Complete 02/21/2022	Eleanor Macaulay	02/21/2022
<i>Notes:</i>				
2/22/22	Teachers completed reflection using their EVAAS data to celebrate strengths and set goals for improvement.	Complete 02/21/2022	Eleanor Macaulay	02/21/2022

<i>Notes:</i>				
2/22/22	Teachers met with Adam Holt to discuss using ECATS for documenting interventions.	Complete 02/21/2022	Eleanor Macaulay	02/21/2022
<i>Notes:</i>				
2/22/22	Teachers met with administration to discuss Check In #2 data.	Complete 02/22/2022	Eleanor Macaulay	02/22/2022
<i>Notes:</i>				
3/29/22	We hosted a Literacy Night. Title I funds were used to purchase any needed materials.	Complete 03/24/2022	Eleanor Macaulay	03/24/2022
<i>Notes:</i>				
3/29/22	Students will complete the EOY i-Ready assessments.	Complete 04/08/2022	Holly Whisnant	04/08/2022
<i>Notes:</i>				
3/29/22	3-8 Students will complete NC Check-Ins #3.	Complete 04/26/2022	Holly Whisnant	04/26/2022
<i>Notes:</i>				
3/29/22	K-3 Students will complete mCLASS assessments.	Complete 05/20/2022	Holly Whisnant	05/19/2022
<i>Notes:</i>				
10/26/21	Teachers are using Wit and Wisdom materials to provide core literacy instruction.	Complete 06/01/2022	Eleanor Macaulay	06/01/2022
<i>Notes:</i>				
8/25/22	Third grade students will complete the Beginning of Grade Test.	Complete 08/31/2022	Rayna Crisp	08/31/2022
<i>Notes:</i>				
8/25/22	Students will complete i-Ready testing from 8/22-9/16	Complete 09/16/2022	Rayna Crisp	09/16/2022
<i>Notes:</i>				
8/25/22	Students will complete mClass testing from 8/29-9/19.	Complete 09/19/2022	Rayna Crisp	09/19/2022
<i>Notes:</i>				
10/18/22	Grades k-3 completed 10 day mClass progress monitoring.	Complete 10/03/2022	Brittany Payne	10/03/2022
<i>Notes:</i>				
10/18/22	Grades k-3 completed the 10/20 day progress monitoring for mClass	Complete 10/18/2022	Brittany Payne	10/18/2022
<i>Notes:</i>				
11/15/22	Adam will meet with Admin to discuss EVAAS data.	Complete 11/07/2022	Eleanor Macaulay	11/07/2022
<i>Notes:</i>				
11/15/22	Adam will meet with faculty to discuss EVAAS data.	Complete 11/08/2022	Eleanor Macaulay	11/08/2022
<i>Notes:</i>				
10/18/22	Grades 3-8 will complete the Reading NC Check In	Complete 11/08/2022	Rayna Crisp	11/08/2022

<i>Notes:</i>				
10/18/22	Grades 3-8 will take the Math NC Check In.	Complete 11/09/2022	Rayna Crisp	11/09/2022
<i>Notes:</i>				
11/15/22	8th grade students will complete the science check-in.	Complete 11/15/2022	Rayna Crisp	11/15/2022
<i>Notes:</i>				
11/14/22	Grades K-8 will complete the MOY iReady benchmark.	Complete 12/20/2022	Rayna Crisp	12/16/2022
<i>Notes:</i>				
1/17/23	5th grade students will take the life science check-in.	Complete 01/10/2023	Rayna Crisp	01/10/2023
<i>Notes:</i>				
12/20/22	Grades K-3 will complete the MOY mClass benchmark	Complete 01/30/2023	Rayna Crisp	01/30/2023
<i>Notes:</i>				
2/21/23	Stacey and Brittany will meet with 3-8 teachers to review check in data.	Complete 03/10/2023	Stacey Collins	03/10/2023
<i>Notes:</i>				
2/22/23	DPI will attend a math NC Check Ins 2.0 data PLC review meeting with Stacey Collins and the 4th grade teachers.	Complete 03/03/2023	Stacey Collins	03/30/2023
<i>Notes:</i>				
2/22/23	We will modify data analysis forms based off the book study "Driven by Data 2.0"	Complete 04/30/2023	Eleanor Macaulay	03/30/2023
<i>Notes:</i>				
5/16/23	Admin team will meet with Adam Holt to complete the FAM-S to assessment	Complete 04/24/2023	Eleanor Macaulay	04/24/2023
<i>Notes:</i>				
5/16/23	Stacey and Brittany will meet with grade level teams to discuss i-Ready Data	Complete 05/05/2023	Brittany Payne	05/05/2023
<i>Notes:</i>				
5/16/23	Stacey and Brittany will meet with grade level teams to discuss NC Check-In Data	Complete 05/12/2023	Brittany Payne	05/12/2023
<i>Notes:</i>				
11/15/22	All grade levels will maintain data sheets for each student in math and ELA. They will use these sheets to set goals and conference individually with students using benchmark data.	Complete 05/15/2023	Eleanor Macaulay	05/15/2023
<i>Notes:</i>				
5/16/23	Teachers in grades K-3 will complete the EOY mCLASS assessment.	Complete 05/24/2023	Brittany Payne	05/24/2023

Notes:						
5/16/23	Students in grades 3-8 will complete the Reading EOG		Complete 05/25/2023	Rayna Crisp	05/25/2023	
Notes:						
5/16/23	Teachers in grades K-2 will complete the K-2 math assessment.		Complete 05/26/2023	Stacey Collins	05/26/2023	
Notes:						
5/16/23	Students in grades 3-8 will complete the Mathematics EOG		Complete 05/31/2023	Rayna Crisp	05/31/2023	
Notes:						
5/16/23	Students in grades 5th and 8th grade will complete the Science EOG		Complete 06/01/2023	Rayna Crisp	06/01/2023	
Notes:						
5/16/23	Selected students will participate in EOG Reteaching and will re-take the EOG after further instruction.		Complete 06/15/2023	Eleanor Macaulay	06/15/2023	
Notes:						
10/3/23	3rd Grade students will complete the Beginning of Grade reading test.		Complete 09/29/2023	Rayna Crisp	08/29/2023	
Notes:						
10/3/23	Students in K-8 will complete the iReady math assessment.		Complete 09/08/2023	Rayna Crisp	09/08/2023	
Notes:						
10/3/23	Students in 4-8 will complete the iReady reading assessment.		Complete 09/08/2023	Rayna Crisp	09/08/2023	
Notes:						
10/3/23	Students in grades K-3 will complete mClass assessments.		Complete 09/13/2023	Brittany Payne	09/13/2023	
Notes:						
2/22/23	Administration team and coaches will complete a book study with the book “Driven By Data 2.0”			Eleanor Macaulay	05/05/2024	
Notes:						
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>(2023) As a school, we are reflective on our behavior management practice. The four respects (respect ourselves, respect others, respect learning, and respect property) are in place and frequently reviewed and reinforced with students. We implement the PBIS system and Character Strong at Fairview School. We have established a PBIS committee that oversees the school store, teacher and student needs, and helps support PBIS at our school. We are reflective in our practices. This is supported by school administration. Teachers receive feedback on their behavior plans and we work together to eliminate negative practices. We ensure that our behavior management at Fairview School aligns with our equity work at the district and school level.</p>	<p>Full Implementation 10/03/2023</p>		
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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>			(2021) Fairview has created a master schedule that provides students in K-4 with defined core instructional and intervention blocks. We have increased core instruction to 70 minutes in grades 5-8. ELA, Science, and Social Studies teachers in the middle school are planning together to increase and improve the use of reading strategies in content areas. All instructional blocks use research-based programs/research. For the intervention blocks in K-4, we have trained support staff to push-in and teach small group lessons using research-based programs. Teachers will attend monthly professional development on using the ECATS system to look at data and document student intervention. Fairview will continue to make adjustments to the master schedule and exam core instruction to make sure 80% of our students are performing to mastery.	Limited Development 09/26/2016		
<i>How it will look when fully met:</i>			When this objective is fully met we will see a reduction in the disproportionality of special education referrals. Grade level teams will meet regularly to discuss interventions and the use of research-based strategies that intensify and tailor instruction in a way that meets individual student needs. Students in the tier process will receive intervention in addition to core instruction. Special Education teachers and General Education teachers will collaborate to coordinate instruction occurring within the tiers to maximize effectiveness of interventions. Our MTSS leadership team also will meet regularly to ensure that classroom teachers are implementing effective teaching practices and alignment and provide support in the tier process. Evidences of full implementation include: MTSS team minutes, self-assessment data, research-based intervention samples, intervention schedules, and benchmark/ assessment data.	Objective Met 10/17/23	Eleanor Macaulay	06/01/2025
<i>Actions</i>						
	2/15/18	Academic Incentives – grade level representatives will go back and talk with teams. An academic recognition system will be created to be implemented during the upcoming school year.		Complete 05/01/2018	Eleanor Macaulay	05/01/2018
<i>Notes:</i>						
	10/8/17	The MTSS Leadership Team will attend all monthly trainings.		Complete 04/19/2018	Eleanor Macaulay	06/01/2018
<i>Notes:</i>						

9/20/18	A licensed therapist will be hired to assist with Tier III behavior.	Complete 08/20/2018	Eleanor Macaulay	08/20/2018
<i>Notes:</i>				
9/20/18	The EC schedule will be updated to ensure that EC students are not missing core instruction.	Complete 08/24/2018	Eleanor Macaulay	08/24/2018
<i>Notes:</i>				
3/21/19	Problem solving and progress monitoring documents were distributed to teachers electronically.	Complete 02/04/2019	Eleanor Macaulay	02/04/2019
<i>Notes:</i>				
11/12/18	K-3 teachers will work with the MTSS team to complete the CORE instruction inventory for Literacy. The MTSS team will review these at our next scheduled meeting.	Complete 03/08/2019	Eleanor Macaulay	03/06/2019
<i>Notes:</i>				
4/1/19	MTSS Leadership Team will meet with Adam Holt and Kelly Doppke to complete the FAM-S.	Complete 04/01/2019	Eleanor Macaulay	04/01/2019
<i>Notes:</i>				
9/16/19	Math, ELA, and Behavior/ Attendance MTSS teams will attend Module 2 training provided by the county office on 9/09/2019.	Complete 09/09/2019	Eleanor Macaulay	09/09/2019
<i>Notes:</i>				
9/16/19	Math, ELA, and Behavior/ Attendance MTSS teams will attend module 2 training on 09/17/2019.	Complete 09/17/2019	Eleanor Macaulay	09/17/2019
<i>Notes:</i>				
9/16/19	ELA MTSS team will attend module 2 training at the county office on 10/28/2019.	Complete 10/28/2019	Eleanor Macaulay	10/28/2019
<i>Notes:</i>				
2/27/20	The MTSS team will complete the Facilitated Assessment of MTSS – School Level (FAM-S) during the month of April.	Complete 04/23/2020	Eleanor Macaulay	05/01/2020
<i>Notes:</i>				
10/8/17	The PBIS Leadership Team will establish a referral process for students in the tier process for behavior.	Complete 05/20/2020	Eleanor Macaulay	06/01/2020
<i>Notes:</i>				
3/21/19	CORE inventory will be completed in grade level teams for Mathematics.	Complete 05/20/2020	Eleanor Macaulay	06/01/2020
<i>Notes:</i>				
9/16/19	Math MTSS team will attend module 2 training at the county office on 10/21/2019.	Complete 10/21/2019	Eleanor Macaulay	10/21/2020

	Notes:			
4/16/21	Admin team meets with grade level teams to look at data and discuss supplemental and intensive interventions for students.	Complete 05/21/2021	Eleanor Macaulay	06/04/2021
	Notes:			
4/16/21	Admin team and EC teachers are completing assessments using San Diego word list, Core Maze, and Core Phonics to determine students who need Xtreme Reading or Wilson Language intervention next year.	Complete 06/04/2021	Eleanor Macaulay	06/04/2021
	Notes:			
4/16/21	Admin team completed the curriculum alignment review and met with district directors for input.	Complete 06/04/2021	Eleanor Macaulay	06/04/2021
	Notes:			
7/29/21	New teachers and new teachers to a grade level will attend a one day Foundations training based on the level they teach.	Complete 08/13/2021	Kelli Rhoads	08/09/2021
	Notes:			
7/29/21	Teachers K-8 will attend Wit and Wisdom training prior to August 10th.	Complete 08/13/2021	Angie Dills	08/10/2021
	Notes:			
9/30/21	Grade level teams will meet to discuss beginning of year testing data and adjusted intervention groups and students that need to receive Tier II and Tier III interventions. Progress monitoring will be planned within these groups and documented.	Complete 10/01/2021	Eleanor Macaulay	10/01/2021
	Notes:			
9/30/21	Interventionalists will receive training in the Bridges intervention program for grades K-2.	Complete 10/11/2021	Stacey Collins	10/11/2021
	Notes:			
1/25/22	The MTSS committee will administer a survey to staff for feedback on the master schedule.	Complete 01/03/2022	Brittany Payne	12/20/2021
	Notes:			
2/22/22	Teachers met with Adam Holt to discuss using ECATS for documenting interventions.	Complete 02/21/2022	Eleanor Macaulay	02/21/2022
	Notes:			
2/22/22	K-2 teachers, EC teachers, and administrators attended Geodes training.	Complete 02/21/2022	Eleanor Macaulay	02/21/2022
	Notes:			
3/29/22	The MTSS committee will review the 2021 FAM-S results and make suggestions for the 2022 FAM-S.	Complete 03/29/2022	Brittany Payne	03/29/2022
	Notes:			

3/29/22	The administration team will complete the FAM-S with Adam Holt.	Complete 04/01/2022	Eleanor Macaulay	04/01/2022
<i>Notes:</i>				
2/22/22	Adam Holt will meet with individual teams for ECATS work sessions.	Complete 04/05/2022	Eleanor Macaulay	06/01/2022
<i>Notes:</i>				
1/25/22	K-4 grade level teams will meet to plan Wit and Wisdom modules to use for planning. Subs will be provided through Title I funds.	Complete 03/29/2022	Eleanor Macaulay	06/01/2022
<i>Notes:</i>				
7/29/21	Teachers will attend monthly trainings on the ECATS system.	Complete 04/05/2022	Kelly Doppke	06/01/2022
<i>Notes:</i>				
8/18/22	Title I funds were used to purchase iXL for 6th- 8th grade, Raz-kids, and Pebble Go.	Complete 08/18/2022	Eleanor Macaulay	08/18/2022
<i>Notes:</i>				
10/18/22	Stacey Collins purchased the Maneuvering the Middle resource to support core instruction in middle school.	Complete 08/29/2022	Stacey Collins	08/29/2022
<i>Notes:</i>				
8/25/22	The administration team will meet to update MTSS folders using the new county guidelines for new students entering problem solving and existing students that will be tested this school year.	Complete 10/17/2022	Stacey Collins	10/01/2022
<i>Notes:</i>				
10/17/22	The MTSS committee will review current student folders and make a decision on next best steps.	Complete 10/18/2022	Heather Ellenburg	10/18/2022
<i>Notes:</i>				
10/18/22	Brittany ordered and created Science of Reading toolkit to support LETRS training and encourage use of practices during core instruction and intervention.	Complete 10/19/2022	Brittany Payne	10/19/2022
<i>Notes:</i>				
10/17/22	Stacey and Brittany will organize/ update current problem solving folders and create/ distribute Tier II and Tier III interventions to teachers.	Complete 10/22/2022	Brittany Payne	10/31/2022
<i>Notes:</i>				
11/15/22	Stacey will meet with the MTSS committee to establish a set protocol for reviewing student core and intervention data.	Complete 11/15/2022	Stacey Collins	11/15/2022
<i>Notes:</i>				
11/15/22	Stacey and Brittany will meet with 3rd-8th grade teachers to discuss Check-In data.	Complete 11/23/2022	Stacey Collins	11/23/2022

<i>Notes:</i>				
1/17/23	Laura Dills and Alicia Kilpatrick met with K-3 teachers to discuss Individual Reading Plan goals and timelines.	Complete 01/10/2023	Brittany Payne	01/10/2023
<i>Notes:</i>				
1/17/23	Teachers will meet with the literacy team to create Individual Reading Plans together according to mCLASS data. Subs will be provided for this work to occur.	Complete 02/02/2023	Eleanor Macaulay	02/02/2023
<i>Notes:</i>				
2/21/23	Eleanor and Brittany met with k-3 teachers to discuss mCLASS data and set goals.	Complete 02/17/2023	Brittany Payne	02/17/2023
<i>Notes:</i>				
2/21/23	Grades 3-8 will complete reading and math check ins.	Complete 02/22/2023	Rayna Crisp	02/22/2023
<i>Notes:</i>				
2/21/23	8th grade will take the science check in.	Complete 02/23/2023	Rayna Crisp	02/23/2023
<i>Notes:</i>				
12/20/22	Brittany and Stacey will meet with K-8 teachers to discuss MOY benchmark data.	Complete 03/24/2023	Eleanor Macaulay	02/24/2023
<i>Notes:</i>				
3/21/23	Grades 3-8 will take the reading check in	Complete 05/02/2023	Rayna Crisp	05/02/2023
<i>Notes:</i>				
3/21/23	Grades 3-8 will take the math check in	Complete 05/02/2023	Rayna Crisp	05/03/2023
<i>Notes:</i>				
5/16/23	Teachers will wrap up interventions for the 2022-2023 school year and return folders to Stacey and Brittany.	Complete 05/12/2023	Stacey Collins	05/12/2023
<i>Notes:</i>				
10/3/23	Stacey and Brittany have updated and reviewed the current problem solving spreadsheet.	Complete 09/08/2023	Brittany Payne	09/08/2023
<i>Notes:</i>				
5/16/23	Stacey and Brittany will organize/update MTSS paperwork and plan for MTSS in the 2023-2024 school year.	Complete 09/16/2023	Stacey Collins	09/22/2023
<i>Notes:</i>				
10/3/23	Stacey and Brittany will update and disperse updated and new Tier II interventions.	Complete 10/02/2023	Brittany Payne	10/01/2023
<i>Notes:</i>				

10/3/23			Stacey and Brittany will update and disperse updated and new Tier III interventions.	Complete 10/17/2023	Brittany Payne	10/27/2023
Notes:						
	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:			(2016) Our school is implementing the PBIS model to create a nurturing environment and build rapport with all students. This model provides core behavior support to all students. Fairview has added a morning meeting to the start of each school day. This is a time for teachers and students to build positive relationships outside of instruction. Our school support team in conjunction with administration problem solve to meet tier 2 and tier 3 behavior concerns. We are continuing to learn the behavior aspects of MTSS and how to meet students' emotional needs at all levels.	Limited Development 09/26/2016		
How it will look when fully met:			<p>Student Support Team will use the results of the BESS screener to plan and implement interventions for students. We will use the results of the BESS screener, teacher observation, discipline referrals, and student/family interview.</p> <p>School counselors will implement research based SEL (social emotional learning) into the core classroom curriculum at each grade level. We will use observation, counselors' lesson plans, student surveys, teacher surveys and discipline referrals to determine full implementation.</p>		Eleanor Macaulay	06/01/2024
Actions				33 of 35 (94%)		
5/20/20			Create a script and letter to use when reporting results to families.	Complete 12/02/2019	Erika Geary	01/10/2020
Notes:						
5/20/20			Teachers and other staff will reach out to parents to share the results of the BESS screener.	Complete 05/20/2020	Erika Geary	06/01/2020
Notes:						
11/30/20			Student support will meet weekly to discuss individual students and make plans of support.	Complete 06/04/2021	Ashley Miller	06/01/2021
Notes:						
4/16/21			We administered the BASC to all students this spring. Erika Geary created a timeline to follow. Student support is meeting with each student to get more information, sharing results with parents, and planning interventions with teachers.	Complete 05/17/2021	Ashley Miller	06/04/2021

<i>Notes:</i>				
4/16/21	Student support meets weekly to discuss individual students and plan for supports.	Complete 06/04/2021	Holly Whisnant	06/04/2021
<i>Notes:</i>				
8/13/21	All teachers attended student mental health training.	Complete 08/12/2021	Eleanor Macaulay	08/12/2021
<i>Notes:</i>				
10/26/21	Teachers administered the BESS Screener	Complete 10/15/2021	Eleanor Macaulay	10/11/2021
<i>Notes:</i>				
10/26/21	Student support team will use the results of the BESS screener at mid-year to determine what students need intervention. The team will discuss the level of support needed.	Complete 12/01/2021	Ashley Miller	12/01/2021
<i>Notes:</i>				
2/22/22	Teachers completed the middle of year BESS screening.	Complete 02/22/2022	Erika Geary	02/22/2022
<i>Notes:</i>				
4/26/22	Student support team will meet to discuss SHAPE results.	Complete 05/12/2022	Ashley Miller	04/29/2022
<i>Notes:</i>				
4/26/22	Students will participate in a mental health awareness "Book Walk" for children's mental health acceptance week.	Complete 05/13/2022	Ashley Miller	05/07/2022
<i>Notes:</i>				
10/26/21	EC Teachers will create FBAs and BIPs for students and meet regularly to review them	Complete 06/01/2022	Eleanor Macaulay	06/01/2022
<i>Notes:</i>				
10/26/21	Counselors are providing Tier II and Tier III supports for students.	Complete 06/01/2022	Ashley Miller	06/01/2022
<i>Notes:</i>				
5/20/20	Student support team will use the results of the BESS screener at the end of the year to determine what students need intervention. The team will discuss the level of support needed.	Complete 05/17/2022	Ashley Miller	06/01/2022
<i>Notes:</i>				
11/30/20	Counselors will document mental health services provided to students at supplemental and intensive levels through SMHI.	Complete 06/01/2022	Ashley Miller	06/01/2022
<i>Notes:</i>				

8/25/22	The student support team will focus on the Social Emotional Learning theme of – Determination Staying focused and reaching your personal goals. "I Can do this if I keep trying and practicing." for the month of September.	Complete 10/01/2022	Ashley Miller	09/30/2022
<i>Notes:</i>				
10/18/22	K-8 teachers completed the BESS screener	Complete 10/10/2022	Eleanor Macaulay	10/10/2022
<i>Notes:</i>				
10/18/22	The student support team will focus on the Social Emotional Learning theme of – Compassion. "Showing care and concern for others. I Can care about others thoughts, feelings and situations." for the month of October.	Complete 11/26/2022	Ashley Miller	10/31/2022
<i>Notes:</i>				
11/15/22	The student support team will focus on the Social Emotional Learning theme of – Community. "Being a part of a unified group. I Can be a part of my school community." for the month of November.	Complete 11/30/2022	Ashley Miller	11/30/2022
<i>Notes:</i>				
12/20/22	The student support team will focus on the Social Emotional Learning theme of Generosity. "Making someone's day by giving something. I Can give to others." for the month of December.	Complete 12/20/2022	Ashley Miller	12/20/2022
<i>Notes:</i>				
12/20/22	The student support team will focus on the Social Emotional Learning theme of Resilience. "The capacity to recover quickly from difficulties. I Can be strong and get through this situation that is hard." for the month of January.	Complete 02/01/2023	Ashley Miller	01/30/2023
<i>Notes:</i>				
2/21/23	The student support team will focus on the Social Emotional Learning theme of Good Judgement. "Making decisions based on what is best for you and others. I Can make healthy choices." for the month of February.	Complete 02/28/2023	Ashley Miller	02/28/2023
<i>Notes:</i>				
2/21/23	K-8 teachers will complete the BASC- 3 BESS.	Complete 02/28/2023	Madison Caldwell	02/28/2023
<i>Notes:</i>				
4/18/23	Student support services will reach out to parents of students with elevated results on their BASC-3 BESS screening by Spring Break.	Complete 03/31/2023	Ashley Miller	03/31/2023
<i>Notes:</i>				

4/18/23	The student support team will focus on the Social Emotional Learning theme of Patience. "Waiting until later for what you want now. I can wait." for the month of March.	Complete 03/31/2023	Ashley Miller	03/31/2023
<i>Notes:</i>				
4/18/23	The student support team will focus on the Social Emotional Learning theme of Peace. "Proving you care more about each other than winning an argument. I can share." for the month of April.	Complete 04/21/2023	Ashley Miller	04/28/2023
<i>Notes:</i>				
5/16/23	Student support team will complete the SHAPE assessment	Complete 05/31/2023	Eleanor Macaulay	05/31/2023
<i>Notes:</i>				
5/16/23	Student support team will meet with Kelly Doppke to discuss SHAPE assessment and set school goals	Complete 05/31/2023	Eleanor Macaulay	05/31/2023
<i>Notes:</i>				
5/16/23	The district behavior specialists will be joining one student support meeting per month.	Complete 05/31/2023	Eleanor Macaulay	05/31/2023
<i>Notes:</i>				
5/16/23	The student support team will focus on the Social Emotional Learning theme of Honesty. "Choosing to be truthful in whatever you say and do. I can tell the truth.." for the month of May.	Complete 05/31/2023	Eleanor Macaulay	05/31/2023
<i>Notes:</i>				
10/3/23	The ICS team will attend ICS district level training this summer.	Complete 08/02/2023	Eleanor Macaulay	08/02/2023
<i>Notes:</i>				
10/3/23	Staff will complete a training with Megan Crews on listening circles.	Complete 08/29/2023	Eleanor Macaulay	08/29/2023
<i>Notes:</i>				
10/3/23	During the month of September, staff and students will participate in various activities relating to suicide prevention month.	Complete 09/29/2023	Eleanor Macaulay	09/29/2023
<i>Notes:</i>				
10/3/23	The student support team will receive coaching and training from Kiernan Foxx on behavioral interventions.		Eleanor Macaulay	05/23/2024
<i>Notes:</i>				
9/6/23	Middle school teachers will implement the Character Strong curriculum.		Eleanor Macaulay	05/24/2024
<i>Notes:</i>				

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			(2017) This year our school has implemented a Pre-K classroom. We also have Kindergarten Academy during the summer to aid students in the transition to Kindergarten in the fall. Many grade levels hold parent night where they share curriculum information as well as expectations for their grade levels. Students leaving eight grade and moving to the secondary school participate in several activities to support a smooth transition. They do a site visit, a schedule exploration, and meet and greet secondary staff. Our EC teachers support students receiving EC services as they transition into the next grade level.	Limited Development 10/16/2017		
How it will look when fully met:						
Actions						
Notes:						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	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
Initial Assessment:			(2016) Fairview has developed a School Improvement Leadership team which will meet regularly to assess, discuss, and monitor the school improvement plan. Teachers meet weekly as grade level teams to discuss curriculum and grade level happenings. Our school has departmental meetings monthly for grades K-2, 3-5, and 6-8 to meet and discuss vertical alignment across subject areas. Our school has restructured committees in order to better meet the needs of all stakeholders. These committees meet monthly to discuss and address the concerns of stakeholders. This year we have also established an MTSS team to monitor and addresses student needs.	Limited Development 09/26/2016		
How it will look when fully met:						
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
Initial Assessment:			(2023) The master schedule is carefully planned each school year according to feedback provided by teachers. Best efforts are made to allow ample planning time for teachers. Teachers meet once per week with either the reading or math instructional coach to support planning. Duties are split equally among teachers and support staff to monitor and support students. Teachers work together to oversee car and bus duty. Support staff are assigned two duties a week either in the morning or afternoon. These duties are scheduled in a way that does not interfere with instructional planning time.	Full Implementation 10/03/2023		

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			(2016) The principal uses the North Carolina Educator Evaluation System (NCEES) to observe instruction and provide specific feedback to all teachers. Each teacher is observed 3 to 4 times during the school year. A pre and post conference are included in the observation.	Limited Development 09/26/2016		
How it will look when fully met:						
Actions						
Notes:						

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date

Initial Assessment:	(2023) The administration team meets often with district leadership to review data and begin the decision making process about school improvement. After benchmark assessments, substitutes are arranged so that teachers can meet to discuss data in a timely manner and make appropriate adjustments to instruction. All teachers at Fairview School have created data-driven PDP goals this year and feedback was provided by Mrs. Macaulay. Classroom observations and instructional snapshots are completed in a timely manner by administration and teachers are given explicit feedback on their instructional practice. Interventions and instruction have been carefully planned by the instructional coaches to support classroom teachers and utilize the instructional support staff in impactful ways. Fairview is very reflective in their practice. This year, we have asked Dr. Gibbs to come support our team in successfully implementing this work.	Full Implementation 10/03/2023		
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Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			(2016) Jackson County offers a \$1000 signing bonus to recruit new hires. Our county also has a 2% supplement in place for all certified school employees to attract and retain teachers in our schools. A formal system of evaluating teachers exists and is governed by the NCESS system. A fair and equitable system of replacing staff is present; positions are advertised on a state-run database and advertised within the system through email and the Jackson County website. Challenges exist in trying to reward current certified and non-certified staff due to budget concerns. Fairview's retention rate is good with low yearly turn-over. The faculty and staff at Fairview consider ourselves a family, treating each other with mutual respect and kindness. 82% of the teachers at Fairview have taught in our school for more than 4 years making teacher retention a strength for our school.	Limited Development 09/26/2016		
How it will look when fully met:						
Actions						

Notes:

Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Resource Allocation			
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our school working within the budget that we are allocated at the district level. We are currently using our instructional support TAs to provide enrichment during small group reading time. This allows teachers to provide consistent, highly effective reading intervention during this time. We have been creative in how we use these funds to best meet the needs of our students. This includes changing an AP position to a math coach position. This allows teachers and students access to high quality instructional support. We turned a classroom position into two, part time interventionists. We have moved from a pullout model to more of a push in model. We have created a C3 team to align with our equity work. We use Title I funds for instructional materials and outreach.	Limited Development 08/15/2023		
How it will look when fully met:			All staff members will be part of a C3 team providing rigorous instruction to all students. 80% of all students will be proficient on EOG testing. Funds will be allocated in a way that best meets the needs of all students.		Eleanor Macaulay	06/01/2029
Actions				0 of 1 (0%)		
8/15/23			The SIT will meet in September to discuss the Title I budget.		Eleanor Macaulay	11/10/2023
Notes:						

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
Initial Assessment:			(2016) Fairview has several lines of communication put in place to inform parents of expectations and the importance of curriculum. Each year parents purchase agendas for his/her child. These agendas are used to inform parents of homework assignments and upcoming happenings of the school. A monthly newsletter is provided to parents which contains upcoming events, the lunch menu, PTA events, and helpful hints for parents about keeping his/her child healthy or studying skills. Teachers also create classroom newsletters to inform parents of occurrences in the classroom. Connect-ed calls are also made by leadership to parents to share pertinent information or reminders on a regular basis.	Limited Development 09/26/2016		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			Fairview will have a system in place to provide continued communication and support to parents so they know what is happening in school, know how their child is doing, and understand how to help at home. We will use results from parents surveys to help determine if we have fully met this objective.	Objective Met 09/12/23	Brandon McDevitt	06/01/2021
Actions						
	5/28/20	The school will send out parent surveys to get information about how to better support students and families. We issued one in the fall and one during remote learning.		Complete 05/04/2020	Eleanor Macaulay	05/01/2020
Notes:						
	5/28/20	Principal will send out an all call on Sundays to communicate weekly information with families.		Complete 08/01/2020	Eleanor Macaulay	06/08/2020
Notes:						
	5/28/20	Fairview School will schedule curriculum nights for families - STEM, literacy, PE. Title I funds will be used to purchase materials.		Complete 08/01/2020	Eleanor Macaulay	06/08/2020
Notes:						

5/28/20	All students in K-6 will receive an agenda book to use for home and school communication. Title 1 funds were used to purchase these for the 2020-2021 school year.	Complete 08/01/2020	Eleanor Macaulay	08/17/2020
<i>Notes:</i>				
2/10/21	A OneDrive folder will be created to upload parent contact evidences.	Complete 02/04/2021	Brittany Payne	02/04/2021
<i>Notes:</i>				
2/10/21	Parent Involvement committee will create curriculum brochures for each grade level.	Complete 02/10/2021	Erik Wilson	02/10/2021
<i>Notes:</i>				
2/10/21	Teachers will upload 2 evidences of parent contact to the shared OneDrive folder.	Complete 02/26/2021	Brittany Payne	02/26/2021
<i>Notes:</i>				
3/10/21	Mrs. Macaulay will create a family engagement policy and it will be posted to the school website.	Complete 03/10/2021	Eleanor Macaulay	03/10/2021
<i>Notes:</i>				
2/10/21	The school will create a family engagement plan and post it to the school website.	Complete 05/12/2021	Brittany Payne	06/01/2021
<i>Notes:</i>				
2/10/21	Ms. Holly will create an informational flyer for parents about testing.	Complete 03/10/2021	Holly Whisnant	06/01/2021
<i>Notes:</i>				
8/13/20	Teachers have created a PDP goal centered on parent communication.	Complete 05/12/2021	Eleanor Macaulay	06/01/2021
<i>Notes:</i>				
8/13/20	Teachers will hold 2 parent conferences this school year.	Complete 06/04/2021	Eleanor Macaulay	06/01/2021
<i>Notes:</i>				
8/13/20	Teachers will use the Remind app to communicate with parents this year.	Complete 05/12/2021	Eleanor Macaulay	06/01/2021
<i>Notes:</i>				
3/10/21	An updated parent compact will be created for the 2021-2022 school year.	Complete 07/01/2021	Brittany Payne	08/16/2021
<i>Notes:</i>				
8/13/20	Mrs. Macaulay will update the school web page as necessary with information about virtual learning, scheduling, and other important information.	Complete 06/04/2021	Eleanor Macaulay	06/01/2022
<i>Notes:</i>				
10/18/22	The PTA provided \$500 to grade level teams to support instruction.	Complete 10/18/2022	Erin Daniel	10/18/2022

Notes:				
Implementation:		09/12/2023		
Evidence	7/27/2021			
Experience	7/27/2021			
Sustainability	7/27/2021			

Comprehensive Progress Report

Mission: Engage, Enlighten, and Enrich students following the core principles of JCEC: Education, Leadership, Service, and Community.

Vision: Our students are prepared to achieve their personal best as contributing members of their communities.

Goals:

Increase School Performance Grade from 87 percent to 90 percent or above for the 23-24 school year.

Increase annual successful completion for all enrolled college courses (completes course with a grade of C or higher) from 84% to 95% by June 2025.

Progress Note: Fall 2022 Successful Completion Rate was 91% (Out of 233 courses taken at SCC, 211 were passed with a grade of C or higher). Spring 2023 Successful Completion Rate was 80% (Out of 265 courses taken, 212 were passed with a grade of C or higher)



! = Past Due Objectives KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
		A1.01	The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Opportunities have been provided that allow increased communication and collaboration among staff members with an emphasis on building leadership capacity and expectations for continued rigor and high expectations of all students. Expectations for advance planning, common syllabus for each class period, course pacing, and HOUSE objectives at each grade level were communicated to all teachers.	Limited Development 07/06/2021		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			When this objective is fully met, 100% of JCEC teachers will take an active role in implementing effective practices aimed at improving student learning throughout daily lessons in each subject area class and HOUSE.	Objective Met 10/25/22	Melanie Jacobs	06/06/2022
Actions						
	7/6/21	Staff Handbook Review: Outline expectations for all staff, including expectations for staff conduct, pacing guides, use of Canvas, posting of syllabus for each course, feedback to students, HOUSE expectations, JCEC Community Creed, and an introduction to Social Emotional Learning through HOUSE and subject areas.		Complete 08/10/2021	Melanie Jacobs	08/14/2021
Notes:						
	7/6/21	Invite Adam Holt to conduct whole school data review with all teachers/staff.		Complete 09/01/2021	Melanie Jacobs	09/01/2021
Notes:						
	7/6/21	Conduct data review meetings with each teacher to determine areas for student growth and set goals.		Complete 10/11/2021	Melanie Jacobs	10/10/2021
Notes:						
Implementation:				10/25/2022		
Evidence			10/25/2022			
Experience			10/25/2022			

Sustainability			10/25/2022			
		A1.03	The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Jackson County Early College is committed to providing opportunities for students to develop skills for college and career readiness. With the release of the North Carolina Portrait of a Graduate, our Professional Learning Community monthly meetings this year will be focused on assessing these key indicators and establishing and implementing strategies to support students in the development of adaptability, collaboration, communication, critical thinking, empathy, learner's mindset, personal responsibility.	Limited Development 08/29/2023		
How it will look when fully met:			When this objective is fully met, all teachers will be implementing strategies daily in content areas to support student's in the development of the NC Portrait of a Graduate durable skills. We will see an increase in student academic performance based on statewide assessments and classroom assessments and a decrease in mental health concerns as assessed by the BASC behavior screener.		Inga Sutton	06/01/2024
Actions				1 of 5 (20%)		
	8/29/23	Equity Audit Review		Complete 09/20/2023	Melanie Jacobs	09/20/2023
Notes:						
	8/29/23	Create equity non-negotiables for the classroom focused on "our why". This will be modeled after district examples with the prompt, never should we ever.			Melanie Jacobs	10/18/2023
Notes: -Refer to our POG/SEL goals and our vision/mission as well as Hattie's research -Providing structure and consistency -Consistent processes for attendance, behavior, academic -Differentiation for all students						
	8/29/23	Determine how to meet our school's equity non-negotiables using Hattie's research card sorting activity as a starting point for discussion and planning.			Melanie Jacobs	11/15/2023
Notes:						
	8/29/23	Determine strategies and plan for meeting continued implementation of our equity non-negotiables.			Melanie Jacobs	12/13/2023
Notes:						

8/29/23			Teachers will lead PLC meetings focused on NCDPI Portrait of a Graduate skills using Social Emotional Learning strategies both in HOUSE and in content areas to support the development of these durable skills using the new Character Strong Curriculum as a key resource.		Inga Sutton	06/01/2024
Notes:						
		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
Initial Assessment:			Teachers currently use a variety of both formal and informal assessments and adjust their teaching to make sure students comprehend the material presented.	Limited Development 07/06/2021		
How it will look when fully met:			When this objective is fully met, all teachers at JCEC, including new teachers will increase the use of data to inform teaching.		Melanie Jacobs	06/06/2024
Actions				1 of 6 (17%)		
7/6/21			Increase communication with teachers during teacher post evaluation conferences regarding assessment of student learning, available assessments, and steps being taken when students do not understand the content.	Complete 01/19/2022	Melanie Jacobs	12/31/2021
Notes:						
9/20/23			All Classroom teachers will utilize School Net Assessments, Classroom Assessments, and NC Check Ins with analysis, prompt feedback, and reteaching as needed		All teachers	06/06/2024
Notes:						
9/20/23			All classroom teachers will follow MTSS protocol for attendance, academic, and behavioral concerns by working with the students first, contacting parents (documented), and then filling out an MTSS referral when classroom interventions including parent support are unsuccessful.		All teachers	06/06/2024
Notes:						
9/20/23			All teachers will reference Hattie's research when planning lessons to plan lessons that will have the biggest impact on student learning and achievement.		All Teachers	06/06/2024
Notes:						

			9/20/23	Monthly Equity meetings will include a time for collaborating on Hattie's research. M Jacobs will conduct weekly instructional snapshots in each classroom using the JCPS snapshot which includes a checklist of Hattie's research based strategies that have the highest effect size.		Melanie Jacobs	06/06/2024
			Notes:				
			9/20/23	Review EVAAS Predictor scores and assessment data to make a plan for improving student achievement in all content areas.		Melanie Jacobs	10/18/2024
			Notes: Adam Holt and Melanie Jacobs will meet with each teacher October 18th to facilitate this process.				
		A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)		Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers at JCEC use a variety of methods to provide instruction. New teachers need more support in providing hands-on learning experiences with increased rigor and real world connections.		Limited Development 07/06/2021		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6				
How it will look when fully met:			When this objective is fully met, all teachers will demonstrate proficiency with providing multiple methods of student learning. New teachers will provide more opportunities for hands-on collaborative learning and real world connections.		Objective Met 03/15/22	Melanie Jacobs	06/06/2022
Actions							
			7/6/21	During PDP development and observation conferences, the principal will help teachers who need support add a PDP goal related to varying methods of instructional delivery to include more hands on, collaborative activities with real world connections.	Complete 03/15/2022	Melanie Jacobs	06/06/2022

Notes:

Notes:				
Implementation:		03/15/2022		
Evidence	3/15/2022 Teacher professional development goals (mid-year updates) provide evidence of goal completion.			
Experience	3/15/2022 JCEC teachers feel open to discuss successes and struggles and work collaboratively to meet their professional goals.			
Sustainability	3/15/2022 Continual discussions with teachers and administrator to help teachers feel supported and encouraged to pursue professional growth opportunities.			

	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
Initial Assessment:			Each JCEC teacher is responsible for teaching an elective course referred to as HOUSE. Within this course, teachers have begun to address Social Emotional Learning, reinforce positive behaviors, and help students develop appropriate communication skills. Next steps would be to train staff in Social Emotional Learning and use these techniques not only within the HOUSE course but within each academic course as well.	Limited Development 03/22/2021		
How it will look when fully met:			When this objective is fully met, teachers in all subject areas will be fully reinforcing positive behaviors and attending to the social emotional learning needs of students. We will continue to use the BASC behavior screener twice per year and monitor results to see if there are changes in students' responses after implementing more social emotional learning opportunities within the school.	Objective Met 03/13/23	Melanie Jacobs	06/03/2023
Actions						
	3/23/21		Explore options for a program to help teachers understand Social Emotional Learning and research based best practices for implementation.	Complete 10/15/2022	Kristin Holt	10/15/2022
<i>Notes:</i> Ms. Holt will be exploring options with the district as the JCEC SEL Representative.						
	8/23/22		All certified staff will be trained in Youth Mental Health first Aid and Reconnect for Resiliency.	Complete 03/01/2023	Melanie Jacobs	03/01/2023
<i>Notes:</i>						

		A1.09	The school expects students to participate in activities to develop skills outside of the classroom (e.g., service learning, clubs, athletics, enrichment opportunities, internships).(5090)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Jackson County Early College is working toward a more intentional focus on our four guiding principles of education, leadership, service, and community.	Limited Development 10/03/2018		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			At least 90% of the student body will be fully engaged in all HOUSE and Neighborhood activities developing a sense of community, increasing club involvement, and improving health and wellness as well as an increased awareness and self monitoring of social/emotional needs and more intentional career and college planning.		Melanie Jacobs	12/01/2023
Actions				38 of 39 (97%)		
	10/3/18	JCEC will have one more service date in Fall 2018 and four more dates in Spring 2019.		Complete 05/31/2019	Melanie Jacobs	05/31/2019
<i>Notes:</i> As of 4-5-19, students have completed all Fall Service Learning Goals and will complete the Final Spring Service day on 4-12-19. Service Learning has taken hold at Jackson County Early College and has become an integral part of our school.						
	6/8/20	Create HOUSE folder in One Drive for sharing all HOUSE materials and collaborative projects among staff.		Complete 03/01/2020	Kristin Holt	03/01/2020
<i>Notes:</i>						
	5/30/19	Students will participate in 2 Service Learning trips during the 2019-2020 School Year. One in the Fall Semester and one in the Spring Semester.		Complete 05/27/2020	Inga Sutton	05/27/2020
<i>Notes:</i> Trips will be to provide local service to include: trash pickup, preschool, First Baptist, Adult Day Care, Ochre Hill Baptist Lord's Closet						
	5/30/19	Interact Club Membership Drive		Complete 02/03/2020	Pamela Judson	05/31/2020
<i>Notes:</i> Interact Club representatives will come to JCEC during Neighborhood on for the purpose of recruiting student members.						
	5/30/19	Students will participate in the second annual HOUSE Cup Event at the Jackson County Rec Center to compete in team building activities.		Complete 05/22/2020	Pamela Judson	05/31/2020
<i>Notes:</i>						
	2/12/20	Teachers will meet to establish HOUSE criteria and a plan for Flexible Fridays to include more organized club options for students		Complete 05/29/2020	Inga Sutton	05/31/2020

<i>Notes:</i> First HOUSE planning meeting will occur Monday Feb. 17th, 2020 8:30-12:30				
6/8/20	Develop monthly themes for Neighborhood and assign theme of the month to staff members who will be in charge of compiling materials for that month's theme.	Complete 06/01/2020	Inga Sutton	06/01/2020
<i>Notes:</i>				
5/30/19	Organization of club meeting dates will be established at the beginning of the school year.	Complete 05/29/2020	Emilee Nidiffer	06/01/2020
<i>Notes:</i> Student led clubs will meet every Friday during specific times for Clubs during the 2020-2021 school year. A plan will be created to facilitate joining clubs and participating in club time.				
6/8/20	Create a new JCEC Neighborhood Creed for student expectations.	Complete 06/01/2020	Kristin Holt	06/01/2020
<i>Notes:</i>				
6/8/20	Revise Friday schedule to accommodate various club meetings.	Complete 06/01/2020	Melanie Jacobs	06/01/2020
<i>Notes:</i>				
6/8/20	Develop HOUSE plans with topics to be covered at each grade level to make sure support is given to college and career planning, social emotional learning, and other character development and life skill needs.	Complete 06/01/2020	Kristin Holt	06/01/2020
<i>Notes:</i>				
6/8/20	Develop a common syllabus for HOUSE so that all teachers are using the same language and grading criteria, insert HOUSE specific objectives, and post to HOUSE Canvas Course.	Complete 08/17/2020	Mary Jo Cope	08/17/2020
<i>Notes:</i>				
3/22/21	Identify Student Screeners to screen and greet fellow students from 7:45-8:00 each morning to help students develop leadership and job skills (soft skills).	Complete 03/22/2021	Pamela Judson	03/26/2021
<i>Notes:</i>				
3/22/21	Identify and train Math peer tutors to provide an additional opportunity for students to enhance their leadership skills.	Complete 03/26/2021	Amanda Fonseca	04/05/2021
<i>Notes:</i> Tutors will be identified and trained by March 26th. Tutoring will begin 4/5/2021				
3/22/21	Identify 2 representatives from each HOUSE to serve on the 2021-2022 JCEC Student Climate Committee.	Complete 03/26/2021	All HOUSE teachers	04/09/2021
<i>Notes:</i>				

3/22/21	Plan a scaled down version of HOUSE Cup following CDC guidelines for K-12 schools as a final activity to culminate the end of each HOUSE course to help rebuild the JCEC Neighborhood as we prepare to close out the 2020-2021 school year.	Complete 03/26/2021	Pamela Judson	04/27/2021
<i>Notes:</i> This activity can be students and staff only with no parents or volunteers due to COVID restrictions. Students will rotate to different stations (4 or 5) in groups no larger than the typical class size of 20. HOUSE Cup Date in Friday, May 7th with a rain date of Friday May 14th.				
3/22/21	Create a google doc for tracking students chosen for school leadership positions to help maintain equity and access for more students.	Complete 03/22/2021	Pamela Judson	06/04/2021
<i>Notes:</i>				
3/22/21	Identify new student Chemistry Teacher Assistants to give students an opportunity to show leadership in Science.	Complete 08/16/2021	Kristin Holt	08/15/2021
<i>Notes:</i>				
7/6/21	JCEC Neighborhood will take a community building field trip to Mountain State Fair in Fletcher.	Complete 09/10/2021	Melanie Jacobs	09/10/2021
<i>Notes:</i>				
3/22/21	Create a JCEC Student Climate Committee to give students an opportunity to represent their HOUSE group in important school decisions and initiatives in order to give JCEC students a voice.	Complete 09/09/2021	Melanie Jacobs	09/15/2021
<i>Notes:</i>				
3/22/21	Create a JCEC Cookbook Fundraiser led by the Cooking Club for a schoolwide fundraiser that will begin Fall 2021. As a first step, the cooking club sponsor will hold a planning meeting for the cookbook fundraiser early Fall 2021.	Complete 09/03/2021	Shannon Woodring	09/17/2021
<i>Notes:</i>				
10/3/18	Club leaders will be more intentional in encouraging student leaders to take a leadership role during student club meetings.	Complete 03/15/2022	Kristin Holt	05/31/2022
<i>Notes:</i> Club sponsors will encourage students to create agendas for meetings to keep club meetings more focused. Groups will meet several times per month at specified meeting times on Fridays.				
3/4/20	Neighborhood meetings will have a fun focus as well as a vehicle for disseminating school wide information. Neighborhood will follow a monthly character development theme.	Complete 03/15/2022	Inga Sutton	05/31/2022
<i>Notes:</i>				
5/30/19	Students will participate in HOUSE team building to build a sense of community among students in the same HOUSE within the school.	Complete 03/15/2022	Inga Sutton	05/31/2022

	<i>Notes:</i> Each HOUSE teacher is responsible for creating activities to build a sense of community within his/her own HOUSE group. Activities will occur during the afternoon Service Dates Fall and Spring of the 2019-2020 School Year.			
7/6/21	At least 75% of the student population will be involved in clubs once a week as per the Friday Club Schedule, with 50% of the club offerings being voluntary	Complete 03/15/2022	Melanie Jacobs	06/06/2022
	<i>Notes:</i> A common rubric will be provided to students in HOUSE through attendance and participation. Of participating students 80% will score 3 or 4.			
8/31/22	All incoming students will participate in Summer Bridge to learn to navigate college and high school course platforms and to gain a better understanding of expectations and available supports.	Complete 08/12/2022	Kristin Holt	08/12/2022
	<i>Notes:</i>			
8/31/22	Students will participate in at least one community service day this school year as a whole school trip.	Complete 10/07/2022	Kristin Holt	10/07/2022
	<i>Notes:</i> Full Spectrum Farms			
8/31/22	JCEC will host a Senior Information Night for seniors and families to focus on preparations to complete FAFSA and scholarship searches and applications.	Complete 10/18/2022	Inga Sutton and Melissa Hill	10/18/2022
	<i>Notes:</i>			
8/31/22	Seniors will apply to colleges during College Application Week (October 17-21)	Complete 10/21/2022	Inga Sutton	10/21/2022
	<i>Notes:</i>			
8/31/22	Students will tour local colleges to explore college options in our area.	Complete 10/25/2022	Kristin Holt	10/25/2022
	<i>Notes:</i> 9th grade to WCU 10th grade to UNC-A 11th grade to App State/Lees McRae (optional for 12th graders)			
8/31/22	JCEC will host STEAM night engaging community partners and students of all ages to help foster community support, student leadership, and exploration into STEAM careers.	Complete 12/01/2022	Kristin Holt	12/01/2022
	<i>Notes:</i>			
8/31/22	Choral Club will host the second annual JCEC Coffee House to foster student leadership and community involvement.	Complete 04/20/2023	Amanda Fonseca	04/20/2023
	<i>Notes:</i>			
8/31/22	Students will participate in the fifth annual HOUSE Cup competition to develop a sense of community and belonging.	Complete 05/12/2023	Melanie Jacobs	05/12/2023

<i>Notes:</i>				
8/31/22	JCEC students will be encouraged to participate and compete in Battle of the Books.	Complete 05/11/2023	Inga Sutton	05/30/2023
<i>Notes:</i>				
8/31/22	Students will lead conferences twice per year to develop leadership and communication skills. (Student led conferences)	Complete 05/12/2023	All HOUSE teachers	05/31/2023
<i>Notes:</i>				
8/31/22	Seniors will participate in job shadowing experiences as part of their HOUSE project and present to other grade levels.	Complete 05/17/2023	Inga Sutton	05/31/2023
<i>Notes:</i>				
8/31/22	Community members will come to JCEC to participate in Career Panel discussions to help students explore different career paths.	Complete 05/17/2023	Kristin Holt	05/31/2023
<i>Notes:</i>				
8/31/22	Major Clarity will be used to help students explore career paths and develop 4 year plans that are accessible to them to monitor their own progress.	Complete 05/17/2023	Melissa Hill	05/31/2023
<i>Notes:</i>				
8/31/22	Juniors and Seniors will be encouraged to participate in a CTE Internship at a local business. Areas of interest will be explored, businesses will be contacted and contacts given to students to set up their own internship experience.		Melissa Hill	05/31/2024
<i>Notes:</i> Advising				
Implementation:		03/15/2022		
Evidence	3/15/2022 Evidence of full implementation is seen in the club participation logs of attendance, student leadership for each club and student climate committee meetings as well as weekly plans for Neighborhood themes and school wide student collaboration activities planned by teachers.			
Experience	3/15/2022 This semester has been full of success in meeting our school wide goals. Students are fully involved in clubs with input from the student body through the Student Climate Committee. Each Friday begins with a focused Neighborhood theme which continues into HOUSE. Students have taken on leadership roles in each club.			

Sustainability	3/15/2022 We will need to continue our momentum and be diligent about the practices we have put into place this year continuing into next school year and beyond. Though in the beginning stages, these goals have become routine practice at JCEC.			
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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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		A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	JCEC currently has a structured meeting schedule for monthly School Improvement Team Meetings, Staff/PLC Meetings, and Student Support Team Meetings.	Limited Development 07/06/2021		
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	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
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How it will look when fully met:	When this objective is fully met, at least two meetings per month (Student Support Team Meetings and Staff/PLC Meetings) will include data review as part of the agenda to increase the focus on data driven decision making for JCEC.	Objective Met 10/25/22	Melanie Jacobs	06/06/2022
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Actions				
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7/6/21	Begin the September Staff/PLC meeting with a data dive, inviting Adam Holt to present JCEC data as a basis for beginning conversations around School Improvement.	Complete 09/01/2021	Melanie Jacobs	09/01/2021
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Notes:				
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7/6/21	Create an agenda item for the September School Improvement Team Meeting to include discussions for a plan of action based on data reviewed in the September Staff Meeting.	Complete 09/14/2021	Melanie Jacobs	09/18/2021
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Notes: *Pre-ACT data and planning for support across subject areas-Math and Science improvement-plan for juniors
*Filling in learning gaps for freshmen and sophomores
*Keeping seniors engaged

Implementation:		10/25/2022		
Evidence	10/25/2022			
Experience	10/25/2022			
Sustainability	10/25/2022			

		A2.03	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(5093)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The principal currently observes all teachers and provides feedback following evaluation criteria set forth by NCDPI.	Limited Development 07/06/2021		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
<i>How it will look when fully met:</i>			When this objective is fully met, the principal will increase the amount of time spent in each classroom by increasing informal observations to at least one informal observation per month in each classroom with frequent classroom visits and informal discussions with teachers and students regarding teaching, learning, and needed supports.	Objective Met 08/23/22	Melanie Jacobs	06/06/2022
<i>Actions</i>						
	7/6/21		Make an informal visits to each classroom during the month and actively engage in conversations with teachers and students about lessons.	Complete 06/18/2022	Melanie Jacobs	06/21/2022
<i>Notes:</i>						
<i>Implementation:</i>				08/23/2022		
<i>Evidence</i>			8/23/2022			
<i>Experience</i>			8/23/2022			
<i>Sustainability</i>			8/23/2022			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers develop their units of study in alignment with both the NC Standard Course of Study for their content area along with addressing common instructional framework requirements as directed to cooperative innovative high school settings.	Full Implementation 09/29/2023		

		A2.17	ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teaching personal responsibility has been an annual goal for each teacher at JCEC. Students are held to high standards regarding rigor and work ethic. Plans have been put into place at each grade level to go into more depth with teaching the concepts of personal responsibility, cooperation, and concern for others through our JCEC required HOUSE course taught at each grade level.	Limited Development 07/06/2021		
How it will look when fully met:			When this objective is fully met, ALL teachers will have establish a greater focus on Social Emotional Learning using the CASEL SEL Framework. Evidence will be included in weekly HOUSE plans posted to CANVAS as well as informal observations of daily interactions among students and staff.		Melanie Jacobs	06/06/2024
Actions				2 of 3 (67%)		
	7/6/21	Kristin Holt and Inga Sutton will update HOUSE Curriculum binders to include Social Emotional Learning Goals based on the CASEL framework.		Complete 07/23/2021	Kristin Holt	07/23/2021
<i>Notes:</i>						
	9/15/21	HOUSE teachers will implement aspects of Social Emotional Learning into weekly HOUSE plans. Neighborhood meeting will begin with a brief introduction which teachers will expand upon in HOUSE.		Complete 05/15/2023	All HOUSE teachers and Student Support Team	05/15/2023
<i>Notes:</i>						
	9/20/23	Teachers will focus their monthly PLC on NCDPI's Portrait of a Graduate with Character Strong analysis and implementation goals. Ms. Sutton will facilitate these meetings first quarter. M Jacobs will attend each monthly POG PLC meeting.			Inga Sutton	06/06/2024
<i>Notes:</i>						

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Data analysis and instructional planning			
		A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We set a 3 year goal to raise the average ACT score to 26 by the third year. We have made steady progress each year with careful planning, instructional support, and ACT boot camps.	Limited Development 07/07/2021		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			When this objective is fully meet, the average ACT score for all juniors taking the exam during the 21-22 school year will be at least 26 or higher.	Objective Met 03/15/22	Amanda Fonseca	04/29/2022
Actions						
	7/7/21	Work with other JCEC teachers to provide support in content areas with mini boot camps at JCEC.		Complete 01/31/2022	Amanda Fonseca	02/25/2021
Notes:						
	7/7/21	Review Pre-ACT scores with each student and help student set target goals.		Complete 09/03/2021	Amanda Fonseca	09/03/2021
Notes:						
	7/7/21	Host a day long ACT boot camp with the Talbert consultants		Complete 01/14/2022	Melanie Jacobs	01/31/2022
Notes:						
	7/7/21	Collaborate with Talberts to provide a follow up session for students who need or desire additional enrichment/prep for ACT.		Complete 02/25/2022	Amanda Fonseca	02/25/2022
Notes:						
	7/7/21	Provide weekly lessons through HOUSE using the ACT prep guide in all areas, providing prompt feedback to students.		Complete 02/18/2022	Amanda Fonseca	02/28/2022
Notes:						
Implementation:				03/15/2022		
Evidence			3/15/2022 *See ACT Scores and Continued Evidence of work with Talberts.			
Experience			3/15/2022 With our deliberate focus on ACT prep, students saw steady gains each year. We will continue the processes we have put into place to help students continue to see gains.			

Sustainability	3/15/2022 *Continue Annual ACT prep for Juniors.			
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Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	This is an area that we are focused on strengthening our practice. Teachers not only address this in their content area classrooms, but also through their HOUSE/ advisory cohorts that meet weekly.			Limited Development 09/28/2016		
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	Priority Score: 3 Opportunity Score: 3 Index Score: 9					
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How it will look when fully met:	Students will receive differentiated supports in classroom settings throughout the high school curriculum courses. Teachers will use data from both informal and formal formative assessments to assess and determine additional needs for supports. The student services team will collaborate with classroom teachers to assist in providing targeted academic supports that are individualized and specific to their needs. Students will have time provided during the school day to access these support resources and receive individualized instructional support from highly qualified teachers in that content area. All staff will be trained in MTSS by district leadership (Adam Holt and Kelly Doppke).				Melanie Jacobs	06/01/2024
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Actions	13 of 14 (93%)		
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9/28/16	Advisory practices in HOUSE will continue to be refined to address the academic progress of every student as well as address the needs they may have that prepare them for successful outcomes in college classes.	Complete 11/07/2016	Gloria Painter	05/25/2017
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Notes: Work with Student services team members as well as other staff to develop guides and framework for high quality, effective advisory practices that support students in core instructional setting.				
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9/28/16	Rigor and how it applies to a highly effective honors curriculum will be the addressed through professional development activities with our instructional coaching services.	Complete 05/25/2017	Inga Sutton	05/25/2017
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Notes: collaborate with principal and instructional coaches to develop professional development plan for the year.				
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10/20/17	JCEC will examine Core Instructional practices (Tier 1) as it relates to MTSS.	Complete 09/05/2019	Brandon Pendergast	05/31/2018
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Notes:				
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10/20/17	JCEC staff will participate in MTSS Tier 1 professional learning to support their work in examining core instructional practices utilizing the online PD platform in NCEES.	Complete 05/30/2019	Brandon Pendergast	05/30/2019
<i>Notes:</i>				
4/5/19	Student Support Team will collaborate with high school teachers and seek information on college courses for monthly meetings to plan a course of action to help all students through intervention and support.	Complete 05/30/2019	Melanie Jacobs	05/30/2019
<i>Notes:</i>				
9/3/19	Students will take the BASC Behavior Screener Self Assessment.	Complete 10/09/2019	Melanie Jacobs	10/15/2019
<i>Notes:</i>				
9/3/19	Administration will review and analyze results of BASC Behavior Screener with Guidance Counselor to determine area of need.	Complete 11/15/2019	Sabrina Hallman	11/15/2019
<i>Notes:</i>				
9/3/19	Based on the results of the BASC Behavior Screener, supports will be put in place for students as needed.	Complete 10/09/2019	Sabrina Hallman	12/01/2019
<i>Notes:</i>				
9/3/19	All Teachers will be trained in MTSS Module 2 by district support staff, Kelly Doppke and Adam Holt.	Complete 10/09/2019	Melanie Jacobs	12/01/2019
<i>Notes:</i>				
4/20/21	Teachers will enter student and parent contacts into sharing form for common teachers to access. This will alert the SST and teachers to students experiencing difficulty across the board for planning team meetings with students and parents and devising success strategies.	Complete 01/31/2022	Marissa Todd	12/31/2021
<i>Notes:</i>				
4/20/21	Teachers will support students in developing leadership potential for social emotional and academic growth. Staff will track student leaders by entering into shared form to ensure equitable access to leadership opportunities for all students.	Complete 01/31/2022	Marissa Todd	12/31/2021
<i>Notes:</i>				
8/31/22	Neighborhood meeting themes will be focused on supporting students' Social Emotional Learning for future ready success using the CASEL 5 as a reference.	Complete 06/05/2023	Inga Sutton and Kristin Holt	05/31/2023
<i>Notes:</i>				
8/31/22	Record meeting data in SMHI forms and analyze periodically to make a plan of action for individual students and for collaborative planning among teachers to address patterns of concern affecting multiple students.	Complete 06/05/2023	Melissa Hill	05/31/2023

Notes:						
8/29/23	Teachers will follow established protocol for supporting students academically, behaviorally, and with regard to attendance. Documented parent contact will be followed by referral to student support team with MTSS referral form.			All Teachers	06/01/2024	
Notes:						
Implementation:			11/26/2019			
Evidence			10/20/2017 Portfolio of each Honors level course and the framework for the course has been developed and compiled into a binder for all teachers to reference.			
Experience			10/20/2017 AIG specialist at JCEC led the review and development of a revised Honors Portfolio for the Honors level courses at JCEC.			
Sustainability			10/20/2017 Continuing review, revision, and evaluation of honors portfolio and practices.			
	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:			Jackson County Early College currently has a full time counselor on a year to year basis. A full time permanent counselor is needed and efforts will continue to work toward advocating for this need to continue to be fulfilled. Teachers have increased their mentorship within their HOUSE groups to be more attentive to the social/emotional needs of the students in their group.	Limited Development 09/28/2016		
			Priority Score: 3 Opportunity Score: 1 Index Score: 3			
How it will look when fully met:			Students participate in the BASC behavior screener twice per year and strategies to offer support are implemented. There should be a positive change in student outlooks pre BASC and post BASC with the implementation of support strategies.	Objective Met 03/15/22	Melanie Jacobs	06/01/2022
Actions						
9/10/18	Pamela Judson will attend Youth Mental Health First Aid Training at SCC and will provide training for faculty and staff.		Complete 11/14/2018	Pamela Judson		11/14/2018
Notes:						

5/10/18	Recruitment and hiring of a full time counselor	Complete 08/01/2018	Melanie Jacobs	08/01/2019
<i>Notes:</i>				
9/23/20	Collaboratively develop a new JCEC Community Creed which will serve as our school positive behavior support matrix.	Complete 08/17/2020	Melanie Jacobs	08/17/2020
<i>Notes:</i>				
9/23/20	Print posters with new JCEC Community Creed for display and reference across all subjects and HOUSE.	Complete 08/17/2020	Pamela Judson	08/17/2020
<i>Notes:</i>				
3/4/20	Guidance Counselor will push into HOUSE groups to offer support for students' social/emotional well being.	Complete 12/31/2020	Sabrina Hallman	12/31/2020
<i>Notes:</i> HOUSE teachers will collaborate with Ms. Hallman to meet the needs of students in the group. Ms. Hallman will create learning groups to invite students to in addition to whole group meeting based on student need.				
9/23/20	Use HOUSE time to teach 1st year students personal skills to help them with the transition to high school and support their mental health. Topics include: self-advocacy, organizational support, time management, goal setting, tolerance, empathy, and stress reduction/work-life balance.	Complete 04/30/2021	Kristin Holt	06/01/2021
<i>Notes:</i>				
9/23/20	Use HOUSE as a course to help 2nd year students gain a better understanding of their physical and emotional health. Topics include: friendships and trust, family, wellness, depression/stress, grounding techniques, social media pitfalls, and substances.	Complete 04/30/2021	Amanda Fonseca	06/01/2021
<i>Notes:</i>				
10/20/17	Offer PD in Social Emotional Learning to all JCEC staff	Complete 03/15/2022	Kristin Holt	05/31/2022
<i>Notes:</i> Collaborate with Dana Tucker to provide this training.				
Implementation:		03/15/2022		
Evidence	3/15/2022 *Student Support Specialist records of student interactions and BASC Behavior Screener results.			
Experience	3/15/2022 We have been fortunate to have a student support specialist this school year. Students seem better adjusted and our focus on mental health support seems to have improved student well being.			
Sustainability	3/15/2022 We must find a way to keep a full time student support specialist or guidance counselor at JCEC.			

	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>			Incoming freshmen participate in Freshmen Summer Bridge which focuses on team building with their new cohort and transitioning into JCEC. This has become a routine practice at JCEC and includes ensuring all students have the necessary materials and understand navigating both Canvas for high school courses and Moodle for College Courses. Additionally, each grade level is assigned to a HOUSE group for mentorship in transitions from high school to career, technical, and university level work.	Full Implementation 09/29/2023		

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Our school leadership team meets at least twice a month, but has time set aside weekly for this purpose as needed. We have added monthly PLC meetings targeted at Portrait of a Graduate Durable skills as well.	Full Implementation 09/29/2023		

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>			Jackson County Early College has established a culture of teacher leadership. All of our teachers and our school counselor have taken on various leadership roles within the school from club leader to leading community collaboration, planning school wide and community involved events, and implementing Social Emotional Learning. The team works collaboratively to plan Neighborhood and HOUSE lessons based on school improvement goals and a monthly PLC time has been set aside for planning.	Full Implementation 10/04/2022		

		B2.05	The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.(5145)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The principal has worked to build leadership capacity among teachers and staff. Current efforts are to improve and enhance leadership capacity among students while maintaining staff leadership capacity.	Limited Development 07/07/2021		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:			When this objective is fully met, student led clubs at JCEC will be have an identified student club leader who will take charge of each meeting by providing a meeting agenda and facilitating the meeting. Meeting Minutes will be maintained by student leaders for each meeting will be submitted to the club sponsor after each club meeting.	Objective Met 01/19/22	Melanie Jacobs	06/06/2022
Actions						
	7/7/21		Determine student leaders for each club.	Complete 09/03/2021	Melanie Jacobs	09/03/2021
<i>Notes:</i>						
	7/7/21		Train student club advisors with NHS officers leading the training.	Complete 01/14/2022	Melanie Jacobs	11/17/2021
<i>Notes:</i>						
Implementation:				01/19/2022		
Evidence		1/19/2022	Each club now has a student club leader who leads each clubs activities and teachers are leading Neighborhood Social Emotional Learning activities each Friday.			
Experience		1/19/2022	Fall Semester Clubs were teacher led. Teachers modeled club leadership and chose student leaders prior to the end of the semester.			
Sustainability		1/19/2022	Continue to allow students to lead clubs and other initiatives with teachers acting as mentors and support.			
Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date

Initial Assessment:	The principal completes the required evaluation processes for all licensed staff, but also collaborates with instructional coaching services and staff to strengthen the instructional delivery practices of each staff member. Additionally, the principal conducts weekly instructional walk thrus in each classroom.	Full Implementation 09/29/2023		
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Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Quality of professional development
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	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
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Initial Assessment:	Analyze data from various sources to determine student needs and address appropriately to increase student success.	Limited Development 08/27/2019		
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	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
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How it will look when fully met:	When fully implemented, the JCEC Overall School Performance grade will be at 90% or above and the overall successful college completion rate will be at 95% or above each semester (grade of at least a C and no course withdraw).	Objective Met 03/15/22	Melanie Jacobs	05/31/2024
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Actions

8/27/19	Counselor will provide a list of minimum entrance scores for popular universities.	Complete 09/13/2019	Sabrina Hallman	09/13/2019
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<i>Notes:</i>	Ms. Hallman will meet with students briefly during HOUSE to disseminate information.			
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8/27/19	Analyze Pre-ACT data and place students into target groups for intervention. Select intervention dates for January and February 2020 and place on calendar.	Complete 09/18/2019	Mary Jo Cope	09/18/2019
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<i>Notes:</i>	Teachers will work together during the September Staff/PLC meeting to determine intervention times and strategies. Ms. Cope will bring data to meeting for analysis and dissemination.			
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8/27/19	Make room reservation for the January and February ACT Boot Camp Dates.	Complete 09/19/2019	Pamela Judson	09/19/2019
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<i>Notes:</i>				
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8/27/19	Students will use their own Pre-ACT data and information regarding targeted ACT score for entrance into their choice of university to create individual goals.	Complete 10/25/2019	Mary Jo Cope	10/25/2019
<i>Notes:</i> Ms. Cope will guide students in this process during HOUSE on 10/25/19. Ms. Hallman will be available for support as well.				
8/27/19	Students will complete independent and guided practice using ACT practice materials. Specific practice areas will be based on student goals.	Complete 12/31/2019	Mary Jo Cope	12/31/2019
<i>Notes:</i> Students will work independently and will be responsible for reporting progress to their HOUSE teacher Ms. Cope who will monitor progress.				
8/27/19	Provide scheduled time for ACT Prep with teacher guidance for students who need or prefer more guided support.	Complete 01/06/2020	Pamela Judson	01/06/2020
<i>Notes:</i> Ms. Cope will have a Study Group time assigned that will be listed in PowerSchool as Seminar. During this 90 minute block students will be scheduled to be in Ms. Cope's room for the purpose of ACT prep each day during the months of January and February. Students may be assigned specific week days if necessary based on college schedules.				
8/27/19	ACT Boot Camp	Complete 01/07/2020	Mary Jo Cope	01/07/2020
<i>Notes:</i> Scheduled formal ACT Boot Camp with Educational Consultants on January 7th from 8 am-3 pm with two follow up Skype session (dates TBD) with consultants and students prior to test in February of 2020.				
10/6/20	Juniors will participate in ACT Boot Camp prior to taking the ACT this year.	Complete 02/05/2021	Inga Sutton	01/31/2021
<i>Notes:</i> Goal is to raise average overall ACT score to at least 25 this year.				
10/6/20	2nd year HOUSE teacher will help students review individual Pre-ACT results and develop goals for next year's ACT.	Complete 06/01/2021	Amanda Fonseca	05/30/2021
<i>Notes:</i>				
6/22/21	Continue ACT Prep with juniors. Increase Math focus implemented by JCEC Math teacher throughout the year during ACT Prep time.	Complete 03/15/2022	Amanda Fonseca	05/31/2022
<i>Notes:</i>				
8/31/22	Hire a part time college success coach to monitor student performance and support students with organizational skills, scheduling tutoring, time and task management for both high school and college courses.	Complete 08/15/2022	Melanie Jacobs	08/15/2022
<i>Notes:</i>				
8/31/22	Review college course grades frequently and meet with Student Support Team to devise an intervention plan of support for individual students who are falling behind.	Complete 06/05/2023	Melissa Hill	05/31/2023

<i>Notes:</i>				
8/31/22	Monitor student grades in PowerSchool. Meet with high school teachers to determine areas of need for struggling students and meet with students to develop a plan of improvement with monitored study time and helping students set up tutoring with their high school teachers or the LAC for college courses.	Complete 06/05/2023	Molly Hill	05/31/2023
<i>Notes:</i>				
8/31/22	Review benchmark results and formative assessments and provide prompt feedback, additional assistance, parent contacts, and student support team referrals as needed to support student success.	Complete 06/05/2023	All Classroom Teachers	05/31/2023
<i>Notes:</i>				
Implementation:		03/15/2022		
Evidence	3/15/2022 HOUSE Syllabus and weekly lessons for both sophomore and junior HOUSE courses provide evidence of implementation.			
Experience	3/15/2022 With an increased focus on ACT preparation, students have seen steady gains. This objective has now become a routine practice at JCEC.			
Sustainability	3/15/2022 Continue work with analyzing pre-ACT scores with juniors with increased collaboration between sophomore and junior HOUSE teachers for portfolio and individual student goal setting.			

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			JCPS exercises high quality recruitment and retention practices. This benefits the school level retention rate at JCEC.	Full Implementation 09/29/2023		

Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Resource Allocation			
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Jackson County Early College has allocated all funding to support student achievement. The SCC Liaison position was combined with the School Counselor position to provide a full time school counselor for JCEC to support student academic and emotional needs. A part time College Success Coach was hired to help students balance their work load and access available SCC resources to support academic progress in both college and high school courses. All JCEC teachers have taken on the responsibility of providing a rigorous curriculum with tutoring and supports for students as needed.	Full Implementation 08/30/2023		
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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
Initial Assessment:			JCEC utilizes a variety of methods for communicating home to parents and involving them in their child's educational progress. We also host a variety of opportunities for them to come in a learn about their child's progress in school as well as volunteer in the school and on field trips.	Full Implementation 09/29/2023		

Core Function:			Dimension E - Families and Community			
Effective Practice:			Community Engagement			
		E2.03	The high school tracks the post-secondary school placements and experiences of their graduates and reports the results to the school board, faculty, and school community.(5190)	Implementation Status	Assigned To	Target Date
Initial Assessment:			JCEC will begin with gathering contact information for graduates, then develop a plan to follow up with them to track their post-secondary placements and progress.	Limited Development 03/26/2021		
How it will look when fully met:			When this objective is fully met, we will have a system in place with data tracking post secondary placements of our JCEC graduates that we can share with the local school board.		Melissa Hill	06/10/2024
Actions				1 of 2 (50%)		
	3/26/21	Create a google form for graduates to fill out contact information and plans after graduation. Make sure graduates complete the form prior to graduation.		Complete 08/16/2021	Pamela Judson	08/15/2021
Notes:						
	10/25/22	Create a method for tracking post secondary progress of JCEC graduates.			Melissa Hill	12/01/2023
Notes:						
		E2.04	The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Through the School Improvement Process, JCEC has reached out to local businesses and compiled a database of businesses willing to accept interns and students who need job shadowing experience.	Limited Development 03/23/2021		
How it will look when fully met:			When this objective is fully met, JCEC will have students placed in internship opportunities with local businesses. This will be monitored both through HOUSE courses at specific grade levels and through communication with the college liaison and guidance counselor.	Objective Met 06/05/23	Melanie Jacobs	06/03/2023
Actions						
	7/7/21	Create a Save the date flyer and distribute for community involvement in JCEC hosted STEAM night.		Complete 06/25/2021	Kristin Holt	06/25/2021

	<i>Notes:</i> Invite SCC (mechatronics, health sciences, computer technology, forensics, NASA), WCU (Departments and specialists), Community patners (Catman, Balsam Mountain Preserve, Green Energy Park)			
7/7/21	Reserve Burrell Building for December 2nd (5:00 pm-7:00 pm) JCEC hosted STEAM night.	Complete 06/30/2021	Pamela Judson	06/30/2021
	<i>Notes:</i>			
7/7/21	Renew subscription to memory mixer for yearbook.	Complete 09/01/2021	Shannon Woodring	09/01/2021
	<i>Notes:</i>			
7/7/21	Collect recipes from all HOUSE students, teachers, families, SCC staff, CO staff by September 9, 2021.	Complete 09/10/2021	Shannon Woodring	09/09/2021
	<i>Notes:</i>			
7/7/21	Send recipes for JCEC Cookbook to printing company for publishing.	Complete 09/30/2021	Shannon Woodring	09/30/2021
	<i>Notes:</i> *Cookbooks will be offered to families to purchase in November. This will be used a fundraiser and marketing campaign. * Continue to look for opportunities to sell (Fall Fest, Spring Fling, Greening up the Mountains)			
7/7/21	Work with David Proffitt to secure advertising for STEAM night (newsletters, social media, billboards, newspapers, student interviews with radio station.)	Complete 11/01/2021	Melanie Jacobs	11/01/2021
	<i>Notes:</i>			
7/7/21	Communicate with school counselors to get STEAM night invitations out to all 8th graders in the district and Mountain Discovery Charter School, private schools, and Catamount.	Complete 11/04/2021	Marissa Todd	11/10/2021
	<i>Notes:</i> This is a marketing/recruitment opportunity for our school.			
3/23/21	Determine best strategy for supporting students in finding internship opportunities and devise a plan to have students begin to take advantage of such opportunities.	Complete 02/15/2022	Marissa Todd	02/15/2022
	<i>Notes:</i>			
2/17/22	Collaborate with Linda Lamp from Southwestern Workforce Development and other local businesses to form partnerships to provide summer and fall internship opportunities for JCEC students.	Complete 06/05/2023	Melissa Hill	06/01/2023
	<i>Notes:</i>			

Comprehensive Progress Report

Mission:

Engage, Enlighten, and Enrich

Engage (Connecting)

We create opportunities for relevant, authentic, and meaningful learning experiences both inside and outside the classroom. Our students connect knowledge to the real world and build friendships that last a lifetime.

Enlighten (Learning)

We believe every child can learn, achieve, and be successful in life. We also believe the foundation for success is knowledge. Our highly-qualified faculty consists of trained and licensed professional educators who passionately work for the good of every student.

Enrich (Applying)

Authentic learning involves thinking, exploring, evaluating, and creating. Our students have a wealth of opportunities to apply their knowledge and develop the skills they need to become leaders, decision-makers, and lifelong learners.

Vision:

Our students are prepared to achieve their personal best as contributing members of their communities.

Goals:

Jackson County Public Schools collects data and has a comprehensive assessment system in place at all schools. While all schools collect data, the district and school teams will work to develop and/or scale up a systematic process for evaluating core instruction, supplemental instruction, and intensive supports, while monitoring progress and developing plans for groups and individual students. JCPS will implement a Multi-Tiered System of Support for ALL schools and ALL students.

JCPS will prioritize rigorous and relevant academic CORE instruction through the use of consistent district-aligned reading and mathematics curriculum for grades K-8.



Core Function:			Dimension A			
Effective Practice:			Instructional Excellence and Alignment			
		A01	The superintendent and other central office staff are accountable for district and school improvement and student learning outcomes. (5622)	Implementation Status	Assigned To	Target Date
Initial Assessment:			All JCPS schools began using NC Star for school improvement in August of 2016. Central office staff provides training and support to principals and process managers. Central office staff also provides two coaching comments per month. School goals are vertically aligned with district goals and the overall district strategic plan. All schools have a common indicator to implement a Multi Tiered Systems of Support by 2020. To ensure school needs are met, school goals informed the district goals to provide overall consistency and effectiveness.	Limited Development 08/31/2017		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:			Starting with the 2016-2017 school year, all JCPS schools will use NC Star for school improvement planning. District Curriculum team will provide two comments per month. District Improvement Plan will support each school improvement plan. Guest login access will be provided to all stakeholders to view school and district plans. JCPS Assessment System will be used consistently throughout the district and a plan for analyzing student achievement throughout the year will be identified and monitored.		Adam Holt	06/30/2024
Actions				35 of 37 (95%)		
	10/12/17	Restructure principal meetings to be day long District Leadership Team meetings with a focus on SIP and data. A formal schedule is followed each month with only the amount of time for each category changing.		Complete 02/08/2018	Kim Elliott	06/29/2018
Notes:						
	10/12/17	Directors will provide support and monitor NC Star through coaching comments and process manager quarterly meetings.		Complete 06/07/2018	Adam Holt	06/29/2018
Notes:						
	10/12/17	JCPS Finance team has dedicated certain funds to hiring instructional coaches to ensure district alignment and instructional support to teachers. Instructional coaches will spend 85% or more of their day working directly with teachers on best practices and instructional strategies.		Complete 07/01/2018	Kevin Bailey	09/01/2018
Notes:						

10/12/17	At each monthly DLT meeting, data discussions will be conducted around district information. Each school will meet throughout the year to discuss data as it becomes available. Director of Accountability will ensure data is readily available for schools to use and review. Director of Accountability will offer data review meetings with school administration, PLC groups, grade level teams, or entire school staff.	Complete 06/14/2018	Adam Holt	06/29/2018
<i>Notes:</i>				
8/21/18	Create and communicate a thorough JCPS Assessment System including screeners/benchmarks/outcome assessments and timelines to analyze data.	Complete 07/19/2018	Adam Holt	10/01/2018
<i>Notes:</i>				
9/6/18	Continue to review district level data at monthly DLT meetings.	Complete 06/26/2019	Adam Holt	06/30/2019
<i>Notes:</i>				
9/6/18	Hold school meetings to review data based on JCPS assessment calendar.	Complete 06/26/2019	Adam Holt	06/30/2019
<i>Notes:</i>				
9/6/18	Review district level data at monthly COLT meetings based on JCPS assessment calendar. Will focus on screeners and benchmark data.	Complete 06/26/2019	Adam Holt	06/30/2019
<i>Notes:</i>				
11/1/18	Conduct PLC refresher for school administrators and district level administrators at the October DLT meeting.	Complete 10/11/2018	Jake Buchanan	10/11/2018
<i>Notes:</i>				
11/1/18	Schedule school level PLC refresher at each school	Complete 10/31/2018	Jake Buchanan	10/31/2018
<i>Notes:</i>				
11/1/18	Conduct PLC refresher sessions at each school	Complete 01/30/2019	Jake Buchanan	01/30/2019
<i>Notes:</i>				
11/1/18	Schedule PLC Facilitator training for teacher leaders	Complete 03/29/2019	Jake Buchanan	03/30/2019
<i>Notes:</i>				
11/1/18	Develop a sustainability plan for 1-to-1 initiative	Complete 12/19/2018	Laura Dills	01/01/2019
<i>Notes:</i>				
6/26/19	JCPS will assess resources that are used at the school level to determine effectiveness for student achievement.	Complete 06/30/2021	Angie Dills	06/30/2021
<i>Notes:</i>				

6/26/19	At monthly policy review meetings, team will review policies to determine alignment with strategic plan with a focus on student achievement.	Complete 02/14/2020	Jake Buchanan	06/30/2020
<i>Notes:</i>				
10/3/19	Created a monthly Curriculum and Instruction district level meeting to focus on collaboration across departments to better support school improvement.	Complete 05/08/2020	Angie Dills	06/30/2020
<i>Notes:</i>				
10/3/19	All administrators, teachers, and students will receive training on use of Say Something-Anonymous Reporting System (SS-ARS) APP.	Complete 01/01/2020	Jake Buchanan	01/01/2020
<i>Notes:</i>				
2/1/21	Curriculum Planning day at NCCAT for school leadership teams	Complete 03/02/2021	Angie Dills	03/03/2021
<i>Notes:</i>				
2/1/21	Finalize Professional Development Plan for District Initiatives	Complete 07/20/2021	Angie Dills	07/31/2021
<i>Notes:</i>				
2/1/21	Develop a plan for summer programs	Complete 04/15/2021	Laura Dills	04/15/2021
<i>Notes:</i>				
2/1/21	Data analysis in Qualtrics	Complete 06/10/2021	Adam Holt	06/30/2021
<i>Notes:</i>				
7/20/21	Accountability Director will meet with school leadership teams five times throughout the year to discuss student data	Complete 06/30/2022	Adam Holt	07/31/2022
<i>Notes:</i>				
7/20/21	JCPS Curriculum Team will provide beginning of the year PD for: Wit and Wisdom, Foundations, and mCLASS	Complete 08/30/2021	Laura Dills	08/31/2021
<i>Notes:</i>				
7/20/21	Foundations of Math PD for fall semester	Complete 11/04/2021	Adam Holt	11/10/2021
<i>Notes:</i>				
6/27/22	Continue Data Meetings for 2023 school year	Complete 06/09/2023	Adam Holt	06/30/2023
<i>Notes:</i>				
6/27/22	Revamped meeting structure for all district level meetings	Complete 08/19/2022	Angie Dills	08/15/2022
<i>Notes:</i>				
6/27/22	Summer recovery and learning loss - summer 2022 Provided a 5 week summer academic learning program for students who needed additional time to support learning loss from COVID 19 impacts.	Complete 07/29/2022	Laura Dills	07/30/2022

<i>Notes:</i>				
10/18/22	Develop schedule for book study on using data for School Improvement. Driven By Data 2.0	Complete 10/12/2022	Adam Holt	10/12/2022
<i>Notes:</i>				
10/18/22	Introduce Driven By Data 2.0 book study to DLT/AP/Instructional Coaches groups at November Meetings	Complete 11/08/2022	Adam Holt	11/30/2022
<i>Notes:</i>				
10/18/22	Review Introduction of Driven By Data 2.0 in DLT/AP/Instructional Coaches meetings.	Complete 12/06/2022	Adam Holt	12/22/2022
<i>Notes:</i>				
11/3/22	Meet with Dr. Gibbs regarding Low Performing Schools requirements	Complete 10/07/2022	Adam Holt	10/07/2022
<i>Notes:</i>				
1/12/23	Review Chapter 1 of Driven By Data 2.0 book with DLT, APs, and Instructional Coaches	Complete 01/26/2023	Adam Holt	01/31/2023
<i>Notes:</i>				
1/12/23	Review Chapter 2 of Driven By Data 2.0 book with DLT, APs, and Instructional Coaches	Complete 02/14/2023	Adam Holt	02/28/2023
<i>Notes:</i>				
1/12/23	Review Chapter 3 of Driven By Data 2.0 book with DLT, APs, and Instructional Coaches	Complete 03/14/2023	Adam Holt	03/30/2023
<i>Notes:</i>				
5/24/23	Work with school leadership teams at Summer Leadership to review multiple sources of data and set actions steps for 2023/24 school year.	Complete 07/27/2023	Adam Holt	08/01/2023
<i>Notes:</i>				
9/7/23	Implement the use of Instructional Snap Shot Tool to be used by school admin		Brent Speckhardt	12/30/2023
<i>Notes:</i>				
9/7/23	Region 8 NCDPI support with Low Performing Schools		Dana Ayers	06/30/2024
<i>Notes:</i>				
Implementation:		02/07/2019		
Evidence	2/7/2019 -- see attached plan			
Experience	2/7/2019 -- Met requirements of Golden Leaf			
Sustainability	2/7/2019 -- annual review of the plan			

		A04	The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.(5642)	Implementation Status	Assigned To	Target Date
Initial Assessment:			JCPS has current district pacing guides for K-8 math and ELA. -- District pacing guides are made available to all staff through digital access -- Adoption of new updated math resources for K-5 along with PD in the summer (2017) has helped to align district curriculum guides to the budget. -- District PLCs meet to examine data and resources provided within the district pacing guide. JCPS has placed curricular expectations for each course at all school. -- Assessment Specifications from NCDPI are expected to be used for pacing and lesson planning for all courses taught throughout the district.	Limited Development 08/31/2017		
How it will look when fully met:			Curriculum resources, pacing guides, vocabulary, and instructional strategies will be located and easily accessible at our JCPS website under curriculum. Curriculum is the main focus of all District Leadership Team meetings throughout each school year. Schools will have effective PLC meetings across all grade levels to identify priority standards and evaluate formative assessment data to drive instruction.		Laura Dills	06/30/2024
Actions				31 of 38 (82%)		
	9/15/17	Create district K-8 pacing guides for math and ELA and make available to all teachers and schools.		Complete 09/29/2017	Laura Dills	09/30/2017
<i>Notes:</i>						
	10/17/17	Create district 5-8 pacing guides for Science and make available to all teachers and schools.		Complete 06/26/2019	Angie Dills	06/30/2019
<i>Notes:</i> Conducted grade level meetings for 5 & 8 during the 18/19 school year.						
	10/17/17	Secondary Curriculum Director will support development of curriculum guides for each EOC course at each school.			Angie Dills	06/30/2024
<i>Notes:</i> making progress with varied implementation at each school - update 6/26/2019						
	2/19/18	Curriculum directors attend ELA and math revised standards updates training sessions.		Complete 02/28/2018	Angie Dills	03/31/2018
<i>Notes:</i>						
	2/19/18	Develop a plan of action for roll out of revised standards for ELA and math.		Complete 03/20/2018	Angie Dills	06/01/2018
<i>Notes:</i>						

6/13/18	School based literacy teams will participate in adolescent literacy overview professional development.	Complete 05/01/2018	Angie Dills	05/01/2018
<i>Notes:</i>				
6/13/18	District will follow up with school teams on adolescent literacy PD from fall 2018.	Complete 06/26/2019	Kelly Doppke	06/30/2019
<i>Notes:</i> Provided support to FES				
6/13/18	School based literacy teams will attend SIMS Training in August	Complete 08/02/2018	Kelly Doppke	08/02/2018
<i>Notes:</i>				
6/13/18	District will adopt a 90 minutes literacy framework for K-5 classrooms and provide access to literacy resources (K-12) to support school based literacy teams and planning.	Complete 08/03/2018	curriculum team	08/03/2018
<i>Notes:</i> complete and provide prior to summer leadership				
11/1/18	District curriculum directors will create up-to-date online resources for teachers to access instructional practices, unpacking standards documents, and links to state curriculum guides and other resources.	Complete 10/31/2018	Angie Dills	10/31/2018
<i>Notes:</i>				
6/26/19	Present the benefits of Adolescent Literacy impact on school achievement and determine if other schools are interested in additional PD.	Complete 11/14/2019	Angie Dills	11/30/2019
<i>Notes:</i>				
6/26/19	Develop Implementation plan for new Istation literacy tool.	Complete 08/30/2019	Laura Dills	08/30/2019
<i>Notes:</i>				
6/26/19	Develop Implementation plan for i-Ready math screener and instructional tool	Complete 08/30/2019	Adam Holt	08/31/2019
<i>Notes:</i>				
10/3/19	District creates instructional/lead teacher team that meets monthly to focus on state standards and PLC model and Core Curriculum.	Complete 05/19/2020	Brent Speckhardt	08/30/2020
<i>Notes:</i>				
10/3/19	Provide opportunities for instructional/lead teachers to receive PD throughout the school year. To include partners such as Friday Institute and NCCAT.	Complete 05/19/2020	Brent Speckhardt	06/30/2020
<i>Notes:</i>				
10/3/19	JCPS will create data decision rules for ELA, math, and behavior/social emotional learning.	Complete 11/14/2019	Adam Holt	11/30/2019
<i>Notes:</i>				

10/3/19	JCPS will support the development of school based standard protocols for interventions based on district data decision rules for ELA, math, and Behavior/Social Emotional learning.		Adam Holt	06/30/2024
<i>Notes:</i>				
10/3/19	Provide digital citizenship training for all schools and students. Technology facilitators will support schools through this process.	Complete 04/30/2021	Jeremiah Jackson	04/30/2021
<i>Notes:</i>				
9/28/20	Update math pacing with new textbook adoption for grades K-8	Complete 06/30/2022	Laura Dills	06/30/2022
<i>Notes:</i>				
6/27/22	CO - Staff complete LETRS PD part 1	Complete 06/28/2022	Laura Dills	06/30/2022
<i>Notes:</i>				
6/27/22	CO - Staff complete LETRS PD part 2	Complete 06/29/2023	Laura Dills	06/30/2023
<i>Notes:</i>				
6/27/22	ALL K-5 Core Teachers, EC, EL, PK, Instructional Coaches, Admin will participate in LETRS Training		Laura Dills	06/30/2024
<i>Notes:</i>				
6/27/22	LETRS Kickoff Event	Complete 08/09/2022	Laura Dills	08/08/2022
<i>Notes:</i>				
6/27/22	Curriculum teams will create a PD plan for the 4 designated PD days in the 2023 school calendar	Complete 07/29/2022	Angie Dills	07/31/2022
<i>Notes:</i>				
6/27/22	Provide support for LETRS PD will come from school level instructional coaches and district level curriculum department		Laura Dills	06/30/2024
<i>Notes:</i>				
6/28/22	Purchase new ELA product - Wit and Wisdom	Complete 08/01/2021	Angie Dills	08/01/2021
<i>Notes:</i>				
6/28/22	Provide initial PD for Wit and Wisdom materials	Complete 08/30/2021	Angie Dills	08/30/2021
<i>Notes:</i>				
6/28/22	Provide school level support for Wit and Wisdom materials	Complete 10/29/2021	Laura Dills	10/31/2021
<i>Notes:</i>				
6/28/22	Quarter 1 LETRS check-In with staff and supporting Instructional Coaches	Complete 10/31/2022	Laura Dills	10/31/2022
<i>Notes:</i>				

6/28/22	Quarter 2 LETRS check-In with staff and supporting Instructional Coaches	Complete 01/06/2023	Laura Dills	01/09/2023
<i>Notes:</i>				
6/28/22	Quarter 3 LETRS check-In with staff and supporting Instructional Coaches	Complete 03/17/2023	Laura Dills	03/17/2023
<i>Notes:</i>				
6/28/22	Quarter 4 LETRS check-In with staff and supporting Instructional Coaches	Complete 06/29/2023	Laura Dills	06/30/2023
<i>Notes:</i>				
11/3/22	JCPS create a literacy intervention plan to align with state requirements	Complete 09/06/2022	Laura Dills	10/01/2022
<i>Notes:</i>				
11/3/22	Develop procedures for implementing required individualized reading plans	Complete 02/27/2023	Laura Dills	02/28/2023
<i>Notes:</i>				
9/7/23	Wit and Wisdom correlation to NC Test Specifications, review with JCPS Instructional Coaches to implement with each school.	Complete 09/06/2023	Angie Dills	09/07/2023
<i>Notes:</i>				
9/7/23	Review with Instructional Coaches and Principals the use of the Wit and Wisdom correlation document with NCDPI Test Specifications.		Angie Dills	06/30/2024
<i>Notes:</i>				
9/7/23	Create a collaborative structure with instructional coaches meetings to increase academic proficiency.		Angie Dills	06/30/2024
<i>Notes:</i>				
9/7/23	Instructional coaches will conduct Foundations observations and follow coaching support to individual teachers and groups		Brent Speckhardt	06/30/2024
<i>Notes:</i>				

Core Function:			Dimension B			
Effective Practice:			Leadership Capacity			
		B04	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The district uses COLT (Central Office Leadership Team) as the LEA support and Improvement Team. This team meets monthly and reviews the district NCStar plan.	Full Implementation 05/24/2023		

		B10	The district proactively supports and emphasizes student-centered instruction by seeking solutions to remove barriers, including those related to policies, practices, and traditions.(6832)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>JCPS has partnered with Integrated Comprehensive Systems for Equity for a multi year PD plan. District leadership team attended PD at University of Wisconsin in July 2019. We began implementation Fall 2019 with school leadership.</p> <p>The Exceptional Children LEA self assessment for JCPS is an ongoing improvement process for students with disabilities in Jackson County.</p>	Limited Development 09/28/2020		
How it will look when fully met:			<p>JCPS will have developed policies and procedures to have proportionally represented classrooms throughout the system including policies and funding allocations to support equitable practices.</p> <p>Improve academic outcomes for students with disabilities, i.e. improved reading and math proficiency levels.</p>		Kelly Doppke	06/30/2024
Actions				18 of 20 (90%)		
	9/28/20	District Equity Team completes District Equity models 1-4		Complete 06/30/2020	Angie Dills	06/30/2020
<i>Notes:</i>						
	9/28/20	District Equity will meet weekly to work through modules and PD plan		Complete 11/30/2020	Jake Buchanan	06/30/2021
<i>Notes:</i>						
	9/28/20	District Leadership Team will complete a book study on poverty as beginning work to our Equity PD Plan. "Reaching and Teaching Students in Poverty" by Gorski		Complete 06/30/2020	Angie Dills	06/30/2020
<i>Notes:</i>						
	9/28/20	One day introduction PD for school teams on ICS of Equity		Complete 02/17/2020	Angie Dills	02/28/2020
<i>Notes:</i>						
	9/28/20	District Leadership Team will work through ICS school modules through monthly DLT meetings		Complete 06/10/2021	Jake Buchanan	06/30/2021
<i>Notes:</i>						
	9/28/20	School based Equity Teams will participate in ICS PD July 2021.		Complete 07/15/2021	Jake Buchanan	07/31/2021
<i>Notes:</i>						
	9/28/20	JCPS will work with stakeholders to develop a systematic problem solving process including documentation and progress monitoring for students with disabilities.		Complete 06/30/2023	Kelly Doppke	06/28/2023

<i>Notes:</i>				
9/28/20	JCPS District MTSS Team will attend SDI PD with NCDPI staff.	Complete 10/14/2020	Kelly Doppke	10/31/2019
<i>Notes:</i>				
9/28/20	JCPS District MTSS team will meet weekly to complete SDI modules.	Complete 06/30/2020	Kelly Doppke	06/30/2020
<i>Notes:</i>				
9/28/20	Relocate self-contained and day treatment classrooms to traditional K-8 schools.	Complete 08/17/2020	Kelly Doppke	08/17/2020
<i>Notes:</i>				
7/20/21	JCPS will provide SEL PD to all staff	Complete 05/31/2022	Kelly Doppke	05/30/2022
<i>Notes:</i>				
7/20/21	District SEL Team will complete MTSS SEL modules	Complete 07/02/2021	Dana Tucker	08/01/2021
<i>Notes:</i>				
7/20/21	School level SEL teams will provide PD to faculty and staff.	Complete 06/30/2023	Dana Tucker	06/30/2023
<i>Notes:</i>				
6/27/22	ICS Equity work - school based teams will participate in Co-Plan to Co-Serve Training	Complete 07/21/2023	Jake Buchanan	07/31/2023
<i>Notes:</i>				
10/18/22	Communicate to school ICS Equity teams the expectation to complete School Cornerstone 1 by June 2023	Complete 09/12/2022	Jake Buchanan	09/15/2022
<i>Notes:</i>				
10/18/22	ICS - Equity - Coaching Meeting with Jess and Elise at school level and district level	Complete 10/20/2022	Jake Buchanan	10/20/2022
<i>Notes:</i>				
10/18/22	District ICS Equity team complete Cornerstone 2 by end of school year	Complete 06/30/2023	Jake Buchanan	06/30/2023
<i>Notes:</i>				
11/3/22	Complete Opportunity Gap analysis and EC Improvement planning worksheet	Complete 01/31/2023	Kelly Doppke	01/31/2023
<i>Notes:</i>				
10/12/23	Continue supporting school ICS Equity teams through Equity Modules.		Jake Buchanan	06/30/2024
<i>Notes:</i>				
10/12/23	JCPS District ICS Equity Team will continue working through modules during the 23/24 school year on a monthly basis.		Brent Speckhardt	06/30/2024
<i>Notes:</i>				

Core Function:			Dimension C			
Effective Practice:			Professional Capacity			
		C01	The superintendent celebrates individual, team, and district/school successes, especially related to student learning outcomes.(5624)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Superintendent recognizes students, teachers, principals, directors, and community groups at monthly School Board Meetings. A standing item to showcase teaching, learning, and student success on the monthly agenda is reserved under the Superintendent's Report. Formal recognition include: Jackson County Teacher of the Year, Jackson County Principal of the Year, Steve Jones Servant Leadership Award, Jackson County Employee of the Year, and retirees awards banquets. Additionally, students are recognized on JCPS website and social media presence.	Full Implementation 10/12/2023		
		C03	The LEA has a plan and process to establish a pipeline of potential school leaders.(5166)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			JCPS provides partial tuition reimbursement for certified staff pursuing MSA licensure. JCPS partners with WRESA and WCU to recruit assistant principal candidates. Current assistant principals participate in NCDPI's Aspiring Leaders Program. JCPS has a local aspiring leaders program as well.	Full Implementation 10/12/2023		
Core Function:			Dimension D			
Effective Practice:			Planning and Operational Effectiveness			
		D02	The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels.(5626)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			School administration has access to school level data on secure OneDrive files immediately after scanning or when information becomes available. Director of Testing and Accountability goes into schools to meet with admin or teacher teams to discuss student data from state assessments and local assessments. Director of Testing and Accountability reviews district level data with District Leadership Team on a monthly basis as data is available. Director of Testing and Accountability reviews teacher effectiveness data with school administration teams and district leadership teams.	Full Implementation 10/12/2023		

Core Function:			Dimension E			
Effective Practice:			Families and Community			
		E01	The district includes parent organizations in district and school improvement planning and maintains regular communication with them.(5846)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Full Implementation	Full Implementation 10/05/2022		
		E03	The district establishes two-way communication channels to encourage transparency, feedback loops, and access to information for families and the community.(6837)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Through the COVID pandemic, this highlighted a need to increase our effective two-way communication with students, parents, and community. We determined that the majority of our communication was one-way. We adopted a communication tool, Remind, to help with this indicator.	Limited Development 07/20/2021		
How it will look when fully met:			JCPS will commit to providing quarterly opportunities for parent and community involvement at both school and district level. JCPS will solicit open feedback through stakeholder groups, open forums, community events, and surveys.		Dana Ayers	06/30/2024
Actions				11 of 12 (92%)		
	7/20/21	Meet the Superintendent events at three schools		Complete 08/05/2021	Dana Ayers	08/05/2021
Notes:						
	7/20/21	Quarterly parent Stakeholder groups		Complete 06/27/2022	Central Office Staff	06/30/2022
Notes:						
	7/20/21	JCPS District Leadership will consistently participate in Sylva Rotary, Catamount School Board, Hospital Business Roundtable, PEC, Qualla Education Collaborative, WRESA, Jackson Neighbors in Need, LICC, Domestic Violence Prevention Taskforce, Child Fatality Prevention Taskforce, Adolescent Pregnancy Prevention Council, School Justice Partnership, Clinical Experiences COP, Ed. Leadership Advisory Council, Regional Collaboratives for DPI programs, School Health Advisory Council, WRAEC, Early Intervention Team, Regional Workforce Development		Complete 06/27/2022	Central Office Staff	06/30/2022
Notes:						

7/20/21	JCPS will increase social media presence through multiple outlets for both district and schools.	Complete 06/27/2022	Central Office Staff	06/30/2022
<i>Notes:</i>				
6/27/22	Create Superintendent Advisory Panel	Complete 06/27/2022	Dana Ayers	06/30/2022
<i>Notes:</i>				
6/27/22	Back to School Bash - 2022	Complete 08/20/2022	Dana Ayers	08/20/2022
<i>Notes:</i>				
6/27/22	Create Remind Groups for SWD	Complete 06/27/2022	Kelly Doppke	06/30/2022
<i>Notes:</i>				
6/27/22	District site license for Remind for two way communication between schools and home	Complete 06/27/2022	Jeremiah Jackson	06/30/2022
<i>Notes:</i>				
6/27/22	Continue use of Remind for communication with multiple stakeholder groups	Complete 06/09/2023	Angie Dills	06/30/2023
<i>Notes:</i>				
10/18/22	Establish date for Back to School Bash 2023	Complete 09/02/2022	Dana Ayers	10/01/2022
<i>Notes:</i>				
10/18/22	Push out early communication with all stakeholders regarding Back to School Bash 2023	Complete 10/03/2022	Dana Ayers	11/01/2022
<i>Notes:</i>				
9/7/23	Participate in the National Family Engagement Conference		Kelly Doppke	10/31/2023
<i>Notes:</i>				

Comprehensive Progress Report

Mission:

Vision:

Goals:

JCS will maintain a graduation rate of 70% for the 2023-2024 school year by ensuring all students are provided resources to overcome barriers to graduate.

JCS will improve EOG/EOC performance for 2023-2024 school year to above 20% by June 2024 by linking standards to instruction; providing high quality, rigorous, engaging, relevant, culturally responsive, and differentiated instruction; focusing on social/emotional development and skills; and data responsive problem solving.



! = 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
Initial Assessment:			Creation and implementation of a comprehensive behavior achievement plan that supports student skill development, is proactive, and is rooted in best practices including but not limited to PBIS, restorative justice, and trauma-informed practices.	Limited Development 09/20/2017		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			A fully realized, comprehensive plan for behavior development, restorative justice, discipline, classroom management, student supervision, and trauma-informed practices will be implemented. This will include: student code of conduct, staff expectations, a behavior response matrix, training in and use of new referral system, professional development on restorative and trauma-informed practices, equitable and inclusive practices, PBIS, SEL support, and growth mindset.		Christina Daniels	06/15/2023
Actions				15 of 16 (94%)		
	9/20/17	Teachers will work together at grade levels and across curriculums to develop strategies to improve learning environments for students.		Complete 09/28/2018	All teachers	06/15/2018
Notes:						
	10/4/17	All Staff will be trained in PBIS Module II during school year 2017-2018		Complete 06/15/2018	Nancy Harmon	06/01/2019
Notes:						
	9/20/17	All staff will be trained in PBIS and begin the implementaion process.		Complete 06/14/2019	Nancy Harmon	06/15/2019
Notes: Professional Development will be offered monthly throughout the year.						
	9/20/17	The master schedule will be reviewed quarterly to determine if additional or modification of courses would be beneficial for students. Also, to determine if the currrent schedule is formatted for maximum success.		Complete 06/14/2019	Nancy Harmon	06/18/2019
Notes:						
	2/15/18	Class modifications based on core, which will not interfere with Meridian and the behavioral piece which prepares transitioning students back to their regular school. Focus on interventions of academic and social skills simultaneously.		Complete 02/29/2020	Lindsay Button	03/02/2020
Notes:						

10/18/21	Student code of conduct and staff expectations will be developed, codified, and communicated.	Complete 11/17/2021	Heather Reidinger	10/01/2021
<i>Notes:</i>				
10/18/21	Training and implementation of new student discipline referral system (Educator's Handbook)	Complete 10/29/2021	Heather Reidinger	10/29/2021
<i>Notes:</i>				
10/18/21	Redesign of "ISS" to "Refocus"	Complete 01/06/2022	Heather Reidinger	03/31/2022
<i>Notes:</i> Working in collaboration with HIGHTS.				
10/18/21	Conduct professional development on Hacking School Discipline	Complete 05/11/2022	Heather Reidinger	05/20/2022
<i>Notes:</i>				
10/18/21	Attend SEL training and share with staff	Complete 05/18/2022	Christina Daniels	05/20/2022
<i>Notes:</i>				
10/18/21	Lead staff in professional development on first two modules of ICS for Equity Framework	Complete 04/27/2022	Heather Reidinger	05/20/2022
<i>Notes:</i>				
10/13/22	Collaboratively create community norms. Create visuals and display around the school.	Complete 10/13/2022	Heather Reidinger	10/31/2022
<i>Notes:</i>				
10/18/21	Create, communicate, and support behavior response matrix for staff use	Complete 08/22/2022	Heather Reidinger	02/28/2023
<i>Notes:</i>				
10/13/22	Planning and delivery of the SEL support and curriculum through enrichment block.	Complete 01/16/2023	Christina Daniels	03/01/2023
<i>Notes:</i> Christina will be supported by the SEL team, and the entire staff participates in implementation				
10/13/22	Remind, revisit and retrain staff on use of the behavior flow chart and matrix tools. Gather data to assess across the year. Make notes for revision for improvement across the year. Roll out revisions at start of next school year.	Complete 05/10/2023	Heather Reidinger	05/20/2023
<i>Notes:</i>				
9/8/23	Create and implement a comprehensive restorative justice program.		Heather Reidinger	05/01/2025
<i>Notes:</i> Some steps have been taken prior to 9/2023, some steps will be taken during the 23-24 school year as opportunities arise, and the full and comprehensive plan will be built and implemented in the 24-25 school year.				
Implementation:		10/13/2022		

Evidence	10/13/2022 handbook; training agendas and work artifacts; documentation in educator's handbook, notes, and emails; school display artifacts			
Experience	10/13/2022 Gathered input from school improvement team, literature, and data-supported research. SIT created community norms and contributed to student code of conduct. Created matrix and behavior response flow chart. Included in staff handbook. Trained staff in August 2022.			
Sustainability	10/13/2022			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Creation, implementation, and monitoring of PLCs for collaborative reflective practice and growing collective efficacy of educators.	Limited Development 10/14/2022		
How it will look when fully met:			Fully operationalized instructional PLCs built for collaborative reflective practice around highly effective strategies will meet regularly with documentation, showing growth in capacity for effective instruction across domains.		James McNider	05/30/2024
Actions						
Notes:						

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Revised Implementation Summary: The team has done extensive work with content standards and student mastery. The team will work with the MTSS process to support a tiered system of support for students. The team will continue to ensure students understand and learn the essential standards connected to each content area. These steps will help support student proficiency on standardized assessments.</p> <p>Previous Efforts: SOA provided a full time counselor, Graduation Coach and support for our 4-12th staff.</p>	Limited Development 03/22/2016		
			<p>Priority Score: 3</p> <p>Opportunity Score: 3</p> <p>Index Score: 9</p>			
How it will look when fully met:			1. Jackson Community School will have consistent full-time support personnel. 2. All staff will be trained in and will operationalize data-based problem-solving across the 3 tiers. 3. Documentation will reflect a procedural approach to data based problem solving in academics and student services		Heather Reidinger	12/31/2023
Actions				11 of 12 (92%)		
	9/28/16	Full time counselor and Graduation Coach were added to the staff during summer 2016.		Complete 08/01/2016	JCPS	08/01/2016
<i>Notes:</i>						
	9/28/16	Hold meetings to introduce Graduation Coach to all high school students and help develop a process in order to facilitate student success.		Complete 09/02/2016	Caroline Williamson	09/02/2016
<i>Notes:</i> Meetings with various high school administrators and students.						
	11/14/17	MTSS leadership Team will introduce and share components of the MTSS module 1 information with school staff during grade level meetings.		Complete 04/11/2018	Terry Clark	06/20/2018
<i>Notes:</i> 2017-2018 school year-MTSS Leadership team participates in monthly district training						

4/24/18	JCSA will provide PD in the fall utilizing True North Logic. MTSS Leadership team plans to provide PD sharing common language and emphasis on core. Using real-life scenarios as examples, MTSS team hopes to foster collaboration among teachers and support staff.	Complete 06/17/2019	Terry Clark	06/15/2019
<i>Notes:</i>				
11/14/17	JCSA will review data to establish the impact of PBIS implementation	Complete 09/17/2019	Nancy Harmon	06/17/2019
<i>Notes:</i>				
9/28/16	Counselor teaches regular real-life application skills to grades 4-8 students.	Complete 06/17/2020	Nancy Harmon	06/16/2020
<i>Notes:</i> Counselor has developed a schedule for meeting with 4-8 students and will adjust as needed.				
9/16/19	School-wide student surveys and new student orientation facilitated by Graduation Coach to create data and inform students about expectations and opportunities.	Complete 06/09/2020	Caroline Williamson	06/17/2020
<i>Notes:</i>				
10/13/17	MTSS School Leadership team in place and will participate in JCPS MTSS Module 1 trainings	Complete 04/19/2018	Terry Clark	06/30/2020
<i>Notes:</i>				
9/16/19	High School/elementary/ middle school PLC's meets monthly to discuss academic/behavior/events to engage students	Complete 06/09/2020	Angela Lunsford	07/01/2020
<i>Notes:</i>				
9/16/19	JCPS District leaders will provide MTSS Modules 2.1 -2.2 PD to SOA staff	Complete 04/23/2021	Adam Holt /Kelly Doppke	06/01/2021
<i>Notes:</i> MTSS Module 1 was provided in early March. Due to COVID-19, the next MTSS module will be facilitated by Jan 2020				
9/16/19	To increase proficiency, Teachers will post an essential question in classroom linking standards to instruction	Complete 06/30/2023	Classroom Teachers	06/17/2023
<i>Notes:</i>				
10/13/22	PLCs will be created, trained, managed, and assessed to increase collective efficacy through collaborative, reflective practice in support of building capacity for staff to engage in tiered problem solving through MTSS.		Heather Reidinger	03/15/2024
<i>Notes:</i> 5 PLC teams have been created as of October 2022 in areas of academics, behavior, and student needs. As of September 2023 the teams have established a habit of regular meeting and are entering a phase of structured, documented reflective practice.				
Implementation:		09/10/2019		

Evidence	<p>9/28/2016 On staff and daily schedules</p> <p>4/21/2017 Master schedule and student surveys.</p>			
Experience	<p>9/28/2016 Graduation Coach and Counselor are employed at JCSA.</p> <p>4/21/2017 With outside family issues it took longer than expected to accomplish this task.</p>			
Sustainability	<p>9/28/2016 JCPS will continue to fund a Graduation Coach for the entire county school system.</p> <p>4/21/2017 A full time counselor and master schedule adjustments will be needed to continue the progress for this goal.</p>			

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>We are implementing PBIS strategies, SEL support and curriculum delivery through enrichment block, and providing ongoing training to expand teacher capacity for understanding and supporting the emotional states of students in a trauma informed environment.</p> <p>Past effort: book study on and effort to implement "Fair Is Not Always Equal" strategies school wide.</p>	Limited Development 03/22/2016		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			All staff will be attentive to student needs, both mental and physical, and operate in all spaces, instructional and otherwise, with evidence-based, trauma-informed best practices. We have already experienced a decrease in office referrals and when this is fully implemented we expect to see a further decrease as well as evidence of extensive referral to and collaboration with community agencies to support mental health and social needs. Ultimately this goal when fully realized should result in an increase in graduation rate as well as rate of enrollment in post-secondary education, employment, or enlistment in the military upon graduation with an increase in successful persistence in each. We will also see improvement in data regarding the emotional states of students.		Heather Reidinger	06/17/2024
Actions				7 of 8 (88%)		
	9/28/16	Read and develop lessons through "Fair Is Not Always Equal"		Complete 12/15/2016	Kristopher Reis	09/30/2016
	Notes:		Teacher interactions with students and lesson planning strategies.			
	9/28/16	To attend and provide PBIS training to all staff at JCSA.		Complete 06/16/2017	Nancy Harmon	06/16/2017
	Notes:		Counselor provides continual PBIS training and information.			
	11/14/17	JCSA will assess the effectiveness and improve our supports for students in the areas of social, emotional, and mental health: School Health Assessment Performance Evaluation (SHAPE) pilot.		Complete 03/01/2019	Nancy Harmon	03/01/2019
	Notes:					
	9/16/19	Student Support Services and LeadershipTeam will provide Resiliency PD to all staff		Complete 06/30/2020	Nancy Harmon	06/17/2021

<i>Notes:</i>				
10/18/21	Attend SEL trainings and share with staff.	Complete 05/11/2022	Brooke Drum	05/20/2022
<i>Notes:</i>				
10/13/22	Creation and implementation of enrichment block schedule, curriculum and procedures.	Complete 03/15/2023	Christina Daniels	03/15/2023
<i>Notes:</i>				
9/8/23	Lead staff in more advanced training and learning in trauma-informed practices.	Complete 05/30/2023	Heather Reidinger	05/30/2023
<i>Notes:</i>				
10/13/22	Provide ongoing training to teachers on developmental psychology, ACEs and their effects, collaborative-proactive solutions, and trauma-informed practices.		Heather Reidinger	06/01/2024
<i>Notes:</i> Materials including but not limited to a book study on "Teaching with Poverty and Equity in Mind" by Eric Jensen				
Implementation:		06/03/2022		
Evidence	9/20/2017 Training attendance documentaion.			
Experience	9/20/2017 Staff were trained on PBIS Module I throughout the school year.			
Sustainability	9/20/2017 Staff will complete Module II training throughout the school year (2017-2018).			

!		A4.09	The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Student intervention team	No Development 10/18/2021		
<i>How it will look when fully met:</i>			<p>A tier 3 student intervention team will be created and will meet an average of three times per month to create goals and plans for students at risk of negative outcomes.</p> <p>The Jobs for North Carolina's Graduates program will bring two sections of a two level elective to our course offerings and the course instructor will provide support outside of class with obtaining mentors, internships, and jobs for students. The instructor will provide support for students for two years post graduation with workforce development and transition. The instructor will track data on implementation, student outcomes, and program effectiveness.</p>		Rebecca Bailey	02/28/2023
Actions				4 of 6 (67%)		
	10/18/21	Create tier 3 team		Complete 10/01/2021	Heather Reidinger	10/15/2021
<i>Notes:</i>						
	10/18/21	Create structure, procedures, and accountability structure for tier 3 team.		Complete 11/17/2021	Heather Reidinger	10/29/2021
<i>Notes:</i>						
	10/13/22	Begin implementation of JAG/JNCG program with course, support, and data collection.		Complete 03/10/2023	Veronica Parks	03/10/2023
<i>Notes:</i>						
	10/13/22	Review effectiveness of JAG/JNCG program with instructor, program director, school counselor, and HIGHTS workforce development community partners and identify and remove barriers to successful implementation.		Complete 06/01/2023	Heather Reidinger	06/01/2023
<i>Notes:</i>						
	10/18/21	Track outcomes and effectiveness of tier 3 interventions			Heather Reidinger	05/30/2024
<i>Notes:</i>						
	10/18/21	Manage workflow and accountability for tier 3 team.			Rebecca Bailey	02/28/2025
<i>Notes:</i>						

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Past note: We currently meet on individual students to facilitate transitions but are at limited implementation of a systematic approach to these transitions. No action steps at this time.</p> <p>As of 9/2023: We now have operationalized district-level meetings to support successful transitions into and out of the alternative school at middle and high school levels. These meetings are regularly held, documented, and include district-level leadership as well as principals and student support personnel from all schools.</p>	Limited Development 12/10/2021		
How it will look when fully met:						
Actions						
<i>Notes:</i>						
		A4.21	The school selects, implements, and evaluates evidenced-based programs that enhance social/emotional competency.(5355)	Implementation Status	Assigned To	Target Date
Initial Assessment:			SEL has been integrated through E-Block/Skills for Success lessons that are implemented through various lessons created by the SEL committee as well as implementation of Character Strong lessons offered through the county.	Limited Development 10/06/2023		
How it will look when fully met:			All teachers will be fully trained in Character Strong and will be able to successfully utilize all that it has to offer within SEL lessons.		Christina Daniels	05/30/2024
Actions						
<i>Notes:</i>						
Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
		B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date

Initial Assessment:			We have a district improvement plan.	Full Implementation 10/14/2022		
	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
Initial Assessment:			We do have a full school improvement team and we meet at least twice a month to grow, monitor, and develop our plans and our school as a whole.	Full Implementation 10/14/2022		

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our schedule with duties and expectations are all captured in our faculty handbook.	Full Implementation 10/14/2022		

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The principal follows the full observation plan set forth by the state, schedules the observations and does conferences, does walk throughs, and provides feedback along with the assistant principal in a timely manner.	Full Implementation 10/14/2022		

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
Initial Assessment:			Our team is currently using formative and summative data to address student needs. Although data collection has been difficult for the past eight month due to Covid-19 related barriers, the team continued to collect individual data through classroom measures and electronic measures, such as Edgenuity.	Limited Development 07/21/2016		
How it will look when fully met:			<p>The team reviews pre-determined data indicators to measure student progress. These indicators are used to adjust instructional strategies and to determine if interventions are needed.</p> <ul style="list-style-type: none">Using the content mastery standards, indicators are established through common formative assessments and benchmark assessments.The team meets twice a month to discuss student progress.Student interventions follow the district MTSS protocols established for each content area and/or social-emotional area.Support Staff, such as the graduation coach, provide intervention and recovery steps for students identified as needing additional support to prevent drop out.		Heather Reidinger	06/30/2023
Actions				0 of 2 (0%)		
	10/7/20	The principal/lead teacher will meet with staff members twice a year to review the data.			Heather Reidinger	06/30/2023
Notes: The principal or designee reviews and monitors progress along with classroom teachers.						
Past: First Meeting. MTSS on November 5, 2020. Reviewed attendance, discipline, and BAS-C.						
	10/7/20	Utilize EVAAS data for monitoring student growth.			Adam Holt	06/30/2023

Notes: Central office provides instruction on how to use EVAAS to faculty.

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We systematically support our faculty, recruit when openings are present, and participate in a rigorous hiring and induction process.	Full Implementation 10/14/2022		

Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Facilities and technology			
		D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
Initial Assessment:			There is general staff awareness of best practices. Previous professional development in SEL and trauma have been implemented.	Limited Development 10/18/2021		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			A fully realized, comprehensive plan for behavior development, restorative justice, discipline, classroom management, student supervision, and trauma-informed practices will be implemented. This will include: student code of conduct, staff expectations, a behavior response matrix, training in and use of new referral system, professional development on restorative and trauma-informed practices, equitable and inclusive practices, PBIS, SEL support, and growth mindset.	Objective Met 09/08/23	Heather Reidinger	06/15/2023
Actions						
	10/18/21	Staff training on supportive and trauma-informed school practices		Complete 03/09/2022	Heather Reidinger	05/20/2022
Notes:						
	10/18/21	The actions in goal under item A1.07		Complete 05/18/2022	Heather Reidinger	06/15/2022
Notes:						
	10/18/21	Collaboration with principal on creation of safe behavior management plans for students		Complete 05/30/2023	Misty Holloran	05/30/2023

<i>Notes:</i>				
9/8/23	Procedures for all staff to monitor students and the environment and communicate the need for assistance and collaboration will be implemented. Students will be fully trained in the process of recognizing and utilizing skills to self-regulate or seek help when they need assistance being regulated. Teachers will be fully regulated and not contribute to the escalation of students. Teams will meet regularly to assess the ongoing success of these efforts and document their success via data backed analysis.	Complete 09/08/2023	Heather Reidinger	09/08/2023
<i>Notes:</i> We are extremely proud of the progress this school community has made in creating a safe environment that is conducive to learning and success in academics and beyond.				
Implementation:		09/08/2023		
Evidence	9/8/2023 Data in discipline, mental health, and academics have all improved. Participation in all aspects of school are increasing, kids are reporting happiness and wellbeing and a sense of belonging at school, as well as reporting that school is the place many feel most safe in their lives.			
Experience	9/8/2023 This process has been gradual and full of many steps and a lot of learning for all staff. It required a lot of professional development, learning of current research, and development of skills as well as a shift in culture and mindset. Recruitment of new staff with skills, knowledge, and mindset aligned to work that needed to be done was key in our success with this indicator.			
Sustainability	9/8/2023 This work must be monitored and continued daily with vigilance and must be given high priority at all times to be maintained. All staff must participate in this work daily.			

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
Initial Assessment:			We have created and begun implementation of a monthly parent newsletter.	Limited Development 10/13/2022		
How it will look when fully met:			<p>A newsletter explaining things that we are doing in a given month, tips for supporting students' academics at home, and tips for supporting students' social skill development and emotional growth at home will be distributed to parents monthly.</p> <p>Regular phone calls home for attendance and other communications by all school personnel.</p> <p>Additional events and opportunities for families to become involved in our school community.</p>		Nancy Harmon	06/15/2023
Actions				1 of 4 (25%)		
	10/13/22	Create, edit, and distribute newsletter.		Complete 04/10/2023	Nancy Harmon	04/10/2023
	Notes:					
	9/8/23	Calls will be made by teachers for students who are absent from class.			Melissa Hannah	05/10/2024
	Notes:					
	9/8/23	Comprehensive attendance improvement plan, including constant family contact.			Rebecca Bailey	05/10/2024
	Notes:					
	9/8/23	Increased family events at school			Melissa Hannah	05/10/2024
	Notes:					

Comprehensive Progress Report

Mission:

Scotts Creek School, in partnership with parents and community members, is dedicated to providing an educational setting where students may learn in a safe environment that promotes opportunities for student achievement and success. The school will strive to inspire in each student a sense of self worth, responsible citizenship, and lifelong learning.

Learning together. Leading together. Every Child~Every Day.

Vision:

Our students are prepared to achieve their personal best as contributing members of their communities.

Goals:

Scotts Creek will meet the exit criteria for the TSI-AT status by increasing Reading and Math proficiency and achievement scores for EL and SWD subgroups by 2024-2025 school year.

Scotts Creek will meet the exit criteria for the TSI-AT status by increasing Reading and Math proficiency and achievement scores for all students by 2023-2024 school year.



! = 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
Initial Assessment:			Our district adopted Houghton Mifflin Into Math program. We use Heggerty, Foundations, and Wit & Wisdom for ELA curriculum. Our school uses attendance data to help meet student needs and has implemented the Character Strong Program for middle school. We implement solid research based programs into our instruction. For assessments, we use: mCLASS, iReady, K-2 math assessment, NC Check-In data, EOG, EOC data, regular classroom assessments, informal observations, NoRedInk(ELA) to identify student needs. Study Island is a student assessment program used to assist in data collection for Science standards. We have also implemented the Beanstack reading student incentive program.	Limited Development 08/02/2021		
How it will look when fully met:			When fully met, this objective will show evidence of regular data review meetings.		April Bryson	05/31/2024
Actions				65 of 86 (76%)		
	11/29/21	District/School Level Data Meeting		Complete 07/26/2021	April Bryson	07/26/2021
	Notes:		Mrs. Bryson, Cook, & Fox meet with Mr. Holt to go over test data at the district & school levels.			
	11/29/21	District/School Level Data Meeting		Complete 09/21/2021	April Bryson	09/21/2021
	Notes:		Mrs. Bryson, Cook, & Fox meet with Mr. Holt to go over test data at the district & school levels.			
	10/5/21	iReady Math/ELA Assessment #1/Level-up Groups		Complete 09/21/2021	Jonathan Cauley	09/21/2021
	Notes:		Students take iReady assessments 3 times a year to determine certain areas where growth is needed. They are thereafter, placed in various Level-up groups to daily focus on these specific skills. Here they receive more time to practice strengthening their understanding of concepts in Math, ELA, and Science. These groups are periodically changed as needed for different skill groups.			
	11/29/21	BOG Beginning of Grade Assessments		Complete 09/21/2021	Jill Cook	09/21/2021
	Notes:					
	11/29/21	mClass - Dibles Assessment #1 ELA Screener (Grades K-3)		Complete 09/21/2021	Jill Cook	09/21/2021

<i>Notes:</i>				
11/29/21	JCPS EOC benchmarks & NC CheckIns for NC Math 1 Assessment #1	Complete 09/21/2021	Jill Cook	09/21/2021
<i>Notes:</i>				
10/5/21	September MTSS Meeting	Complete 09/23/2021	Amber Fox	09/23/2021
<i>Notes:</i> MTSS meetings are held monthly to discuss/view data for students in Tier 2 & 3. Changes in needed actions are determined through observation of students in classes, as well as by reviewing the data being received through various in-class assessments and school wide assessments.				
9/28/21	(First) Grade Level Data Meeting	Complete 09/30/2021	Amber Fox	09/30/2021
<i>Notes:</i>				
10/5/21	September Beanstack Reading Challenge	Complete 09/30/2021	Grace Powell	09/30/2021
<i>Notes:</i> Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.				
11/29/21	BASC-3 (Review 360) Behavior Screener #1	Complete 10/21/2021	Jill Cook	10/21/2021
<i>Notes:</i>				
11/29/21	October MTSS Meeting	Complete 10/28/2021	Amber Fox	10/28/2021
<i>Notes:</i> MTSS meetings are held monthly to discuss/view data for students in Tier 2 & 3. Changes in needed actions are determined through observation of students in classes, as well as by reviewing the data being received through various in-class assessments and school wide assessments.				
11/29/21	October Beanstack Reading Challenge	Complete 10/29/2021	Grace Powell	10/29/2021
<i>Notes:</i> Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.				
2/7/22	November MTSS Meeting	Complete 11/03/2021	Amber Fox	11/03/2021
<i>Notes:</i> MTSS meetings are held monthly to discuss/view data for students in Tier 2 & 3. Changes in needed actions are determined through observation of students in classes, as well as by reviewing the data being received through various in-class assessments and school wide assessments.				
10/5/21	Check-In #1 Scores Reviewed	Complete 11/15/2021	Jill Cook	11/15/2021

Notes: Check-in tests are completed by students three times during the year in Math, ELA, and Science so their current levels of understanding on specific topics can be acquired. This assessment data is then used to determine what areas of content need more attention as the rest of the year unfolds.

11/29/21	District/School Level Data Meeting	Complete 11/19/2021	April Bryson	11/19/2021
	<i>Notes:</i> Mrs. Bryson, Cook, & Fox meet with Mr. Holt to go over test data at the district & school levels.			
11/29/21	November Beanstack Reading Challenge	Complete 11/30/2021	Grace Powell	11/30/2021
	<i>Notes:</i> Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
2/7/22	December MTSS Meeting	Complete 12/01/2021	Amber Fox	12/01/2021
	<i>Notes:</i>			
11/29/21	December Beanstack Reading Challenge	Complete 12/21/2021	Grace Powell	12/21/2021
	<i>Notes:</i> Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
11/29/21	JCPS EOC benchmarks & NC CheckIns for NC Math 1 Assessment #2	Complete 12/21/2021	Jill Cook	12/21/2021
	<i>Notes:</i>			
2/7/22	January MTSS Meeting	Complete 01/05/2022	Amber Fox	01/05/2022
	<i>Notes:</i> MTSS meetings are held monthly to discuss/view data for students in Tier 2 & 3. Changes in needed actions are determined through observation of students in classes, as well as by reviewing the data being received through various in-class assessments and school wide assessments.			
11/29/21	iReady Math/ELA Assessment #2/Level-up Groups	Complete 01/21/2022	Jonathan Cauley	01/22/2022
	<i>Notes:</i> Students take iReady assessments 3 times a year to determine certain areas where growth is needed. They are thereafter, placed in various Level-up groups to daily focus on these specific skills. Here they receive more time to practice strengthening their understanding of concepts in Math, ELA, and Science. These groups are periodically changed as needed for different skill groups.			
11/29/21	Check-In #2 Scores Reviewed	Complete 02/22/2022	Jill Cook	02/22/2022

Notes: Check-in tests are completed by students three times during the year in Math, ELA, and Science so their current levels of understanding on specific topics can be acquired. This assessment data is then used to determine what areas of content need more attention as the rest of the year unfolds.

11/29/21	mClass - Dibles Assessment #2 ELA Screener (Grades K-3)	Complete 02/22/2022	Jill Cook	02/22/2022
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11/29/21	BASC-3 (Review 360) Behavior Screener #2	Complete 03/22/2022	Jill Cook	03/22/2022
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11/29/21	JCPS EOC benchmarks & NC CheckIns for NC Math 1 Assessment #3	Complete 03/22/2022	Jill Cook	03/22/2022
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11/29/21	iReady Math/ELA Assessment #3/Level-up Groups	Complete 04/22/2022	Jonathan Cauley	04/22/2022
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Notes: Students take iReady assessments 3 times a year to determine certain areas where growth is needed. They are thereafter, placed in various Level-up groups to daily focus on these specific skills. Here they receive more time to practice strengthening their understanding of concepts in Math, ELA, and Science. These groups are periodically changed as needed for different skill groups.

5/3/22	MRA Leader in Me report - our overall academics score was a 67, which included empowering teachers (instructional efficacy & student-led practices), empowered learners (supportive teachers & academic self-efficacy), and goal achievement (student goals, student goal support, and school goals).	Complete 05/02/2022	April Bryson	05/02/2022
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Notes:

11/29/21	JCPS EOC benchmarks & NC CheckIns for NC Math 1 Assessment #4	Complete 05/07/2022	Jill Cook	05/07/2022
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11/29/21	mClass - Dibles Assessment #3 ELA Screener (Grades K-3)	Complete 05/22/2022	Jill Cook	05/22/2022
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Notes:

11/29/21	Check-In #3 Scores Reviewed	Complete 05/22/2022	Jill Cook	05/22/2022
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Notes: Check-in tests are completed by students three times during the year in Math, ELA, and Science so their current levels of understanding on specific topics can be acquired. This assessment data is then used to determine what areas of content need more attention as the rest of the year unfolds.

9/28/21	Data meetings with Accountability Director, Chief Academic Officer, Superintendent & SCE Admin Team	Complete 06/01/2022	April Bryson	06/01/2022
<i>Notes:</i>				
10/5/21	Students have a weekly Leader in Me lesson to help them learn more about, discuss, and think through a different aspect of leadership and the responsibilities they have as a student, friend, son/daughter, and citizen. The focus is to help students progress at the holistic level, not only the academic.	Complete 06/03/2022	Chelsea Stephens	06/03/2022
<i>Notes:</i>				
11/29/21	End of Grade Assessments	Complete 06/03/2022	Jill Cook	06/22/2022
<i>Notes:</i>				
10/18/22	Beginning of Grade (BOG) Testing (3rd Grade Only)	Complete 08/31/2022	Jeremy Cauley	08/31/2022
<i>Notes:</i>				
10/3/22	I-Ready Math/ELA Assessment #1/Level-up Groups	Complete 09/16/2022	Jeremy Cauley	09/16/2022
<i>Notes:</i> Students take I-Ready assessments 3 times a year to determine certain areas where growth is needed. They are thereafter, placed in various Level-up groups to daily focus on these specific skills. Here they receive more time to practice strengthening their understanding of concepts in Math, ELA, and Science. These groups are periodically changed as needed for different skill groups.				
10/18/22	mClass - Dibles Assessment #1 ELA Screener (Grades K-3 & 4th Grade Reading Retained Group)	Complete 09/19/2022	Jeremy Cauley	09/19/2022
<i>Notes:</i>				
10/3/22	September Beanstack Reading Challenge	Complete 09/30/2022	Jonathan Cauley	09/30/2022
<i>Notes:</i> Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.				
10/18/22	District Level Data Meeting #1	Complete 10/19/2022	April Bryson	10/19/2022
<i>Notes:</i> Mrs. Bryson, Mr. Cauley, & Mrs. Fox meet with Mr. Holt to go over test data at the district level.				
10/18/22	Read to Achieve Assessment (4th Grade Reading Retained Group)	Complete 10/25/2022	Amber Fox	10/25/2022
<i>Notes:</i>				
10/3/22	October Beanstack Reading Challenge	Complete 10/31/2022	Jonathan Cauley	10/31/2022

	<i>Notes:</i> Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
10/18/22	BASC-3 (Review 360) Behavior Screener #1	Complete 10/31/2022	Jonathan Cauley	10/31/2022
	<i>Notes:</i>			
10/18/22	Check-In #1 Scores Reviewed	Complete 11/18/2022	Jeremy Cauley	11/18/2022
	<i>Notes:</i> Check-in tests are completed by students three times during the year in Math, ELA, and Science so their current levels of understanding on specific topics can be acquired. This assessment data is then used to determine what areas of content need more attention as the rest of the year unfolds.			
10/3/22	November Beanstack Reading Challenge	Complete 12/01/2022	Jonathan Cauley	12/01/2022
	<i>Notes:</i> Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
10/18/22	I-Ready Math/ELA Assessment #2/Level-up Groups	Complete 12/16/2022	Jeremy Cauley	12/16/2022
	<i>Notes:</i> Students take iReady assessments 3 times a year to determine certain areas where growth is needed. They are thereafter, placed in various Level-up groups to daily focus on these specific skills. Here they receive more time to practice strengthening their understanding of concepts in Math, ELA, and Science. These groups are periodically changed as needed for different skill groups.			
10/3/22	December Beanstack Reading Challenge	Complete 12/21/2022	Jonathan Cauley	12/21/2022
	<i>Notes:</i> Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
10/18/22	District Level Data Meeting #2	Complete 12/21/2022	April Bryson	12/21/2022
	<i>Notes:</i> Mrs. Bryson, Mr. Cauley, & Mrs. Fox meet with Mr. Holt to go over test data at the district & school levels.			
10/18/22	mClass - Dibles Assessment #2 ELA Screener (Grades K-3 & 4th Grade Reading Retained Group)	Complete 01/30/2023	Jeremy Cauley	01/30/2023
	<i>Notes:</i>			
10/3/22	January Beanstack Reading Challenge	Complete 01/31/2023	Jonathan Cauley	01/31/2023

	<i>Notes:</i> Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
10/3/22	February Beanstack Reading Challenge	Complete 02/28/2023	Jonathan Cauley	02/28/2023
	<i>Notes:</i> Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
10/18/22	Check-In #2 Scores Reviewed	Complete 03/03/2023	Jeremy Cauley	03/03/2023
	<i>Notes:</i> Check-in tests are completed by students three times during the year in Math, ELA, and Science so their current levels of understanding on specific topics can be acquired. This assessment data is then used to determine what areas of content need more attention as the rest of the year unfolds.			
10/18/22	District Level Data Meeting #3	Complete 03/17/2023	April Bryson	03/17/2023
	<i>Notes:</i> Mrs. Bryson, Mr. Cauley, & Mrs. Fox meet with Mr. Holt to go over test data at the district & school levels.			
10/3/22	March Beanstack Reading Challenge	Complete 03/31/2023	Jonathan Cauley	03/31/2023
	<i>Notes:</i> Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
10/18/22	BASC-3 (Review 360) Behavior Screener #2	Complete 03/31/2023	Jonathan Cauley	03/31/2023
	<i>Notes:</i>			
10/18/22	iReady Math/ELA Assessment #3/Level-up Groups	Complete 04/28/2023	Jeremy Cauley	04/28/2023
	<i>Notes:</i> Students take iReady assessments 3 times a year to determine certain areas where growth is needed. They are thereafter, placed in various Level-up groups to daily focus on these specific skills. Here they receive more time to practice strengthening their understanding of concepts in Math, ELA, and Science. These groups are periodically changed as needed for different skill groups.			
10/3/22	April Beanstack Reading Challenge	Complete 04/28/2023	Jonathan Cauley	04/28/2023
	<i>Notes:</i> Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
10/18/22	Check-In #3 Scores Reviewed	Complete 05/12/2023	Jeremy Cauley	05/12/2023

Notes: Check-in tests are completed by students three times during the year in Math, ELA, and Science so their current levels of understanding on specific topics can be acquired. This assessment data is then used to determine what areas of content need more attention as the rest of the year unfolds.

10/18/22	mClass - Dibles Assessment #3 ELA Screener (Grades K-3 & 4th Grade Reading Retained Group)	Complete 05/24/2023	Jeremy Cauley	05/24/2023
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10/18/22	K-2 EOY Math Assessment	Complete 05/31/2023	Jeremy Cauley	05/31/2023
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10/3/22	May Beanstack Reading Challenge	Complete 05/31/2023	Jonathan Cauley	05/31/2023
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Notes: Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.

10/18/22	End of Grade (EOG) Assessments	Complete 06/07/2023	Jeremy Cauley	06/07/2023
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Notes: Science (5th & 8th Grades)
ELA (3rd-8th Grades)
Math (3rd-8th Grades)

10/18/22	District Level Data Meeting #4	Complete 06/07/2023	April Bryson	06/07/2023
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Notes: Mrs. Bryson, Mr. Cauley, & Mrs. Fox meet with Mr. Holt to go over test data at the district & school levels.

9/18/23	Beginning of Grade (BOG) Testing (3rd Grade Only)	Complete 08/29/2023	Jeremy Cauley	08/29/2023
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Notes:

9/18/23	I-Ready Math/ELA Assessment #1/Level-up Groups	Complete 09/25/2023	Jeremy Cauley	09/08/2023
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Notes: Students take I-Ready assessments 3 times a year to determine certain areas where growth is needed. They are thereafter, placed in various Level-up groups to daily focus on these specific skills. Here they receive more time to practice strengthening their understanding of concepts in Math, ELA, and Science. These groups are periodically changed as needed for different skill groups.

9/18/23	mClass - Dibles Assessment #1 ELA Screener (Grades K-3)	Complete 09/19/2023	Jeremy Cauley	09/13/2023
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9/18/23	September Beanstack Reading Challenge	Complete 09/29/2023	Jonathan Cauley	09/30/2023
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	Notes: Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
9/19/23	BASC-3 (Review 360) Behavior Screener #1		Jeremy Cauley	10/18/2023
	Notes:			
9/18/23	October Beanstack Reading Challenge		Jonathan Cauley	10/31/2023
	Notes: Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
9/19/23	NC Check-In #1 (A) Scores Reviewed		Jeremy Cauley	11/17/2023
	Notes: Check-in tests are completed by students three times during the year in Math, ELA, and Science so their current levels of understanding on specific topics can be acquired. This assessment data is then used to determine what areas of content need more attention as the rest of the year unfolds.			
9/18/23	November Beanstack Reading Challenge		Jonathan Cauley	11/30/2023
	Notes: Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
9/18/23	I-Ready Math/ELA Assessment #2/Level-up Groups		Jeremy Cauley	12/22/2023
	Notes: Students take I-Ready assessments 3 times a year to determine certain areas where growth is needed. They are thereafter, placed in various Level-up groups to daily focus on these specific skills. Here they receive more time to practice strengthening their understanding of concepts in Math, ELA, and Science. These groups are periodically changed as needed for different skill groups.			
9/18/23	December Beanstack Reading Challenge		Jonathan Cauley	12/31/2023

	Notes: Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
9/18/23	mClass - Dibles Assessment #2 ELA Screener (Grades K-3)		Jeremy Cauley	01/29/2024
	Notes:			
9/18/23	January Beanstack Reading Challenge		Jonathan Cauley	01/31/2024
	Notes: Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
9/19/23	NC Check-In #2 (B) Scores Reviewed		Jeremy Cauley	02/16/2024
	Notes: Check-in tests are completed by students three times during the year in Math, ELA, and Science so their current levels of understanding on specific topics can be acquired. This assessment data is then used to determine what areas of content need more attention as the rest of the year unfolds.			
9/18/23	February Beanstack Reading Challenge		Jonathan Cauley	02/29/2024
	Notes: Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
9/19/23	BASC-3 (Review 360) Behavior Screener #2		Jeremy Cauley	03/01/2024
	Notes:			
9/19/23	ACCESS EL testing		Jeremy Cauley	03/08/2024
	Notes:			
9/18/23	March Beanstack Reading Challenge		Jonathan Cauley	03/31/2024

	Notes: Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
9/19/23	Naglieri 3rd Grade AIG Screener		Gretchen McCue	04/12/2024
	Notes:			
9/19/23	NC Check-In #3 (C) Scores Reviewed		Jeremy Cauley	04/19/2024
	Notes: Check-in tests are completed by students three times during the year in Math, ELA, and Science so their current levels of understanding on specific topics can be acquired. This assessment data is then used to determine what areas of content need more attention as the rest of the year unfolds.			
9/18/23	I-Ready Math/ELA Assessment #3/Level-up Groups		Jeremy Cauley	04/19/2024
	Notes: Students take I-Ready assessments 3 times a year to determine certain areas where growth is needed. They are thereafter, placed in various Level-up groups to daily focus on these specific skills. Here they receive more time to practice strengthening their understanding of concepts in Math, ELA, and Science. These groups are periodically changed as needed for different skill groups.			
9/18/23	April Beanstack Reading Challenge		Jonathan Cauley	04/30/2024
	Notes: Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			
9/18/23	mClass - Dibles Assessment #3 ELA Screener (Grades K-3)		Jeremy Cauley	05/10/2024
	Notes:			
9/18/23	May Beanstack Reading Challenge		Jonathan Cauley	05/24/2024
	Notes: Monthly Beanstack reading challenges allow students and teachers to have a school wide reading goal of their total minutes read throughout the month. This data is monitored and monthly incentives are used to encourage more time spent reading.			

9/19/23			3rd-8th grade EOG assessments (Math, ELA, 5th & 8th grade Science)		Jeremy Cauley	05/24/2024
Notes:						
9/19/23			K-2 EOY Math Assessment		Jeremy Cauley	05/24/2024
Notes:						
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			School-wide <i>PBIS</i> program, lesson plan checks every quarter, school-wide implementation of the <i>Leader in Me</i> program with integrated lessons that reinforce positive thinking and behavior, teacher created discipline plans submitted annually, classroom observations by administrators, individualized behavior plans for students in need, parent conferences/follow-up, and parent contact logs. In middle school, Steps To Success sheets are used in an escalating step procedure for negative behaviors, while DOJO points and other incentives (e.g. trips) are given to reinforce positive student behavior. Each grade level and teacher has positive reinforcements in place to reward students for positive behavior and achievement, as well as consequences for negative behaviors.	Limited Development 10/03/2017		
			Priority Score: 3	Opportunity Score: 1	Index Score: 3	
How it will look when fully met:			Grade levels meet to determine shared management plans that address PBIS and positive behavior supports for discipline needs. Management Plans and Discipline Plans are submitted to the administration and shared with students.	Objective Met 04/11/23	April Bryson	06/01/2022
Actions						
9/28/21			All grade levels have submitted discipline and classroom management plans.	Complete 09/28/2021	Jill Cook	09/01/2021
Notes:						
5/3/22			Bus safety training	Complete 01/28/2022	Jill Cook	01/28/2022
Notes:						
9/28/21			Grade Levels Meet Weekly During Shared Planning	Complete 06/01/2022	April Bryson	06/01/2022

Notes:

Implementation:		04/11/2023		
Evidence	4/11/2023 Teachers participate in school-wide PBIS/SEL strategies, implementing them in their own particular fashion in their classrooms.			
Experience	4/11/2023 School-wide PBIS program, lesson plan checks every quarter, school-wide implementation of the Leader in Me program with integrated lessons that reinforce positive thinking and behavior, teacher created discipline plans submitted annually, classroom observations by administrators, individualized behavior plans for students in need, parent conferences/follow-up, and parent contact logs. In middle school, Steps To Success sheets are used in an escalating step procedure for negative behaviors, while DOJO points and other incentives (e.g. trips) are given to reinforce positive student behavior. Each grade level and teacher has positive reinforcements in place to reward students for positive behavior and achievement, as well as consequences for negative behaviors.			
Sustainability	4/11/2023 We will make changes to our PBIS & Social Emotional Learning programs next year, as we will be moving on from Leader in Me to a county wide initiative which incorporates different processes and ideas from other things we have already been doing.			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			An increase in grade level/team planning on a routine basis for all subjects, some grades plan certain units together, have school-wide reading theme, follow curriculum maps for <i>HMH Into Math</i> teachers participate in department PLCs, use <i>Wit & Wisdom</i> , <i>Foundations</i> , & <i>Heggerty</i> , and <i>decodable text</i> to enhance reading instruction. Staff collaborates through work during faculty meetings, PLC groups, and grade level planning, participate in staff development and share with colleagues.	Limited Development 09/14/2016		
			Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look			We will have consistency within grade levels, follow pacing guides,	Objective Met	Jonathan Cauley	06/30/2022

when fully met:	increased sharing of materials/resources, increased collaboration of unit planning, increased instruction of rich, in-depth units, stronger vertical alignment/scaffolding, and improved communication between grades/departments. Evidence pacing guides/curriculum maps, lesson plans, unit plans, PLC minutes, grade level/dept meeting logs, grade level district meetings.	04/11/23		
Actions				
9/22/16	Grade levels/departments will meet on a regular basis.	Complete 06/04/2019	Kim Fiskeaux	06/30/2019
	<i>Notes:</i> All logs will be turned in to principal and shared with Mrs. Fiskeaux for monitoring. She will create a template for teachers to use. 2/28/17 - All grade levels have submitted at least 2 documented meeting minutes. Complete minutes are in document upload. 9/4/18 - Team will look at process and refine it for staff to more easily submit minutes to Data Manager.			
9/22/16	We will collaborate with media specialist and book room coordinator to utilize the resources (print & online) available throughout the school year, and share during grade level meetings.	Complete 06/04/2019	Linda Potter	06/30/2019
	<i>Notes:</i> 2/28/17 - Our media specialist, Linda Potter, has shared at every monthly faculty meeting on new uses of technology, copyright, and coordinating between grade levels. 9/4/18 - Team decided to continue this action for this school year.			
9/16/19	Kindergarten District Level PLC	Complete 08/26/2019	Kindergarten teachers	08/26/2019
	<i>Notes:</i>			
9/16/19	2nd grade District Level Meeting	Complete 09/05/2019	2nd grade teachers	09/05/2019
	<i>Notes:</i>			
9/16/19	3rd grade District Level Meeting	Complete 09/09/2019	3rd grade teachers	09/09/2019
	<i>Notes:</i>			
9/16/19	4th- 5th grade District Level Meeting	Complete 09/12/2019	4th and 5th grade teachers	09/12/2019
	<i>Notes:</i>			
9/16/19	Instructional Coach/ Lead Teacher District Level Meeting	Complete 09/19/2019	Lead Teacher	09/19/2019
	<i>Notes:</i>			
9/16/19	AIG District Level PLC	Complete 09/23/2019	Robin Hall	09/23/2019
	<i>Notes:</i>			
9/16/19	Instructional Coach/ Lead Teacher District Level PLC	Complete 10/17/2019	Lead Teacher	10/17/2019

<i>Notes:</i>				
11/4/19	Jo Hamilton trained the staff on utilizing Moby Max for Mathematics instruction, student practice, evaluation, and reteaching. This helps grade level teachers align instruction and differentiate instruction for individual students.	Complete 11/04/2019	Jo Hamilton	11/04/2019
<i>Notes:</i>				
9/16/19	Instructional Coach/ Lead Teacher District Level PLC	Complete 11/14/2019	Lead Teacher	11/14/2019
<i>Notes:</i>				
9/16/19	Instructional Coach/ Lead Teacher District Level PLC	Complete 12/19/2019	Lead Teacher	12/19/2019
<i>Notes:</i>				
9/16/19	Kindergarten District Level PLC	Complete 01/09/2020	Kindergarten Teachers	01/09/2020
<i>Notes:</i>				
9/16/19	Instructional Coach/ Lead Teacher District Level PLC	Complete 01/16/2020	Lead Teacher	01/16/2020
<i>Notes:</i>				
9/16/19	2nd grade District Level PLC	Complete 01/16/2020	2nd grade Teachers	01/16/2020
<i>Notes:</i>				
1/22/20	Jo Hamilton (4th grade Scotts Creek teacher) trained K-8 staff on utilizing Moby Max for vocabulary, science, and Test Prep instruction. This helps differentiate instruction and align across grade levels.	Complete 01/21/2020	Jo Hamilton	01/21/2020
<i>Notes:</i>				
9/16/19	3rd grade District Level PLC	Complete 01/23/2020	3rd grade teachers	01/23/2020
<i>Notes:</i>				
9/16/19	4th-5th grade District Level PLC	Complete 01/30/2020	4th-5th grade teachers	01/30/2020
<i>Notes:</i>				
9/16/19	EC teachers District Level PLC	Complete 02/06/2020	EC Teachers	02/06/2020
<i>Notes:</i>				
9/16/19	English Learners District Level PLC	Complete 02/10/2020	EL Teachers	02/10/2020
<i>Notes:</i>				
9/16/19	Instructional Coach/ Lead Teacher District Level PLC	Complete 03/13/2020	Lead Teacher	02/13/2020
<i>Notes:</i>				
9/16/19	AIG District Level PLC	Complete 02/20/2020	Robin Hall	02/20/2020
<i>Notes:</i>				

5/21/20	<p>Added due to COVID-19</p> <p>Parents and students will pick-up materials (textbooks, laptops, learning packets, etc) needed to continue with remote learning on March 26, 2020. Two times will be provided to accommodate parent work schedules – 7:30 9:30 am and 3:30- 5:30 pm.</p>	Complete 03/26/2020	Jill Cook	03/26/2020
<i>Notes:</i>				
5/21/20	<p>Added due to COVID-19</p> <p>Teachers will submit weekly Working Remotely Activity Logs and weekly lesson plans including learning objectives for each subject taught.</p>	Complete 06/30/2020	Wanda Fernandez	06/30/2020
<i>Notes:</i>				
7/30/20	<p>Added due to COVID-19</p> <p>Parents and students will pick-up laptops and learning materials during the first 2 weeks of school. We will be working with community agencies to provide wifi access to all students.</p>	Complete 06/30/2021	Jill Cook	06/30/2021
<i>Notes:</i>				
9/2/20	<p>Added due to COVID-19</p> <p>To assist with remote learning, teachers will utilize online learning tools for students with internet access. These include: lessons posted from Scotts Creek Landing Page, SCS Library page developed with many reading and learning resources, Google Classrooms set up with lesson instructions and video and file links, Google Meet sessions conducted across all grade levels, and online programs. 4-8 students will utilize Google Classroom and K-3 will use SeeSaw.</p>	Complete 06/30/2021	April Bryson	06/30/2021
<i>Notes:</i>				
9/2/20	<p>Added due to COVID- 19</p> <p>Teachers attended JCPS Professional Development trainings to prepare for conducting remote teaching and learning. Trainings included: Google Meet, Google Classroom, video tools for laptops, Google Docs, ClassLink features, AppSmash Whiteboards, Zoom. Teachers will be required to attend online Canvas courses specific to their grade level.</p>	Complete 06/30/2021	April Bryson	06/30/2021
<i>Notes:</i>				

9/2/20	Added due to COVID- 19 All staff will maintain Parent/Student Contact Logs for each student they teach or assist and store in shared folder regularly.	Complete 07/30/2021	April Bryson	06/30/2021
<i>Notes:</i>				
9/2/20	Added due to COVID- 19 We will work with local agencies to provide wifi access to all students and work with individual students on a case by case basis to ensure regular communication and material delivery.	Complete 06/30/2021	Jill Cook	06/30/2021
<i>Notes:</i>				
10/5/18	Use online programs to support student learning.	Complete 06/30/2021	April Bryson	06/30/2021
<i>Notes:</i> Moby Max, Accelerated Reader and Study Island online programs serve as informal data points for MTSS. These online programs support Reading, Math and Science instruction with the goals set through teacher planning. These online programs provide support for teachers' units of study and assessment data of student progress. -New software assessment for Math, iReady, implemented August, 2019. - If additional reference points are needed, a review of Accelerated Reader and Study Island data, assessment rubrics, and work sample reviews may be referenced.				
2/7/22	EC PLC Meeting	Complete 08/25/2021	Jonathan Cauley	08/25/2021
<i>Notes:</i>				
2/7/22	EC PLC Meeting	Complete 09/08/2021	Jonathan Cauley	09/08/2021
<i>Notes:</i>				
2/7/22	EC PLC Meeting	Complete 09/16/2021	Jonathan Cauley	09/16/2021
<i>Notes:</i>				
2/7/22	Speech PLC Meeting	Complete 10/08/2021	Natalie Norman	10/08/2021
<i>Notes:</i>				
2/7/22	EC PLC Meeting	Complete 10/13/2021	Jonathan Cauley	10/13/2021
<i>Notes:</i>				

2/7/22	EC (County) PLC Meeting	Complete 10/27/2021	Jonathan Cauley	10/27/2021
<i>Notes:</i>				
2/7/22	EC PLC Meeting	Complete 11/03/2021	Jonathan Cauley	11/03/2021
<i>Notes:</i>				
2/8/22	EC (County) PLC Meeting	Complete 01/20/2022	Jonathan Cauley	01/20/2022
<i>Notes:</i>				
5/3/22	EC department PLC with county leaders	Complete 02/15/2022	Natalie Norman	02/15/2022
<i>Notes:</i>				
5/3/22	EC county department PLC	Complete 03/17/2022	Natalie Norman	03/17/2022
<i>Notes:</i>				
5/3/22	JCPS Music PLC	Complete 03/29/2022	Genia Edmonds	03/29/2022
<i>Notes:</i> Extra music pieces needed were reviewed, discussed updated counts and scheduling. Discussion of the choral day plans also took place.				
8/17/21	Grade level teams will meet weekly to review pacing and discuss lesson plans and common assessments.	Complete 05/01/2022	Shirley Martin	05/01/2022
<i>Notes:</i>				
8/17/21	Grade levels meet weekly to plan for pacing and development of lessons and common assessments.	Complete 05/01/2022	Shirley Martin	05/01/2022
<i>Notes:</i>				
9/5/19	Power Standards for each grade level for ELA and Math will be identified and serve as focal points for lessons in all subject areas. Key vocabulary supporting these standards will also be integrated into lessons to support Students with Disabilities and Hispanic students (ESSA subgroups). Universal standards of vocabulary will be shared for classroom teachers, EC teachers, special area teachers, tutors, and teacher assistants through the implementation of Curriculum Notebooks.	Complete 06/30/2022	Amber Fox	06/30/2022
<i>Notes:</i>				
9/22/16	We will complete and implement pacing guides/curriculum maps (edit throughout year as necessary) and share with special area teachers.	Complete 06/30/2022	April Bryson	06/30/2022
<i>Notes:</i> 2/28/17: Curriculum maps have been created and shared among staff. Pacing guides are being aligned to instruction along with coordinating with other district staff. 9/4/18: Team decided to continue with this action.				
Implementation:		04/11/2023		

Evidence	4/11/2023 An increase in grade level/team planning on a routine basis for all subjects, some grades plan certain units together, have school-wide reading theme, follow curriculum maps for HMH Into Math teachers participate in department PLCs, use Wit & Wisdom, Foundations, & Heggerty, and decodable text to enhance reading instruction. Staff collaborates through work during faculty meetings, PLC groups, and grade level planning, participate in staff development and share with colleagues.			
Experience	4/11/2023 Staff work together in various meetings, strategy usages, and communications to continue to teach curriculum using increasingly more effective methods.			
Sustainability	4/11/2023 We will have consistency within grade levels, follow pacing guides, increased sharing of materials/resources, increased collaboration of unit planning, increased instruction of rich, in-depth units, stronger vertical alignment/scaffolding, and improved communication between grades/departments. Evidence pacing guides/curriculum maps, lesson plans, unit plans, PLC minutes, grade level/dept meeting logs, grade level district meetings.			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>Staff participates in professional development, through our MTSS Leadership Team, to strengthen core instruction. Staff collaborates through work during faculty meetings, PLC groups, and grade level planning. Reading and math data gained from assessments such as iReady, Benchmarks and Check-Ins are used to identify learning needs, gaps in core instruction, and drives overall core instruction. Additional data points are also gained from informal assessments such as Zearn, Reading Eggs, and Study Island for Science.</p> <p>MTSS teams have been reorganized for more individualized assistance for teachers. Interventions are taking place with Title I remediation in reading and math by the lead teacher, interventionists and teacher assistants. We have three EC teachers, a speech pathologist, a student support specialist, guidance counselor, a psychological testing and evaluation, and behavioral specialists that provide support services. We also have parent volunteers, middle school virtual peer mentor program, and our MTSS Leadership Team that works to streamline the process.</p> <p>Assessment of needs is derived from Benchmarks, NC Checkins, iReady, reading assessments, and some teachers are trained in Wilson Reading, and Foundations. Every classroom completes intervention plans and intervention opportunities are in place for Kindergarten- 8th grade. The Intervention Plans increase parent involvement and improves interventions for students. We use computer based programs such as Study Island for Science, Starfall, Reading Eggs, Reading A-Z, BeanStack, Commonlit, Prodigy, and Edgenuity to reinforce student learning, as well as conduct informal assessment. This yields valuable data that are used for the MTSS process and drives instruction. Science of Reading LETRS training will be completed for all K-5 and EC teachers by 2024.</p>	Limited Development 09/14/2016		
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<p>How it will look when fully met:</p>	<p>A minimum of 80% of students in each classroom will demonstrate success through multiple measures, including but not limited to: benchmarks, reading assessments, iReady, student work samples, K-2 math assessments, EOG/EOC scores, project based learning, classroom assessments, unit tests, and KEA. Research based interventions will be utilized for students who have not demonstrated proficiency in the above measures. Evidence will include assessment results by classroom, documentation of interventions used, attainment of IEP goals, schedules, lesson plans, EVAAS/PowerSchool documentation.</p> <p>Students have Math Level Up daily where they receive Math content support.</p> <p>Students have ELA Level Up daily where they receive ELA content support.</p>		<p>Amber Fox</p>	<p>05/31/2024</p>
<p>Actions</p>		<p>88 of 159 (55%)</p>		
<p>10/30/18</p>	<p>Parent Involvement money provided by Title I funding will be used to support parent involvement with core curriculum and the tiered framework.</p> <ol style="list-style-type: none"> 1. We support family engagement, learning opportunities and increased awareness for parents. This includes free snacks and childcare provided for families and their children by encouraging and supporting attendance for events such as Family Night and Curriculum Fair. 2. We provide reading support for home and school with the purchase of "We Both Read" and chapter books for students in grades K-3 to enhance success with "Read to Achieve." 	<p>Complete 06/05/2019</p>	<p>Wanda Fernandez</p>	<p>06/30/2019</p>
<p><i>Notes:</i></p>				
<p>11/4/19</p>	<p>Mr. Porter, Ms. Starnes, Mrs. Norman attended a MTSS training at the county office to create database for instituting Tier 2 interventions. This includes attendance, behavior, and socio-emotional learning. The teacher leaders will share this information 11/8 with our Scotts Creek MTSS leadership team.</p>	<p>Complete 10/30/2019</p>	<p>William Porter, Alana Starnes, Natalie Norman</p>	<p>10/30/2019</p>
<p><i>Notes:</i></p>				
<p>2/3/20</p>	<p>MTSS Module Two Staff Development</p>	<p>Complete 02/03/2020</p>	<p>Adam Holt and Kelly Doppke</p>	<p>02/03/2020</p>

<i>Notes:</i>				
5/21/20	MTSS meet virtually to conduct FAM assessment for 19-20 school year.	Complete 06/30/2020	MTSS Team	06/30/2020
<i>Notes:</i>				
5/21/20	MTSS will review last year's FAM assessment results and progress.	Complete 05/14/2021	MTSS Team	05/02/2021
<i>Notes:</i>				
9/5/19	New staff will attend training on important components of MTSS Module 1 so they learn common language and a general understanding of MTSS.	Complete 06/30/2021	April Bryson	06/30/2021
<i>Notes:</i>				
9/5/19	Integrate SIOP (Sheltered Instruction Observation Protocol) strategies teachers gained at training to support units of instruction and differentiated interventions for limited English proficient and Hispanic learners and students with disabilities.	Complete 09/23/2021	April Bryson	06/30/2021
<i>Notes:</i>				
9/22/16	Teachers will utilize a variety of assessments to diagnose student learning needs.	Complete 06/30/2021	April Bryson	06/30/2021
<i>Notes:</i> 2/28/17 - Administrators have met with every certified staff member, supporting student needs, and interventions/assessments are in place to diagnose needs. 9/4/18 - Team decided to keep this action for this school year.				
9/22/16	The CARE Team will meet on a regular basis to discuss assessment results and design interventions to assist with meeting academic, behavioral, physical, or social needs of students.	Complete 06/30/2021	Natalie Roth, Amber Fox	06/30/2021
<i>Notes:</i> 2/28/17 - The CARE team has met on a monthly basis to discuss specific student needs and interventions. Information has been shared with administration and classroom teachers. 9/4/18 - The team decided to keep this action for this school year.				
9/22/16	EC/Intervention Teachers will provide services for identified students to assist with meeting intervention goals.	Complete 06/30/2021	April Bryson	06/30/2021
<i>Notes:</i> 2/28/17 - Both EC teachers have a daily schedule to meet with all identified students. They are collaborating with classroom teachers, other staff members, parents and administration to continue to meet their goals. 9/4/18 - EC schedules are being finalized.				

9/19/17	The leadership team actively engages staff in ongoing professional development and coaching necessary to support MTSS implementation.	Complete 06/30/2021	April Bryson	06/30/2021
<i>Notes:</i> Leadership team will participate in 7 training sessions on Module 1: Core Instruction for 17-18 school year at the district level. Leadership team will present professional development based on Module 1 to all staff required to be trained (certified teachers and teacher assistants).				
9/19/17	The leadership team facilitates professional development for coaching for staff members on database problem solving relative to their job roles/responsibilities.	Complete 06/30/2021	April Bryson	06/30/2021
<i>Notes:</i> Care Team will initially meet with teachers who have students receiving interventions (Tier 2 and 3). Care Team will provide resources for teachers to help with providing interventions for Tier 2 and Tier 3 support. Care Team will meet regularly with teachers about students who receive Tier 3 support. Leadership Team will meet regularly (once a month) to focus on needs. Teachers and representatives of Leadership Team will meet with grade level teams and department level PLCs to analyze classroom and benchmark data to help support core instruction.				
9/19/17	Specific instructional/intervention plans are developed and implemented based on verified reasons why students are not meeting academic, behavior, and social-emotional expectations.	Complete 06/30/2021	April Bryson, Amber Fox	06/30/2021
<i>Notes:</i> Teachers will develop lesson plans and unit plans based on classroom and benchmark data. Teachers will develop Leader in Me lessons to address behavior and social-emotional needs. District-wise Behavior Screener will also be used to identify additional needs for students.				
10/4/18	The use of Moby Max, Reading Eggs, and Study Island as strategies to support student learning. - New software assessment for Math, iReady, implemented August, 2019. -Additional data is reported through IReady Reading and Math, Check-ins, and formative assessments.	Complete 06/30/2021	April Bryson	06/30/2021

Notes: Moby Max, Reading Eggs and Study Island online programs serve as informal data points for MTSS. These online programs support Reading, Math and Science instruction with the goals set through teacher planning. These online programs provide support for teachers' units of study and assessment data of student progress.

2/8/22	CARE Team Meetings	Complete 11/02/2021	Amber Fox	11/02/2021
<i>Notes:</i>				
2/8/22	CARE Team Meetings	Complete 11/09/2021	Amber Fox	11/09/2021
<i>Notes:</i>				
2/8/22	CARE Team Meetings	Complete 12/07/2021	Amber Fox	12/07/2021
<i>Notes:</i>				
2/8/22	CARE Team Meetings	Complete 12/08/2021	Amber Fox	12/08/2021
<i>Notes:</i>				
2/8/22	CARE Team Meetings	Complete 12/14/2021	Amber Fox	12/14/2021
<i>Notes:</i>				
2/8/22	CARE Team Meetings	Complete 01/11/2022	Amber Fox	01/11/2022
<i>Notes:</i>				
2/8/22	CARE Team Meetings	Complete 01/18/2022	Amber Fox	01/18/2022
<i>Notes:</i>				
5/3/22	Phonics instruction twice a day (Foundations)	Complete 03/07/2022	Amber Fox	03/07/2022
<i>Notes:</i>				
5/3/22	Completed the FAM-S tool at Scotts Creek, which measures school-level progress toward full implementation of our multi-tiered system of support. We will review the results with our School Improvement Team or entire staff. This action will connect back to item #19 from the FAM-S.	Complete 04/29/2022	April Bryson	04/29/2022
<i>Notes:</i>				
9/5/19	MTSS leadership team will attend MTSS Module 2 Professional Development including information on data decision rules for ELA, math, and behavior/attendance.	Complete 08/18/2022	April Bryson	06/30/2022
<i>Notes:</i>				
10/18/22	Middle School Math PD with Bonnie Bolado #1 (Middle School Math Teachers)	Complete 08/16/2022	Amber Fox	08/16/2022
<i>Notes:</i>				

10/18/22	Wit and Wisdom Training #1 (Middle School ELA Teachers)	Complete 08/16/2022	Amber Fox	08/16/2022
	<i>Notes:</i>			
10/18/22	LETRS Quarterly Virtual Training Day #1 (K-5 Teachers, EC Teachers, Instructional Coach)	Complete 08/16/2022	Amber Fox	08/16/2022
	<i>Notes:</i>			
10/18/22	CARE Team Meetings	Complete 09/06/2022	Amber Fox	09/06/2022
	<i>Notes:</i> CARE team meetings to discuss specific student needs occur monthly and are conducted based on grade level. Kindergarten -- 1st Wednesday of the month First Grade -- 1st Tuesday of the month Second Grade -- 2nd Tuesday of the month Third Grade -- 1st Tuesday of the month Fourth Grade -- 1st Tuesday of the month Fifth Grade -- 1st Tuesday of the month Sixth Grade -- 2nd Tuesday of the month Seventh/Eighth Grade -- 1st Tuesday of the month			
10/18/22	MTSS Work Session	Complete 09/20/2022	Amber Fox	09/20/2022
	<i>Notes:</i> Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made. Kindergarten 3rd Tuesdays of the month First Grade -- 3rd Tuesdays of the month Second Grade -- 4th Tuesdays of the month Third Grade -- 3rd Tuesdays of the month Fourth Grade -- 3rd Tuesdays of the month Fifth Grade -- 3rd Tuesdays of the month Sixth Grade -- 4th Tuesdays of the month Seventh/Eighth Grade -- 4th Tuesdays of the month			
10/18/22	CARE Team Meetings	Complete 10/04/2022	Amber Fox	10/04/2022
	<i>Notes:</i> CARE team meetings to discuss specific student needs occur monthly and are conducted based on grade level. Kindergarten -- 1st Wednesday of the month First Grade -- 1st Tuesday of the month Second Grade -- 2nd Tuesday of the month Third Grade -- 1st Tuesday of the month Fourth Grade -- 1st Tuesday of the month Fifth Grade -- 1st Tuesday of the month Sixth Grade -- 2nd Tuesday of the month Seventh/Eighth Grade -- 1st Tuesday of the month			

10/18/22	Autism Coaching Team Meeting	Complete 10/07/2022	Natalie Norman	10/07/2022
	<i>Notes:</i> The Autism Coaching Team met from 8:30-11:30 today at the Central office. This includes representatives from SCS. The meeting focused on Evidence-based interventions for students with autism and building capacity with trained staff at each school.			
10/18/22	MTSS Work Session	Complete 10/18/2022	Amber Fox	10/18/2022
	<i>Notes:</i> Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made. Kindergarten 3rd Tuesdays of the month First Grade -- 3rd Tuesdays of the month Second Grade -- 4th Tuesdays of the month Third Grade -- 3rd Tuesdays of the month Fourth Grade -- 3rd Tuesdays of the month Fifth Grade -- 3rd Tuesdays of the month Sixth Grade -- 4th Tuesdays of the month Seventh/Eighth Grade -- 4th Tuesdays of the month			
10/18/22	LETRS Quarterly Virtual Training Day #2 (K-5 Teachers, EC Teachers, Instructional Coach)	Complete 10/20/2022	Amber Fox	10/20/2022
	<i>Notes:</i>			
10/18/22	Wit and Wisdom Training #2 (Middle School ELA Teachers)	Complete 10/20/2022	Amber Fox	10/20/2022
	<i>Notes:</i>			
10/18/22	Middle School Math PD with Bonnie Bolado #2 (Middle School Math Teachers)	Complete 10/20/2022	Amber Fox	10/20/2022
	<i>Notes:</i>			
10/18/22	LETRS Quarterly Independent Completion #1 (K-5 Teachers, EC Teachers, Instructional Coach)	Complete 10/24/2022	Amber Fox	10/24/2022
	<i>Notes:</i>			
10/18/22	NCAEE Virtual Science Conference	Complete 10/31/2022	Chelsea Stephens	10/30/2022
	<i>Notes:</i> Using some Title I funding, some teachers are participating in a virtual science conference for professional development.			
10/18/22	Foundations of Math Training #1 (Middle School Math Teachers)	Complete 11/01/2022	Amber Fox	11/01/2022
	<i>Notes:</i>			
10/18/22	CARE Team Meetings	Complete 11/01/2022	Amber Fox	11/01/2022

Notes: CARE team meetings to discuss specific student needs occur monthly and are conducted based on grade level.
 Kindergarten -- 1st Wednesday of the month
 First Grade -- 1st Tuesday of the month
 Second Grade -- 2nd Tuesday of the month
 Third Grade -- 1st Tuesday of the month
 Fourth Grade -- 1st Tuesday of the month
 Fifth Grade -- 1st Tuesday of the month
 Sixth Grade -- 2nd Tuesday of the month
 Seventh/Eighth Grade -- 1st Tuesday of the month

10/18/22	Foundations of Math Training #2 (Middle School Math Teachers)	Complete 11/02/2022	Amber Fox	11/02/2022
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10/18/22	MTSS Work Session	Complete 11/22/2022	Amber Fox	11/22/2022
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Notes: Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made.
 Kindergarten 3rd Tuesdays of the month
 First Grade -- 3rd Tuesdays of the month
 Second Grade -- 4th Tuesdays of the month
 Third Grade -- 3rd Tuesdays of the month
 Fourth Grade -- 3rd Tuesdays of the month
 Fifth Grade -- 3rd Tuesdays of the month
 Sixth Grade -- 4th Tuesdays of the month
 Seventh/Eighth Grade -- 4th Tuesdays of the month

10/18/22	CARE Team Meetings	Complete 12/06/2022	Amber Fox	12/06/2022
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Notes: CARE team meetings to discuss specific student needs occur monthly and are conducted based on grade level.
 Kindergarten -- 1st Wednesday of the month
 First Grade -- 1st Tuesday of the month
 Second Grade -- 2nd Tuesday of the month
 Third Grade -- 1st Tuesday of the month
 Fourth Grade -- 1st Tuesday of the month
 Fifth Grade -- 1st Tuesday of the month
 Sixth Grade -- 2nd Tuesday of the month
 Seventh/Eighth Grade -- 1st Tuesday of the month

10/18/22	MTSS Work Session	Complete 12/20/2022	Amber Fox	12/20/2022
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Notes: Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made.

Kindergarten 3rd Tuesdays of the month

First Grade -- 3rd Tuesdays of the month

Second Grade -- 4th Tuesdays of the month

Third Grade -- 3rd Tuesdays of the month

Fourth Grade -- 3rd Tuesdays of the month

Fifth Grade -- 3rd Tuesdays of the month

Sixth Grade -- 4th Tuesdays of the month

Seventh/Eighth Grade -- 4th Tuesdays of the month

10/18/22 Title I Tutors

Complete 12/21/2022

April Bryson

12/21/2022

Notes: We currently have Courtney Umphlett, a Title I tutor. We will be having another tutor help us in the future.

10/18/22 AIG Canvas Course (AIG Teacher, 6-8 Teachers)

Complete 12/21/2022

Amber Fox

12/21/2022

Notes:

10/18/22 LETRS Quarterly Independent Completion #2 (K-5 Teachers, EC Teachers, Instructional Coach)

Complete 12/21/2022

Amber Fox

12/22/2022

Notes:

10/18/22 LETRS Quarterly Virtual Training Day #3 (K-5 Teachers, EC Teachers, Instructional Coach)

Complete 01/06/2023

Amber Fox

01/06/2023

Notes:

10/18/22 Wit and Wisdom Training #3 (Middle School ELA Teachers)

Complete 01/06/2023

Amber Fox

01/06/2023

Notes:

10/18/22 Middle School Math PD with Bonnie Bolado #3 (Middle School Math Teachers)

Complete 01/06/2023

Amber Fox

01/06/2023

Notes:

10/18/22 CARE Team Meetings

Complete 01/10/2023

Amber Fox

01/10/2023

Notes: CARE team meetings to discuss specific student needs occur monthly and are conducted based on grade level.
 Kindergarten -- 1st Wednesday of the month
 First Grade -- 1st Tuesday of the month
 Second Grade -- 2nd Tuesday of the month
 Third Grade -- 1st Tuesday of the month
 Fourth Grade -- 1st Tuesday of the month
 Fifth Grade -- 1st Tuesday of the month
 Sixth Grade -- 2nd Tuesday of the month
 Seventh/Eighth Grade -- 1st Tuesday of the month

10/18/22	MTSS Work Session	Complete 01/24/2023	Amber Fox	01/24/2023
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Notes: Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made.
 Kindergarten 3rd Tuesdays of the month
 First Grade -- 3rd Tuesdays of the month
 Second Grade -- 4th Tuesdays of the month
 Third Grade -- 3rd Tuesdays of the month
 Fourth Grade -- 3rd Tuesdays of the month
 Fifth Grade -- 3rd Tuesdays of the month
 Sixth Grade -- 4th Tuesdays of the month
 Seventh/Eighth Grade -- 4th Tuesdays of the month

10/18/22	Foundations of Math Training #3 (Middle School Math Teachers)	Complete 01/31/2023	Amber Fox	01/31/2023
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10/18/22	Foundations of Math Training #4 (Middle School Math Teachers)	Complete 02/01/2023	Amber Fox	02/01/2023
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10/18/22	CARE Team Meetings	Complete 02/07/2023	Amber Fox	02/07/2023
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Notes: CARE team meetings to discuss specific student needs occur monthly and are conducted based on grade level.
 Kindergarten -- 1st Wednesday of the month
 First Grade -- 1st Tuesday of the month
 Second Grade -- 2nd Tuesday of the month
 Third Grade -- 1st Tuesday of the month
 Fourth Grade -- 1st Tuesday of the month
 Fifth Grade -- 1st Tuesday of the month
 Sixth Grade -- 2nd Tuesday of the month
 Seventh/Eighth Grade -- 1st Tuesday of the month

10/18/22	Foundations of Math Training #5 (Middle School Math Teachers)	Complete 02/15/2023	Amber Fox	02/15/2023
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<i>Notes:</i>				
10/18/22	MTSS Work Session	Complete 02/21/2023	Amber Fox	02/21/2023
<i>Notes:</i> Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made. Kindergarten 3rd Tuesdays of the month First Grade -- 3rd Tuesdays of the month Second Grade -- 4th Tuesdays of the month Third Grade -- 3rd Tuesdays of the month Fourth Grade -- 3rd Tuesdays of the month Fifth Grade -- 3rd Tuesdays of the month Sixth Grade -- 4th Tuesdays of the month Seventh/Eighth Grade -- 4th Tuesdays of the month				
10/18/22	CARE Team Meetings	Complete 03/07/2023	Amber Fox	03/07/2023
<i>Notes:</i> CARE team meetings to discuss specific student needs occur monthly and are conducted based on grade level. Kindergarten -- 1st Wednesday of the month First Grade -- 1st Tuesday of the month Second Grade -- 2nd Tuesday of the month Third Grade -- 1st Tuesday of the month Fourth Grade -- 1st Tuesday of the month Fifth Grade -- 1st Tuesday of the month Sixth Grade -- 2nd Tuesday of the month Seventh/Eighth Grade -- 1st Tuesday of the month				
10/18/22	LETRS Quarterly Independent Completion #3 (K-5 Teachers, EC Teachers, Instructional Coach)	Complete 03/08/2023	Amber Fox	03/08/2023
<i>Notes:</i>				
10/18/22	LETRS Quarterly Virtual Training Day #4 (K-5 Teachers, EC Teachers, Instructional Coach)	Complete 03/09/2023	Amber Fox	03/09/2023
<i>Notes:</i>				
10/18/22	Wit and Wisdom Training #4 (Middle School ELA Teachers)	Complete 03/09/2023	Amber Fox	03/09/2023
<i>Notes:</i>				
10/18/22	Middle School Math PD with Bonnie Bolado #4 (Middle School Math Teachers)	Complete 03/09/2023	Amber Fox	03/09/2023
<i>Notes:</i>				
10/18/22	MTSS Work Session	Complete 03/21/2023	Amber Fox	03/21/2023

Notes: Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made.

Kindergarten 3rd Tuesdays of the month

First Grade -- 3rd Tuesdays of the month

Second Grade -- 4th Tuesdays of the month

Third Grade -- 3rd Tuesdays of the month

Fourth Grade -- 3rd Tuesdays of the month

Fifth Grade -- 3rd Tuesdays of the month

Sixth Grade -- 4th Tuesdays of the month

Seventh/Eighth Grade -- 4th Tuesdays of the month

10/18/22 CARE Team Meetings

Complete 04/11/2023

Amber Fox

04/11/2023

Notes: CARE team meetings to discuss specific student needs occur monthly and are conducted based on grade level.

Kindergarten -- 1st Wednesday of the month

First Grade -- 1st Tuesday of the month

Second Grade -- 2nd Tuesday of the month

Third Grade -- 1st Tuesday of the month

Fourth Grade -- 1st Tuesday of the month

Fifth Grade -- 1st Tuesday of the month

Sixth Grade -- 2nd Tuesday of the month

Seventh/Eighth Grade -- 1st Tuesday of the month

10/18/22 MTSS Work Session

Complete 04/18/2023

Amber Fox

04/18/2023

Notes: Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made.

Kindergarten 3rd Tuesdays of the month

First Grade -- 3rd Tuesdays of the month

Second Grade -- 4th Tuesdays of the month

Third Grade -- 3rd Tuesdays of the month

Fourth Grade -- 3rd Tuesdays of the month

Fifth Grade -- 3rd Tuesdays of the month

Sixth Grade -- 4th Tuesdays of the month

Seventh/Eighth Grade -- 4th Tuesdays of the month

10/18/22 CARE Team Meetings

Complete 05/02/2023

Amber Fox

05/02/2023

Notes: CARE team meetings to discuss specific student needs occur monthly and are conducted based on grade level.
 Kindergarten -- 1st Wednesday of the month
 First Grade -- 1st Tuesday of the month
 Second Grade -- 2nd Tuesday of the month
 Third Grade -- 1st Tuesday of the month
 Fourth Grade -- 1st Tuesday of the month
 Fifth Grade -- 1st Tuesday of the month
 Sixth Grade -- 2nd Tuesday of the month
 Seventh/Eighth Grade -- 1st Tuesday of the month

10/18/22	FAM-S Tool (MTSS)	Complete 05/02/2023	April Bryson	05/02/2023
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Notes: Completed the FAM-S tool at Scotts Creek, which measures school-level progress toward full implementation of our multi-tiered system of support. We will review the results with our School Improvement Team or entire staff. This action will connect back to item #19 from the FAM-S.

10/18/22	MTSS Work Session	Complete 05/23/2023	Amber Fox	05/23/2023
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Notes: Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made.
 Kindergarten 3rd Tuesdays of the month
 First Grade -- 3rd Tuesdays of the month
 Second Grade -- 4th Tuesdays of the month
 Third Grade -- 3rd Tuesdays of the month
 Fourth Grade -- 3rd Tuesdays of the month
 Fifth Grade -- 3rd Tuesdays of the month
 Sixth Grade -- 4th Tuesdays of the month
 Seventh/Eighth Grade -- 4th Tuesdays of the month

10/18/22	LETRS Quarterly Independent Completion #4 (K-5 Teachers, EC Teachers, Instructional Coach)	Complete 05/31/2023	Amber Fox	05/31/2023
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Notes:

10/18/22	MTSS Data Analysis (Title I Funding)	Complete 06/07/2023	April Bryson	06/07/2023
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Notes: Title I funding is helping us support MTSS data analysis.

10/18/22	Math Bridges Curriculum & Tolman Literature Kit (Title I funding)	Complete 06/07/2023	April Bryson	06/07/2023
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Notes: Title I funding is currently helping provide these curricula.

10/18/22	Intervention Resources (Title I funding)	Complete 06/07/2023	April Bryson	06/07/2023
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	Notes: We are looking to add more intervention resources (supplies/curriculum) for our Tier II and Tier III students in the future, especially focusing on current gaps students have.			
9/18/23	CTE District Meeting	Complete 10/11/2023	Jonathan Cauley	08/11/2023
	Notes:			
9/18/23	LETRS Quarterly Training Day #1 (K-5 Teachers, EC Teachers, Instructional Coach)	Complete 08/11/2023	Amber Fox	08/11/2023
	Notes:			
9/18/23	Pre-K District Meeting	Complete 08/11/2023	April Bryson	08/11/2023
	Notes:			
9/18/23	AIG District Meeting	Complete 08/11/2023	April Bryson	08/11/2023
	Notes:			
10/1/23	District-Wide Professional Development Day #1	Complete 08/11/2023	April Bryson	08/11/2023
	Notes:			
9/18/23	Kindergarten District Meeting (first)	Complete 08/24/2023	April Bryson	08/24/2023
	Notes:			
9/18/23	1st Grade District Meeting (first)	Complete 08/31/2023	April Bryson	08/31/2023
	Notes:			
9/20/23	September Committee Leadership Meetings	Complete 09/06/2023	April Bryson	09/06/2023
	Notes: These are the monthly meetings of the school leadership Committees (excluding the School Improvement Team) which are: MTSS/SEL; PBIS/Leadership; Community/Fundraising; School Culture.			
9/20/23	2nd Grade District Meeting (first)	Complete 08/11/2023	April Bryson	09/07/2023
	Notes:			
9/20/23	3rd Grade District Meeting (first)	Complete 09/11/2023	April Bryson	09/11/2023
	Notes:			
9/20/23	September District Leadership Team Meeting	Complete 09/12/2023	April Bryson	09/12/2023
	Notes:			
9/20/23	4th/5th District Meeting (first)	Complete 09/14/2023	April Bryson	09/14/2023
	Notes:			
9/20/23	Scotts Creek Monthly Faculty Meeting (September)	Complete 09/20/2023	April Bryson	09/20/2023
	Notes:			
9/18/23	September MTSS Work Session	Complete 09/26/2023	Amber Fox	09/26/2023

Notes: Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made.

Kindergarten 3rd Tuesdays of the month
 First Grade -- 3rd Tuesdays of the month
 Second Grade -- 4th Tuesdays of the month
 Third Grade -- 3rd Tuesdays of the month
 Fourth Grade -- 3rd Tuesdays of the month
 Fifth Grade -- 3rd Tuesdays of the month
 Sixth Grade -- 4th Tuesdays of the month
 Seventh/Eighth Grade -- 4th Tuesdays of the month

9/20/23	September Grade Level & Departmental PLC Meetings	Complete 09/29/2023	Amber Fox	09/29/2023
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Notes: Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.

Grade Level PLC Meeting Dates
 K - 2nd Tuesday
 1st - 2nd Wednesday
 2nd - 2nd Wednesday
 3rd - 2nd Wednesday
 4th - 2nd Thursday
 5th - 2nd Wednesday
 6th - 2nd Wednesday
 7th/8th - 2nd Thursday
 Student Support Team - 1st Thursday
 LETRS Volume 2 - 4th Wednesday
 Character Strong - 4th Wednesday

9/20/23	LETRS Quarterly Training Day #2 (K-5 Teachers, EC Teachers, Instructional Coach)	Complete 10/04/2023	Amber Fox	10/04/2023
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Notes:

10/1/23	District-Wide Professional Development Day #2	Complete 10/04/2023	April Bryson	10/04/2023
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Notes:

9/20/23	Kindergarten District Meeting (second)		April Bryson	10/09/2023
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Notes:

9/20/23	October Committee Leadership Meetings		April Bryson	10/11/2023
<i>Notes:</i> These are the monthly meetings of the school leadership Committees (excluding the School Improvement Team) which are: MTSS/SEL; PBIS/Leadership; Community/Fundraising; School Culture.				
9/20/23	1st Grade District Meeting (second)		April Bryson	10/19/2023
<i>Notes:</i>				
9/20/23	October District Leadership Team Meeting		April Bryson	10/19/2023
<i>Notes:</i>				
9/18/23	October MTSS Work Session		Amber Fox	10/24/2023
<i>Notes:</i> Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made. Kindergarten 3rd Tuesdays of the month First Grade -- 3rd Tuesdays of the month Second Grade -- 4th Tuesdays of the month Third Grade -- 3rd Tuesdays of the month Fourth Grade -- 3rd Tuesdays of the month Fifth Grade -- 3rd Tuesdays of the month Sixth Grade -- 4th Tuesdays of the month Seventh/Eighth Grade -- 4th Tuesdays of the month				
9/20/23	Scotts Creek Monthly Faculty Meeting (October)		April Bryson	10/25/2023
<i>Notes:</i>				
9/20/23	2nd Grade District Meeting (second)		April Bryson	10/30/2023
<i>Notes:</i>				
9/20/23	October Grade Level & Departmental PLC Meetings		Amber Fox	10/31/2023

Notes: Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.

Grade Level PLC Meeting Dates

K - 2nd Tuesday

1st - 2nd Wednesday

2nd - 2nd Wednesday

3rd - 2nd Wednesday

4th - 2nd Thursday

5th - 2nd Wednesday

6th - 2nd Wednesday

7th/8th - 2nd Thursday

Student Support Team - 1st Thursday

LETRS Volume 2 - 4th Wednesday

Character Strong - 4th Wednesday

9/20/23 November Committee Leadership Meetings

April Bryson

11/01/2023

Notes: These are the monthly meetings of the school leadership Committees (excluding the School Improvement Team) which are: MTSS/SEL; PBIS/Leadership; Community/Fundraising; School Culture.

10/1/23 Foundations of Math Training #1

Amber Fox

11/01/2023

Notes:

10/1/23 Foundations of Math Training #2

Amber Fox

11/02/2023

Notes:

9/20/23 3rd Grade District Meeting (second)

April Bryson

11/02/2023

Notes:

9/20/23 4th/5th District Meeting (second)

April Bryson

11/06/2023

Notes:

9/20/23 November District Leadership Team Meeting

April Bryson

11/14/2023

Notes:

9/20/23 Scotts Creek Monthly Faculty Meeting (November)

April Bryson

11/15/2023

Notes:

9/18/23 November MTSS Work Session

Amber Fox

11/28/2023

Notes: Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made.

Kindergarten 3rd Tuesdays of the month

First Grade -- 3rd Tuesdays of the month

Second Grade -- 4th Tuesdays of the month

Third Grade -- 3rd Tuesdays of the month

Fourth Grade -- 3rd Tuesdays of the month

Fifth Grade -- 3rd Tuesdays of the month

Sixth Grade -- 4th Tuesdays of the month

Seventh/Eighth Grade -- 4th Tuesdays of the month

9/20/23 November Grade Level & Departmental PLC Meetings

Amber Fox

11/30/2023

Notes: Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.

Grade Level PLC Meeting Dates

K - 2nd Tuesday

1st - 2nd Wednesday

2nd - 2nd Wednesday

3rd - 2nd Wednesday

4th - 2nd Thursday

5th - 2nd Wednesday

6th - 2nd Wednesday

7th/8th - 2nd Thursday

Student Support Team - 1st Thursday

LETRS Volume 2 - 4th Wednesday

Character Strong - 4th Wednesday

9/20/23 December Committee Leadership Meetings

April Bryson

12/06/2023

Notes: These are the monthly meetings of the school leadership Committees (excluding the School Improvement Team) which are: MTSS/SEL; PBIS/Leadership; Community/Fundraising; School Culture.

9/20/23 December District Leadership Team Meeting

April Bryson

12/12/2023

Notes:

9/18/23 December MTSS Work Session

Amber Fox

12/19/2023

Notes: Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made.

Kindergarten 3rd Tuesdays of the month

First Grade -- 3rd Tuesdays of the month

Second Grade -- 4th Tuesdays of the month

Third Grade -- 3rd Tuesdays of the month

Fourth Grade -- 3rd Tuesdays of the month

Fifth Grade -- 3rd Tuesdays of the month

Sixth Grade -- 4th Tuesdays of the month

Seventh/Eighth Grade -- 4th Tuesdays of the month

9/20/23 Scotts Creek Monthly Faculty Meeting (December)

April Bryson

12/20/2023

Notes:

9/20/23 December Grade Level & Departmental PLC Meetings

Amber Fox

12/21/2023

Notes: Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.

Grade Level PLC Meeting Dates

K - 2nd Tuesday

1st - 2nd Wednesday

2nd - 2nd Wednesday

3rd - 2nd Wednesday

4th - 2nd Thursday

5th - 2nd Wednesday

6th - 2nd Wednesday

7th/8th - 2nd Thursday

Student Support Team - 1st Thursday

LETRS Volume 2 - 4th Wednesday

Character Strong - 4th Wednesday

10/1/23 January Committee Leadership Meetings

April Bryson

01/03/2024

Notes: These are the monthly meetings of the school leadership Committees (excluding the School Improvement Team) which are: MTSS/SEL; PBIS/Leadership; Community/Fundraising; School Culture.

10/1/23	District-Wide Professional Development Day #3		April Bryson	01/05/2024
	<i>Notes:</i>			
9/20/23	LETRS Quarterly Training Day #3 (K-5 Teachers, EC Teachers, Instructional Coach)		Amber Fox	01/05/2024
	<i>Notes:</i>			
9/20/23	January District Leadership Team Meeting		April Bryson	01/16/2024
	<i>Notes:</i>			
9/20/23	Kindergarten District Meeting (third)		April Bryson	01/18/2024
	<i>Notes:</i>			
9/18/23	January MTSS Work Session		Amber Fox	01/23/2024
	<i>Notes:</i> Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made. Kindergarten 3rd Tuesdays of the month First Grade -- 3rd Tuesdays of the month Second Grade -- 4th Tuesdays of the month Third Grade -- 3rd Tuesdays of the month Fourth Grade -- 3rd Tuesdays of the month Fifth Grade -- 3rd Tuesdays of the month Sixth Grade -- 4th Tuesdays of the month Seventh/Eighth Grade -- 4th Tuesdays of the month			
9/20/23	Scotts Creek Monthly Faculty Meeting (January)		April Bryson	01/24/2024
	<i>Notes:</i>			
9/20/23	1st Grade District Meeting (third)		April Bryson	01/25/2024
	<i>Notes:</i>			
10/1/23	Foundations of Math Training #3		Amber Fox	01/30/2024
	<i>Notes:</i>			
10/1/23	Foundations of Math Training #4		Amber Fox	01/31/2024
	<i>Notes:</i>			
9/20/23	January Grade Level & Departmental PLC Meetings		Amber Fox	01/31/2024

Notes: Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.

Grade Level PLC Meeting Dates

K - 2nd Tuesday

1st - 2nd Wednesday

2nd - 2nd Wednesday

3rd - 2nd Wednesday

4th - 2nd Thursday

5th - 2nd Wednesday

6th - 2nd Wednesday

7th/8th - 2nd Thursday

Student Support Team - 1st Thursday

LETRS Volume 2 - 4th Wednesday

Character Strong - 4th Wednesday

10/1/23 February Committee Leadership Meetings

April Bryson

02/07/2024

Notes: These are the monthly meetings of the school leadership Committees (excluding the School Improvement Team) which are: MTSS/SEL; PBIS/Leadership; Community/Fundraising; School Culture.

9/20/23 2nd Grade District Meeting (third)

April Bryson

02/08/2024

Notes:

9/20/23 3rd Grade District Meeting (third)

April Bryson

02/12/2024

Notes:

10/1/23 Foundations of Math Training #5

Amber Fox

02/21/2024

Notes:

9/20/23 Scotts Creek Monthly Faculty Meeting (February)

April Bryson

02/21/2024

Notes:

9/20/23 4th/5th District Meeting (third)

April Bryson

02/22/2024

Notes:

9/18/23 February MTSS Work Session

Amber Fox

02/27/2024

Notes: Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made.

Kindergarten 3rd Tuesdays of the month

First Grade -- 3rd Tuesdays of the month

Second Grade -- 4th Tuesdays of the month

Third Grade -- 3rd Tuesdays of the month

Fourth Grade -- 3rd Tuesdays of the month

Fifth Grade -- 3rd Tuesdays of the month

Sixth Grade -- 4th Tuesdays of the month

Seventh/Eighth Grade -- 4th Tuesdays of the month

9/20/23 February Grade Level & Departmental PLC Meetings

Amber Fox

02/29/2024

Notes: Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.

Grade Level PLC Meeting Dates

K - 2nd Tuesday

1st - 2nd Wednesday

2nd - 2nd Wednesday

3rd - 2nd Wednesday

4th - 2nd Thursday

5th - 2nd Wednesday

6th - 2nd Wednesday

7th/8th - 2nd Thursday

Student Support Team - 1st Thursday

LETRS Volume 2 - 4th Wednesday

Character Strong - 4th Wednesday

10/1/23 March Committee Leadership Meetings

April Bryson

03/06/2024

Notes: These are the monthly meetings of the school leadership Committees (excluding the School Improvement Team) which are: MTSS/SEL; PBIS/Leadership; Community/Fundraising; School Culture.

10/1/23 District-Wide Professional Development Day #4

April Bryson

03/15/2024

Notes:

9/20/23	LETRS Quarterly Training Day #4 (K-5 Teachers, EC Teachers, Instructional Coach)		Amber Fox	03/15/2024
<i>Notes:</i>				
9/20/23	Scotts Creek Monthly Faculty Meeting (March)		April Bryson	03/20/2024
<i>Notes:</i>				
9/20/23	March Grade Level & Departmental PLC Meetings		Amber Fox	03/22/2024
<i>Notes:</i> Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events. Grade Level PLC Meeting Dates K - 2nd Tuesday 1st - 2nd Wednesday 2nd - 2nd Wednesday 3rd - 2nd Wednesday 4th - 2nd Thursday 5th - 2nd Wednesday 6th - 2nd Wednesday 7th/8th - 2nd Thursday Student Support Team - 1st Thursday LETRS Volume 2 - 4th Wednesday Character Strong - 4th Wednesday				
9/18/23	March MTSS Work Session		Amber Fox	03/26/2024
<i>Notes:</i> Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made. Kindergarten 3rd Tuesdays of the month First Grade -- 3rd Tuesdays of the month Second Grade -- 4th Tuesdays of the month Third Grade -- 3rd Tuesdays of the month Fourth Grade -- 3rd Tuesdays of the month Fifth Grade -- 3rd Tuesdays of the month Sixth Grade -- 4th Tuesdays of the month Seventh/Eighth Grade -- 4th Tuesdays of the month				

10/1/23	April Committee Leadership Meetings		April Bryson	04/03/2024
	<i>Notes:</i> These are the monthly meetings of the school leadership Committees (excluding the School Improvement Team) which are: MTSS/SEL; PBIS/Leadership; Community/Fundraising; School Culture.			
9/20/23	Kindergarten District Meeting (fourth)		April Bryson	04/04/2024
	<i>Notes:</i>			
9/20/23	1st Grade District Meeting (fourth)		April Bryson	04/08/2024
	<i>Notes:</i>			
9/20/23	April District Leadership Team Meeting		April Bryson	04/09/2024
	<i>Notes:</i>			
9/20/23	2nd Grade District Meeting (fourth)		April Bryson	04/11/2024
	<i>Notes:</i>			
9/20/23	3rd Grade District Meeting (fourth)		April Bryson	04/15/2024
	<i>Notes:</i>			
9/20/23	Scotts Creek Monthly Faculty Meeting (April)		April Bryson	04/17/2024
	<i>Notes:</i>			
9/20/23	4th/5th District Meeting (fourth)		April Bryson	04/18/2024
	<i>Notes:</i>			
9/18/23	April MTSS Work Session		Amber Fox	04/23/2024
	<i>Notes:</i> Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made. Kindergarten 3rd Tuesdays of the month First Grade -- 3rd Tuesdays of the month Second Grade -- 4th Tuesdays of the month Third Grade -- 3rd Tuesdays of the month Fourth Grade -- 3rd Tuesdays of the month Fifth Grade -- 3rd Tuesdays of the month Sixth Grade -- 4th Tuesdays of the month Seventh/Eighth Grade -- 4th Tuesdays of the month			
9/20/23	April Grade Level & Departmental PLC Meetings		Amber Fox	04/30/2024

Notes: Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.

Grade Level PLC Meeting Dates

K - 2nd Tuesday

1st - 2nd Wednesday

2nd - 2nd Wednesday

3rd - 2nd Wednesday

4th - 2nd Thursday

5th - 2nd Wednesday

6th - 2nd Wednesday

7th/8th - 2nd Thursday

Student Support Team - 1st Thursday

LETRS Volume 2 - 4th Wednesday

Character Strong - 4th Wednesday

10/1/23 May Committee Leadership Meetings

April Bryson

05/01/2024

Notes: These are the monthly meetings of the school leadership Committees (excluding the School Improvement Team) which are: MTSS/SEL; PBIS/Leadership; Community/Fundraising; School Culture.

10/1/23 FAM-S Tool (MTSS)

April Bryson

05/15/2024

Notes: Completed the FAM-S tool at Scotts Creek, which measures school-level progress toward full implementation of our multi-tiered system of support. We will review the results with our School Improvement Team/entire staff.

9/20/23 Scotts Creek Monthly Faculty Meeting (May)

April Bryson

05/15/2024

Notes:

9/18/23 May MTSS Work Session

Amber Fox

05/21/2024

Notes: Teachers from each grade level meet once a month to complete progress monitoring paperwork from Tier II & Tier III student's data. Here they will also discuss improvements, concerns, or changes that need to be made.

Kindergarten 3rd Tuesdays of the month

First Grade -- 3rd Tuesdays of the month

Second Grade -- 4th Tuesdays of the month

Third Grade -- 3rd Tuesdays of the month

Fourth Grade -- 3rd Tuesdays of the month

Fifth Grade -- 3rd Tuesdays of the month

Sixth Grade -- 4th Tuesdays of the month

Seventh/Eighth Grade -- 4th Tuesdays of the month

9/20/23 Instructional Coach's monthly meeting

Amber Fox

05/24/2024

Notes:

9/20/23 Bookkeeper Meeting

April Bryson

05/24/2024

Notes:

9/20/23 Scotts Creek Administrator's Weekly Meeting

April Bryson

05/24/2024

Notes:

9/20/23 May Grade Level & Departmental PLC Meetings

Amber Fox

05/24/2024

Notes: Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.

Grade Level PLC Meeting Dates

K - 2nd Tuesday

1st - 2nd Wednesday

2nd - 2nd Wednesday

3rd - 2nd Wednesday

4th - 2nd Thursday

5th - 2nd Wednesday

6th - 2nd Wednesday

7th/8th - 2nd Thursday

Student Support Team - 1st Thursday

LETRS Volume 2 - 4th Wednesday

Character Strong - 4th Wednesday

10/1/23 Speech PLC Meetings

April Bryson

05/24/2024

Notes:						
10/1/23 EC Department Meetings				April Bryson	05/24/2024	
Notes:						
10/1/23 AIG Specialist Meetings				April Bryson	05/24/2024	
Notes:						
10/1/23 School Counselor Meetings				Kaye Anderson	05/24/2024	
Notes:						
10/1/23 Character Strong Sessions				April Bryson	05/24/2024	
Notes: Every week middle school students meet with a group to do Character Strong sessions. These seek to bolster community building, openness and transparency, student mental and emotional health, and challenge students to have a positive impact on the lives of those around them.						
10/1/23 School Media Coordinator Meetings				April Bryson	05/24/2024	
Notes:						
	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:			We have a social worker, counselor, psychological services provided by HIGHTs and Project AWARE, staff members trained in CPI Restraint Training, schoolwide <i>PBIS</i> program, and a middle school focus on implementing <i>Character Strong</i> . Previously through the <i>Leader in Me</i> program based on the <u>7 Habits of Highly Effective People</u> by Stephen Covey, and now through <i>Character Strong</i> , staff have been involved in teaching, modeling, and implementing this paradigm shift at our school as well as the homes of our students. Parents have been included with the exchange of information, and parents are reporting <i>Character Strong</i> continues at home in conversations, actions, and attitudes of their children.	Limited Development 09/14/2016		
How it will look when fully met:			Students will receive support in a variety of formats including services from different agencies and participation in <i>PBIS</i> system and the <i>Character Strong</i> model. Evidence: Decrease in discipline incidents, Increased attendance, services logs, Parent Contact Logs, Peer Mediation Sessions		Jonathan Cauley	05/31/2024
Actions				87 of 88 (99%)		
9/18/19 Team of teachers met to coordinate and plan the LIM Kickoff.			Complete 08/16/2019	teacher team	08/16/2019	
Notes:						

9/16/19	Leader In Me School Kickoff	Complete 08/23/2019	LIM Lighthouse Team	08/23/2019
<i>Notes:</i>				
9/18/19	LIM Lighthouse Team met to plan staff informational video to describe LIM Action Teams. This will allow the staff to select the leadership team of their choice to implement LIM during the 2019-20 school year.	Complete 09/18/2019	LIM Lighthouse Team	09/18/2019
<i>Notes:</i>				
10/7/19	Team met to discuss and plan our annual Pumpkin Prance fundraiser. This year we will hold a Glow Run at Jackson County Rec Park. This event raises funds to purchase Leader in Me materials and staff development.	Complete 09/18/2019	Fundraising Team	09/18/2019
<i>Notes:</i>				
9/18/19	Middle school teacher representatives will attend professional development to gain strategies to implement LIM in 6-8 grade classrooms.	Complete 10/23/2019	Kim Fiskeaux and Jonathan Cauley	10/23/2019
<i>Notes:</i>				
11/4/19	Middle school teachers Kim Fiskeaux and Jonathan Cauley attended a Leader in Me Middle School Summit in Wilksboro, NC on 10/22-23/19. They will visit four Leader in Me middle schools and attended Leader in Me sessions designed for middle school students. They will share information learned with all staff.	Complete 10/23/2019	Kim Fiskeaux and Jonathan Cauley	10/23/2019
<i>Notes:</i>				
11/4/19	Annual 5K Glow Run will be held on 11/1/19. This is a fundraiser for our Leader in Me program.	Complete 11/01/2019	Leader in Me Fundraising committee	11/01/2019
<i>Notes:</i>				
11/20/19	LIM Lighthouse Leadership Team met. Team planned Win-Win Wednesday meeting for staff (11/20), planned and posted bulletin board including LIM school-wide timeline, and discussed how to assist staff in tracking student data.	Complete 11/18/2019	Kim Fiskeaux and Jonathan Cauley	11/18/2019
<i>Notes:</i>				
9/22/16	The Social Worker and Counselor will organize services from a variety of agencies to meet student needs. They will collaborate with classroom teachers to increase awareness of student needs.	Complete 06/30/2020	Wanda Moore	06/30/2020
<i>Notes:</i> 2/28/17 - Social Worker and Counselor are continuously meeting with all staff members to address student needs.				

9/22/16	PBIS Team will operate as a part of the Leader In Me Student Learning Action Team and will continue to integrate strategies. They will meet on a regular basis to review application of PBIS systems school wide integrated with Leader in Me. They will also utilize strategies to help students move from extrinsic reinforcements to intrinsic reinforcements.	Complete 06/30/2020	Student Learning Action Team	06/30/2020
<i>Notes:</i> PBIS team met on 11/7/17 (complete minutes are in document upload) 9/4/18 - Student Learning Action Team will continue this action.				
9/22/16	All staff and community stakeholders will implement the Leader in Me Model throughout the school, and teach the 7 Habits of Highly Effective People to students. Leadership opportunities will also be provided to students. The Lighthouse Team and the Action Teams have been developed and continue to implement principles school wide on a regular basis.	Complete 06/30/2020	Lighthouse Team	06/30/2020
<i>Notes:</i> Book studies have started in each department. The Lighthouse Team has met several times a month to create plan, discuss future options, and help support staff. 2/28/17 9/4/18 - Lighthouse Team and Action Teams will meet monthly and scaffold strategies we have in place.				
3/27/18	Create Action Teams and begin to internalize 7 habits within staff. Action teams will now move to the next level by completing specific tasks to support the school-wide implementation of Leader in Me.	Complete 06/30/2020	Lighthouse Team	06/30/2020
<i>Notes:</i>				
5/3/22	Hosted basketball tournament	Complete 01/31/2022	April Bryson	01/31/2022
<i>Notes:</i> Numerous student volunteers helped set up and sang the national anthem.				
5/3/22	Student leadership roles began - students applied for roles	Complete 03/07/2022	Chelsea Stephens	03/07/2022
<i>Notes:</i>				
5/3/22	MRA Leader in Me report - our overall culture score was a 73, which included supportive student environment (school climate, student empowerment, trusting relationships, and school belonging) and supportive staff environment (staff voice and collective efficacy).	Complete 05/02/2022	April Bryson	05/02/2022
<i>Notes:</i>				

5/3/22	MRA Leader in Me report - our overall leadership score was a 70, which included student leadership (personal development, interpersonal development, positive wellbeing, self-advocacy, and prosocial behaviors), staff leadership (personal effectiveness, interpersonal effectiveness, and student leadership support), and family and community engagement (school & family partnerships, family engagement, and community engagement).	Complete 05/02/2022	April Bryson	05/02/2022
<i>Notes:</i>				
3/27/18	Implement student lessons with fidelity for Leader in Me aligned across grade levels.	Complete 06/03/2022	Jonathan Cauley	06/03/2022
<i>Notes:</i>				
10/18/22	AIG Specialists Meeting	Complete 08/16/2022	Gretchen McCue	08/16/2022
<i>Notes:</i>				
10/18/22	Pre-K District Level Meeting/PLC	Complete 08/16/2022	Amber Fox	08/16/2022
<i>Notes:</i>				
10/18/22	Speech PLC Meeting	Complete 08/17/2022	Natalie Norman	08/17/2022
<i>Notes:</i> Audiology training with Tracie Rice PLC topics and meeting schedule				
10/18/22	Pep Rallies	Complete 09/16/2022	Jonathan Cauley	09/16/2022
<i>Notes:</i> 2 Pep Rallies were held (one for K-4 and the other for 5-8) for students to kick off the year showing school spirit and to encourage our students to participate in leadership opportunities throughout the school year.				
10/18/22	Parent Curriculum Night	Complete 09/19/2022	Jonathan Cauley	09/19/2022
<i>Notes:</i> Title Parent and Family Engagement funds were used to purchase pizza and chips to draw parent support for our family curriculum night.				
10/18/22	Speech PLC Meeting	Complete 09/23/2022	Natalie Norman	09/23/2022
<i>Notes:</i> Caseload discussion (Kelly Doppke) Topics/needs for future PLC meetings ICD-10 codes Stay organized the NN way! Disposal of outdated evaluation materials				
10/18/22	Grade Level & Departmental PLC Meetings	Complete 09/28/2022	Amber Fox	09/28/2022
<i>Notes:</i> Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.				

10/18/22	Grade Level Team Planning	Complete 09/29/2022	Amber Fox	09/29/2022
	<i>Notes:</i> Teachers meet once a week with their grade level teams to discuss curriculum pacing, common planning, Level Up groups, PBIS incentives, student progress/needs, and procedural changes.			
10/18/22	Reconnect for Resiliency (Teacher Assistants)	Complete 10/05/2022	April Bryson	10/05/2022
	<i>Notes:</i>			
10/18/22	EC Dept. PLC Meeting	Complete 10/07/2022	Natalie Norman	10/07/2022
	<i>Notes:</i> Items discussed include: Support Schedule is a little better, still waiting for staff to be hired to support. Bailey starts on Monday (1day SCE, 1day JCS, then figure out ½ days) Autism Coaching: Ryan Morgan-Nations, Sydney Medford, Ballew, Callaway, Finley Progress Monitoring and Progress Reports Compliance Updates Cherokee Central students are treated as initials bc NC eligibility is needed. Charter school enrollments need to be sent to Melissa ASAP			
10/18/22	AIG Specialists Meetings	Complete 10/19/2022	Gretchen McCue	10/19/2022
	<i>Notes:</i>			
10/18/22	Speech PLC Meeting	Complete 10/20/2022	Natalie Norman	10/20/2022
	<i>Notes:</i> Lead SLP meeting update			
10/18/22	Pre-K District Level Meeting/PLC	Complete 10/20/2022	Amber Fox	10/20/2022
	<i>Notes:</i>			
10/18/22	Reconnect for Resiliency (Teacher Assistants)	Complete 10/24/2022	April Bryson	10/24/2022
	<i>Notes:</i>			
10/18/22	Grade Level & Departmental PLC Meetings	Complete 10/26/2022	Amber Fox	10/26/2022
	<i>Notes:</i> Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.			
10/18/22	Grade Level Team Planning	Complete 10/27/2022	Amber Fox	10/27/2022

	<i>Notes:</i> Teachers meet once a week with their grade level teams to discuss curriculum pacing, common planning, Level Up groups, PBIS incentives, student progress/needs, and procedural changes.			
10/18/22	Fall Spirit Days	Complete 10/28/2022	April Bryson	10/28/2022
	<i>Notes:</i> Students are encouraged to participate in this school spirit boosting week with activities such as: Mustache Monday Time Travel Tuesday Wild Hair Wednesday Team Spirit Thursday Favorite Book Friday			
11/1/22	Trunk or Treat	Complete 11/28/2022	April Bryson	10/28/2022
	<i>Notes:</i> Scotts Creek held a trunk or treat for the community in the back loop of the school. This was a great opportunity for PTA members, teachers and staff, students, and other members of the community to connect and show support for our school.			
10/18/22	Schoolwide Focus - Habit 1 "Be Proactive"	Complete 10/31/2022	April Bryson	10/31/2022
	<i>Notes:</i>			
10/18/22	School Media Coordinators Meeting	Complete 11/02/2022	Grace Powell	11/02/2022
	<i>Notes:</i>			
10/18/22	School Counselor Meeting	Complete 11/14/2022	Kaitlyn Norman	11/14/2022
	<i>Notes:</i>			
10/18/22	Grade Level Team Planning	Complete 11/17/2022	Amber Fox	11/17/2022
	<i>Notes:</i> Teachers meet once a week with their grade level teams to discuss curriculum pacing, common planning, Level Up groups, PBIS incentives, student progress/needs, and procedural changes.			
10/18/22	EC Departmental Meeting	Complete 11/17/2022	Natalie Norman	11/17/2022
	<i>Notes:</i>			
10/18/22	Grade Level & Departmental PLC Meetings	Complete 11/30/2022	Amber Fox	11/30/2022
	<i>Notes:</i> Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.			
10/18/22	Schoolwide Focus - Habit 2 "Begin With the End in Mind"	Complete 11/30/2022	April Bryson	11/30/2022
	<i>Notes:</i>			
10/18/22	Bookkeepers Meeting	Complete 12/07/2022	Ronda Murphy	12/07/2022

<i>Notes:</i>				
10/18/22	Grade Level & Departmental PLC Meetings	Complete 12/14/2022	Amber Fox	12/14/2022
<i>Notes:</i> Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.				
10/18/22	Grade Level Team Planning	Complete 12/15/2022	Amber Fox	12/15/2022
<i>Notes:</i> Teachers meet once a week with their grade level teams to discuss curriculum pacing, common planning, Level Up groups, PBIS incentives, student progress/needs, and procedural changes.				
10/18/22	EC Departmental Meeting	Complete 12/15/2022	Natalie Norman	12/15/2022
<i>Notes:</i>				
10/18/22	Resiliency resources	Complete 12/21/2022	April Bryson	12/21/2022
<i>Notes:</i> Title Parent and Family Engagement Funds are being used so that Amy Fahey and Nicole McWright can train parents to use resiliency resources.				
10/18/22	Speech PLC Meeting	Complete 12/22/2022	Natalie Norman	12/22/2022
<i>Notes:</i> EC Conference presentation				
10/18/22	Pre-K District Level Meeting/PLC	Complete 01/06/2023	Amber Fox	01/06/2023
<i>Notes:</i>				
10/18/22	AIG Specialists Meeting	Complete 01/06/2023	Gretchen McCue	01/06/2023
<i>Notes:</i>				
10/18/22	Bookkeepers Meeting	Complete 01/18/2023	Ronda Murphy	01/18/2023
<i>Notes:</i>				
10/18/22	School Counselor Meeting	Complete 01/23/2023	Kaitlyn Norman	01/23/2023
<i>Notes:</i>				
10/18/22	Grade Level & Departmental PLC Meetings	Complete 01/25/2023	Amber Fox	01/25/2023
<i>Notes:</i> Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.				
10/18/22	Grade Level Team Planning	Complete 01/26/2023	Amber Fox	01/26/2023

	<i>Notes:</i> Teachers meet once a week with their grade level teams to discuss curriculum pacing, common planning, Level Up groups, PBIS incentives, student progress/needs, and procedural changes.			
10/18/22	Schoolwide Focus - Habit 3 "Put First Things First"	Complete 01/31/2023	April Bryson	01/31/2023
	<i>Notes:</i>			
10/18/22	EC Departmental Meeting	Complete 02/16/2023	Natalie Norman	02/16/2023
	<i>Notes:</i>			
10/18/22	Speech PLC Meeting	Complete 02/17/2023	Natalie Norman	02/17/2023
	<i>Notes:</i>			
10/18/22	Grade Level & Departmental PLC Meetings	Complete 02/22/2023	Amber Fox	02/22/2023
	<i>Notes:</i> Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.			
10/18/22	Grade Level Team Planning	Complete 02/23/2023	Amber Fox	02/23/2023
	<i>Notes:</i> Teachers meet once a week with their grade level teams to discuss curriculum pacing, common planning, Level Up groups, PBIS incentives, student progress/needs, and procedural changes.			
10/18/22	Schoolwide Focus - Habit 4 "Think Win-Win"	Complete 02/28/2023	April Bryson	02/28/2023
	<i>Notes:</i>			
10/18/22	School Media Coordinators Meeting	Complete 03/01/2023	Grace Powell	03/01/2023
	<i>Notes:</i>			
10/18/22	Bookkeepers Meeting	Complete 03/07/2023	Ronda Murphy	03/07/2023
	<i>Notes:</i>			
10/18/22	AIG Specialists Meeting	Complete 03/09/2023	Gretchen McCue	03/09/2023
	<i>Notes:</i>			
10/18/22	Pre-K District Level Meeting/PLC	Complete 03/09/2023	Amber Fox	03/09/2023
	<i>Notes:</i>			
10/18/22	Grade Level & Departmental PLC Meetings	Complete 03/22/2023	Amber Fox	03/22/2023
	<i>Notes:</i> Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.			
10/18/22	School Counselor Meeting	Complete 03/27/2023	Kaitlyn Norman	03/27/2023

	Notes:			
10/18/22	Grade Level Team Planning	Complete 03/30/2023	Amber Fox	03/30/2023
	Notes: Teachers meet once a week with their grade level teams to discuss curriculum pacing, common planning, Level Up groups, PBIS incentives, student progress/needs, and procedural changes.			
10/18/22	Schoolwide Focus - Habit 5 "Seek First to Understand then to be Understood"	Complete 03/31/2023	April Bryson	03/31/2023
	Notes:			
10/18/22	EC Departmental Meeting	Complete 04/20/2023	Natalie Norman	04/20/2023
	Notes:			
10/18/22	Speech PLC Meeting	Complete 04/21/2023	Natalie Norman	04/21/2023
	Notes:			
10/18/22	Grade Level & Departmental PLC Meetings	Complete 04/26/2023	Amber Fox	04/26/2023
	Notes: Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.			
10/18/22	Grade Level Team Planning	Complete 04/27/2023	Amber Fox	04/27/2023
	Notes: Teachers meet once a week with their grade level teams to discuss curriculum pacing, common planning, Level Up groups, PBIS incentives, student progress/needs, and procedural changes.			
10/18/22	Schoolwide Focus - Habit 6 "Synergize"	Complete 04/28/2023	April Bryson	04/28/2023
	Notes:			
10/18/22	MRA Leader in Me report - our overall culture score was a.....	Complete 05/03/2023	April Bryson	05/02/2023
	Notes:			
10/18/22	MRA Leader in Me report - our overall leadership score was a...	Complete 05/03/2023	April Bryson	05/02/2023
	Notes:			
10/18/22	School Media Coordinators Meeting	Complete 05/03/2023	Grace Powell	05/03/2023
	Notes:			
10/18/22	Bookkeepers Meeting	Complete 05/10/2023	Ronda Murphy	05/10/2023
	Notes:			
10/18/22	School Counselor Meeting	Complete 05/22/2023	Kaitlyn Norman	05/22/2023
	Notes:			
10/18/22	Grade Level & Departmental PLC Meetings	Complete 05/24/2023	Amber Fox	05/24/2023

	<i>Notes:</i> Teachers meet by grade level once a month, and also by department once a month, to do LETRS training, discuss intervention strategies/Level Up groups, review student behaviors/needs, and plan for upcoming events.			
10/18/22	Grade Level Team Planning	Complete 05/25/2023	Amber Fox	05/25/2023
	<i>Notes:</i> Teachers meet once a week with their grade level teams to discuss curriculum pacing, common planning, Level Up groups, PBIS incentives, student progress/needs, and procedural changes.			
10/18/22	Speech PLC Meeting	Complete 05/25/2023	Natalie Norman	05/25/2023
	<i>Notes:</i> My Best Idea – Discussion and demonstration of most effective, practical and well-loved therapy ideas. SLPs will share 1-2 ideas, materials, books or techniques, and will provide support for the ideas as research-based techniques. Pre-K and high school transitions			
10/18/22	Schoolwide Focus - Habit 7 "Sharpen the Saw"	Complete 05/31/2023	April Bryson	05/31/2023
	<i>Notes:</i>			
10/18/22	Leader in Me Lessons/Habits	Complete 06/07/2023	Chelsea Stephens	06/07/2023
	<i>Notes:</i> Students have weekly/monthly Leader in Me lessons/habits they focus on to help them learn more about, discuss, and think through a different aspect of leadership and the responsibilities they have as a student, friend, son/daughter, and citizen. The focus is to help students progress at the holistic level, not only the academic.			
9/18/23	Character Strong Training	Complete 08/11/2023	April Bryson	08/11/2023
	<i>Notes:</i> Training for Middle Grades and High School staff on using the new Character Strong Social Emotional Learning (SEL) program.			
9/20/23	Parent Curriculum Night	Complete 09/19/2023	April Bryson	09/19/2023
	<i>Notes:</i> We had a lot of parents come out to support our PTA, as well as come to classrooms to hear about class curriculum and get questions answered.			
9/20/23	6th-8th grade pep rally	Complete 09/26/2023	April Bryson	09/26/2023
	<i>Notes:</i>			
10/1/23	PreK-5 Pep Rally	Complete 09/29/2023	April Bryson	09/29/2023
	<i>Notes:</i>			
10/1/23	PTA Fall Extravaganza/Spooktacular		April Bryson	10/27/2023
	<i>Notes:</i>			

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Monthly PLC meetings, Grade Span PLCs, content specific PLCs</p> <p>Preschool/K</p> <p>Kindergarten screenings, Kindergarten Kick-off, Kindergarten Academy, staggered entrance, class visitations</p> <p>5th - Middle School</p> <p>Middle School visitation, Middle School Band Orientation</p> <p>8th - HS/Early College</p> <p>High School visit, Early High School registration, Early College Presentation, Open House at High School and Early College, Online Application Information, EC Orientation</p> <p>Grade to Grade (iReady) Data and Academic Portfolios, K-2 Math Assessments, EOG Data, Benchmark Data</p> <p>ALL:</p> <p>EC Transition Meetings, Meet The Teacher Night, Family Night, Parent Conferences, Intervention Notebooks, Tier Paperwork, cross grade level activities (Peer Helper, Media Assistants, Journalism), older and younger students working together</p>	Full Implementation 04/11/2023		

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	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
Initial Assessment:			We have monthly SIT, Operations & Procedure meetings, various committee meetings including PBIS/Safe Schools, MTSS, Climate, Technology, Leader in Me, Lighthouse Team, bi-monthly grade level and department PLCs.	Limited Development 09/14/2016		
			Priority Score: 1 Opportunity Score: 3 Index Score: 3			
How it will look when fully met:			Monthly Action Team Meeting Occur in addition to School Improvement Team Meetings	Objective Met 10/19/21	April Bryson	06/30/2022
Actions						
9/28/21		August Action Team Meeting		Complete 08/09/2021	April Bryson	08/31/2021
Notes:						
9/28/21		September Action Team and School Improvement Team Meetings		Complete 09/01/2021	April Bryson	09/30/2021
Notes:						
Implementation:				10/19/2021		
Evidence		10/19/2021 We have calendar reminders and a school-wide bulletin updated daily to ensure staff is aware of meeting dates, times, and locations. Different members of these various teams and grade levels take minutes to show evidence of what was planned and discussed during different meetings, and attendance is also recorded.				
Experience		10/19/2021 Different staff are on different grade level teams or action teams which meet at various times to accomplish our different school objectives.				
Sustainability		10/19/2021 We will continue to have these monthly meetings throughout the school year to insure information is up-to-date and everyone is staying informed.				

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>			Teachers have at least 60 minutes per day (30-45 minutes PE, 30-45 minutes Enrichment- with planning time provided by specials teachers, teacher assistants and Instructional Support Assistants. Non-instructional duties are limited. There is a systematic approach to assigning leadership duties to all staff (SIT, support teams).	Full Implementation 04/11/2023		

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Our administrative team and instructional coach knows K-8 curriculum, collaborates with teachers, provides instructional strategies, performs 2-4 yearly classroom observations and evaluations, conducts classroom walkthroughs, requires lesson plan checks, and completes midyear and summative professional development plan meetings.	Full Implementation 04/11/2023		

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

Initial Assessment:	Our district uses the Houghton Mifflin Into Math program as well as Wit & Wisdom for ELA. Our school uses attendance data to help meet student needs and has used the Leader in Me Program. We will be implementing changing in our Social Emotional Learning (SEL) program in the upcoming school year. We implement solid research based programs into our instruction. For assessment, we use mCLASS, iReady, K-2 math assessment, Check-In data, EOG, and EOC data to identify student needs. Study Island is a student assessment program used to assist in data collection. For student incentive programs, we also use renaissance card/academic achievement and Beanstack reading challenges.	Full Implementation 04/11/2023		
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Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Talent recruitment and retention
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	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We have a partnership with Western Carolina University, providing teacher education to students. In the interview process for new hires, representatives from the staff are involved in the decision-making. We provide mentors for beginning teachers, have district support, PLCs, and opportunities for teachers to be leaders. Teams are created and relationships are built between colleagues. We have access to technology and other educational resources. Teachers received classroom allotments through the school fundraiser. Our district participates in Teacher Recruitment Fairs, provides signing bonuses, stipends, and a local supplement. Inside our school, we celebrate successes such as Teacher of the Year, Teacher Appreciation Dinner, and End of the Year luncheons. Holiday dinners/teacher appreciation activities are provided along with classroom coverage for teachers. We support our staff through the Family & Community Partnerships action team in times of weddings, deaths, sicknesses, and other needs. Our community supports us through fundraising efforts and donations. Local churches provide support for our staff. Throughout the community, we have a strong reputation and continually strive to improve our school. Using data from the Working Conditions Survey, we listen to our staff, parents, and community to address concerns and meet needs.	Limited Development 09/15/2016		

	Priority Score: 2	Opportunity Score: 1	Index Score: 2		
How it will look when fully met:	<p>Consistent partnership with Western Carolina University with field experiences students and interns each year will continue. Continued staff involvement as interview committee members. Continued mentors for beginning teachers, with district support, PLCs, and opportunities for teachers to be leaders through Action teams. Continued consistent partnership with technology and curriculum departments at the district level. Yearly personal allotment for instructional supplies for classroom needs will be provided. Holiday dinners and staff appreciation events will take place throughout the year. We support our staff through the Family & Community Partnerships action team in times of weddings, deaths, sicknesses, and other needs. Our community supports us through fundraising efforts and donations with help of the newly elected PTA. Local churches provide support for students by helping with school supplies. Throughout the community, we have a strong reputation and continually strive to improve our school. Using data from the Working Conditions Survey for 2022, we will listen to our staff, parents, and community to address concerns and meet needs.</p>		Objective Met 04/11/23	April Bryson	08/12/2022
Actions					
8/17/21	Teacher yearly allotment distributed		Complete 11/05/2021	April Bryson	11/01/2021
Notes:					
8/17/21	Family & Community Partnerships Action team works with PTA and through sunshine events to support staff and students.		Complete 05/01/2022	April Bryson	05/01/2022
Notes:					
8/17/21	Communicate with WCU for the placement of field experience and intern candidates.		Complete 05/01/2022	Dorothie Willson	05/01/2022
Notes:	Work with staff to place candidates according to best fit.				
8/17/21	Staff included on all candidate interviews for new hires.		Complete 05/01/2022	April Bryson	05/01/2022
Notes:					
8/17/21	Regular BT support meetings at the school level with Instructional Coach.		Complete 05/01/2022	Amber Fox	05/01/2022
Notes:					
8/17/21	Regular monthly Instructional Coach meetings to support new and existing technologies and curriculum.		Complete 05/01/2022	Amber Fox	05/01/2022
Notes:					

8/17/21	Teacher Working Conditions Survey analysis	Complete 08/12/2022	April Bryson	08/12/2022
Notes:				
Implementation:		04/11/2023		
Evidence	<p>4/11/2023</p> <p>We have a partnership with Western Carolina University, providing teacher education to students. In the interview process for new hires, representatives from the staff are involved in the decision-making. We provide mentors for beginning teachers, have district support, PLCs, and opportunities for teachers to be leaders. Teams are created and relationships are built between colleagues. We have access to technology and other educational resources. Teachers received classroom allotments through the school fundraiser. Our district participates in Teacher Recruitment Fairs, provides signing bonuses, stipends, and a local supplement. Inside our school, we celebrate successes such as Teacher of the Year, Teacher Appreciation Dinner, and End of the Year luncheons. Holiday dinners/teacher appreciation activities are provided along with classroom coverage for teachers. We support our staff through the Family & Community Partnerships action team in times of weddings, deaths, sicknesses, and other needs. Our community supports us through fundraising efforts and donations. Local churches provide support for our staff. Throughout the community, we have a strong reputation and continually strive to improve our school. Using data from the Working Conditions Survey, we listen to our staff, parents, and community to address concerns and meet needs.</p>			
Experience	<p>4/11/2023</p> <p>There are many activities throughout the year where staff have the opportunity to support one another, as well as for our school to receive support from local partnerships in our community.</p>			
Sustainability	<p>4/11/2023</p> <p>All staff will continue to support one another and seek community help in improving our school.</p>			

Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Resource Allocation			
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Regarding implementation of aligning resource allocation within our school instructional priorities, efforts we have include: a full time interventionist, Title I tutor services in 2 out of 3 main tested subjects (Math and ELA), starting C3 inclusion practices this year, as well as now having our ESL specialist full time.	Limited Development 10/04/2023		
How it will look when fully met:			When this objective is fully met, we will see overall improvement in our school proficiency percentages. Having full time intervention support to help students in weak content areas, Title I tutor services in Math and ELA, and inclusion with C3 and ESL support should show rising proficiency school-wide, and especially specific growth in our special populations including: EC, ESL, and AIG.		April Bryson	05/31/2024
Actions				0 of 4 (0%)		
	10/4/23	Full Time Interventionist			April Bryson	05/31/2024
	Notes:	Our full time interventionist will be helping students through intervention strategies and small group support.				
	10/4/23	Title I Tutor Services			April Bryson	05/31/2024
	Notes:	Students will be able to receive tutor services in Math and ELA.				
	10/4/23	C3 Inclusion Team Practices			April Bryson	05/31/2024
	Notes:	C3 teams, specifically in 3rd grade, are starting to be implemented this year in order to provide a more equitable environment for all students, of various populations, in the regular classroom setting.				
	10/4/23	Full Time ESL Specialist Support			April Bryson	05/31/2024
	Notes:	Our ESL specialist is able to provide full time support this year.				

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

Initial Assessment:	<p>Teacher Webpages, School News and Testing and Curriculum Updates, Curriculum Night, Special Population Meetings have been implemented to increase parent communication. Our school hosts Meet the Teacher Night, Family Night, Curriculum Fair, Awards Programs, PTA meetings, Book Fairs, EOY Reading Celebration, Thanksgiving Lunch, Academic Reception, Athletic Dinner, K-2 Storybook Parade, "Holiday Traditions Around the World", 8th grade Promotion Ceremony, and numerous athletic events. All of these events are designed to create an inviting environment to make parents and families feel welcomed in the school setting. Teachers keep parent contact logs, send newsletters, and use programs such as Class DOJO, Remind, Google Classroom, Epic, and Beanstack. Parents have access to the Parent Portal and school website. The school sends newsletters, ConnectEd phone calls, and publishes a school newspaper. Student memory books are created. We have resources for Parent Involvement. Parents are involved in attendance meetings and parent conferences. Some grade levels use agenda books &/or communication folders to further school to home communication. Kindergarten through second grade maintain parent-signed reading logs. In addition, we have individual reading plans for K-3. Parents receive a letter and ways they can help their child at home. Parents and students also have home access Beanstack Reading, and Google Classroom resources. We routinely use outside services to help meet our students' needs such as Manna Food Bank and the Early Intervention Team. Parents serve as volunteers in the classroom, chaperone field trips, and help with 8th grade fundraisers. Throughout the 2020-21 school year, we adapted these systems as needed to adapt to COVID restrictions. We have started this year sending yearly MTSS parent letters if any student is receiving Tier 2 or 3 interventions for Math, Reading, behavior, and social emotional needs.</p>	Limited Development 10/04/2023		
How it will look when fully met:	<p>When this objective is fully met, we will have numerous ways in which parents are communicated with regarding school expectations and curriculum importance. As a school we have a great desire to see parents and staff working together for the success of students. We have made excellent progress regarding this objective the past few years, and are continuing to come up with further ways to emphasize this goal, and provide more implementation efforts.</p>		April Bryson	05/31/2024
Actions		0 of 1 (0%)		
10/4/23	End of Year Parent Communication Objective Assessment		April Bryson	05/31/2024

Notes: We are essentially at full implementation of this objective, but are working on some further additions to parent communication and support strategies this year. We will reassess this indicator at the end of the year to modify implementation efforts and mark it full implementation if we vote as a School Improvement Team that we have reached this objective.

Comprehensive Progress Report

Mission:

"To be the best version of myself:

I will set goals and work to achieve them

I Will care about how my actions impact myself and others.

I will overcome difficult things.

Vision:

Our school will be an environment where we "engage, enlighten, and enrich". It is a place where we "inspire dreams and promote excellence."

Goals:

SMES will achieve 40% proficiency in Math by May 2024

SMES will achieve 45% proficiency in Reading by May 2024.

90% of SMES families will receive a positive contact from the school monthly.



! = 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
Initial Assessment:			At SME we have completed universal screening (I Ready and mClass) three times a year for reading, math, and behavior. In grade 3 we do an AIG screener. We do off grade level AIG screeners as needed. In PreK and Kindergarten we do the Brigance at the beginning of the year, we track student data in TSG. In Kindergarten students complete the KEA. We do NC Check-ins in Reading, math, and science (grades 5 & 8). Teachers use formative and summative data continuously classroom to guide and plan instruction. Teachers grades K-5 meet to plan with the instructional coach or assistant principal weekly. Middle school complete content specific PLC meetings to discuss data and plan next steps. Lessons are aligned to standards and research based curriculums and interventions.	Limited Development 08/25/2021		
How it will look when fully met:			Collaborative instructional planning will occur weekly. The PLC will occur 2-3 times a month to focus on how data will influence instruction and for teachers to share best practices. Data points for teachers will include: Common assessments, mClass, and I-Ready. Common assessments will help ensure common pacing and that it is linked to the JCPS curriculum map. I-Ready will be used as a way to assess student progress in grades 3-8, and teachers will target gaps in instruction. I-Ready will also be a crucial data point in Math for K-2. mClass will be viewed regularly to assess how to address students needs.		Jamie Frese	05/31/2024
Actions				8 of 10 (80%)		
	12/13/21	Students in grade 3 will complete the Beginning of Grade test in Reading.		Complete 08/31/2021	Vicky Doll	08/31/2021
Notes:						
	9/24/21	Students will complete all BOY diagnostics in I-Ready and mClass		Complete 09/16/2021	Vicky Doll	09/17/2021
Notes:						
	9/24/21	BASC 3 universal BOY screener will be completed.		Complete 10/14/2021	Michelle Marr	10/14/2021
Notes:						
	9/30/21	Mclass progress monitoring will be conducted based on assessment schedule (weekly, bi-weekly, monthly, quarterly).		Complete 05/18/2022	Tracy Watson	06/02/2022

<i>Notes:</i>				
9/24/21	Students will complete NC Check-in's for reading, math, and science three times a year, and the data will inform what areas of the instruction needs to be adjusted.	Complete 11/15/2021	Jamie Frese	05/30/2024
<i>Notes:</i>				
9/9/21	At least twice a month, grade level teams will participate in the PLC to look at common assessment data, as well as benchmark data. Once a month will be reading-focused, and once a month will be math-focused.	Complete 09/10/2021	Tracy Watson	05/30/2024
<i>Notes:</i>				
3/28/22	Students will set goals in their class, reflect on them, participate in practice student-led conferences with their teachers. This will lead up to a family night of Student-led conferences in May 2024.	Complete 04/07/2022	Tim Kurr	05/30/2024
<i>Notes:</i>				
6/23/22	Utilize curriculum specific formative and COMMON summative assessment to determine adjustments needed to curriculum	Complete 05/25/2023	Tracy Watson	06/02/2024
<i>Notes:</i>				
6/23/22	Teachers will clearly communicate growth and achievement to students through data conferencing. The focus will be on the amount of I-Ready lessons passed, as well as their overall growth on I-Ready.		Vicky Doll	06/03/2024
<i>Notes:</i> We have used I-Ready templates to help students chart their data.				
1/19/23	Data scoreboards placed in public areas showing our student growth - using I-Ready. Focus on lessons passed.		Tiffany Taylor	06/03/2024
<i>Notes:</i>				

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			*PLC (Bi-monthly) *District PLC (Quarterly) *Grade level meetings(Bi-monthly) *Common planning times (Daily) *Hallway meetings (once a month) *Faculty meetings (1-2 times a month) *MTSS meetings (based on student needs) *District PD *Weekly Grade level meeting with administration to address curriculum, MTSS, pacing, and other.	Limited Development 08/15/2016		
<i>How it will look when fully met:</i>			Collaborative planning will occur to create curriculum maps, pacing guides, and lesson plans that are aligned to the standard course of study. Tier 2 Vocabulary will be embedded into the unit plans. These plans will be shared across the school setting.		Tracy Watson	05/31/2024
Actions				0 of 4 (0%)		
	9/10/20	Xtreme Reading and SIMS strategies professional development and implementation in grades 6-8, including Word mapping and LINC			Charity Jamison	05/30/2024
<i>Notes:</i>						
	9/9/21	Support for the following programs is continual: Wit and Wisdom, Foundations, Geodes, HMH Math, Heggerty's. New staff are trained. Current staff are given support through the PLC to ensure standards alignment and pacing and to answer questions.			Jamie Frese	05/30/2024
<i>Notes:</i>						
	10/16/23	School Net assessments, as well as standards-aligned assessments from Wit and Wisdom and HMH, will occur on a regular basis (every 2-3 weeks). This will ensure the standards are being taught and help teachers adjust when necessary.			Tracy Watson	05/30/2024
<i>Notes:</i>						
	9/17/19	Core instruction will be aligned to the standard course of study and JCPS pacing guide in all grade levels, using the PLC process to support and bring accountability.			Tim Kurr	06/03/2024
<i>Notes:</i>						

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:			As of 11/2017 our implementation efforts include: *MTSS team in place (Core team and Grade level teams) *PBIS in place *Tutors in place *WIN time (intervention and enrichment time) *PLC meetings - focus on curriculum and student data *Module 2 MTSS training *Curriculum Meetings focused on data driven instruction	Limited Development 08/15/2016		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			The MTSS pyramid will be in full implementation for all modules and all tiers. Teachers will have been trained on all modules. 80% of students will show proficiency in Tier 1. Group and Intensive interventions will be in place for all Tier 2 and Tier 3 students. Documentation process will be implemented and maintained.		Tracy Watson	05/31/2024
Actions				10 of 11 (91%)		
	10/9/17	Identify students appropriately into Tier 1, Tier 2, and Tier 3 based on core instruction. Clear and consistent data-decision rules established for placing students into the MTSS process.		Complete 11/17/2017	Tim Kurr	11/27/2023
Notes:						
	9/15/21	Train new staff on the SME MTSS problem solving process and paperwork.		Complete 11/30/2022	Tracy Watson	11/30/2023
Notes:						
	9/16/19	Professional development on I-Ready.		Complete 02/28/2020	Tim Kurr	05/20/2024
Notes:						
	9/14/18	MTSS meetings will be conducted monthly		Complete 11/05/2018	Tim Kurr	05/30/2024
Notes:						
	10/9/17	Group and Intensive interventions will be progressed monitored and reviewed for all Tier 2 and Tier 3 students. The MTSS team will check for fidelity		Complete 11/17/2017	Tracy Watson	05/30/2024
Notes:						
	9/15/21	Required assessments completed: SHAPE Assessment FAM-S		Complete 04/19/2022	Tim Kurr	05/30/2024
Notes:						

10/6/22	As part of our SEL initiative with MTSS, our students will have weekly lessons on CASEL aligned topics. Middle schoolers will use Character Strong. This will meet our school's tier 1 level of instruction for SEL.	Complete 06/05/2023	Tim Kurr	05/30/2024
<i>Notes:</i>				
5/2/22	PBIS behavior matrix has been revised and a points system is linked to it, in order to determine a quantitative method of targeting tier 2 or 3 behavior students. At the same time, students are rewarded for doing the right thing.	Complete 03/23/2022	Tim Kurr	06/02/2024
<i>Notes:</i>				
6/21/22	Implement interventions and modifications based on student need based on collected student data. The MTSS Team and the PLC will work in conduction to drive this.	Complete 06/05/2023	Tracy Watson	06/02/2024
<i>Notes:</i>				
9/15/21	Standard Treatment Protocol development for ELA, math, attendance, and behavior/social emotional at each grade or grade span		Tim Kurr	06/02/2024
<i>Notes:</i>				
9/14/18	MTSS will target attendance with a focus during the month of September	Complete 10/01/2018	Tim Kurr	10/01/2024
<i>Notes:</i> Weekly prizes, communication with parents, raffles, and more. . .				
Implementation:		06/11/2019		
Evidence	6/11/2019 6/11/2019: Student files were released to classroom teachers at the start of the academic year. Teachers received module 1 training during the 2017-2018 academic year. Students have been identified appropriately on tiers based on core instruction. Group and intensive interventions have been progress monitored and the data has been reviewed. AdvancED student and staff surveys have been completed. An AdvancED diagnostic review has been completed. An AdvancED external review was conducted on 4/10/18. Parent communication on student progress has occurred throughout the year.			
Experience	6/11/2019 Since 2017, our implementation efforts include: MTSS team in place (Core team and Grade Level Teams), PBIS team is in place, tutors are in place, WIN time has been established, PLC meetings focused on curriculum and student data are in place. Teachers have been trained on module 1.			

Sustainability			6/11/2019 The MTSS leadership team and staff members will be trained in module 2 during the 2019-2020 academic year. Group and intensive interventions will continue and be in place for all students on tier 2 and tier 3. Documentation process will be maintained. Monthly tier 2 meetings will be maintained and tier 3 meetings each quarter will be maintained. Module 1 booster sessions will need to occur for new staff and to refresh current staff at the start of the academic year. Parent communication concerning student progress will be maintained. Monthly curriculum meetings will continue to discuss student mastery of content standards in ELA and Math. The district coach will continue to provide instructional support to staff. Monthly MTSS leadership meetings will be maintained.			
	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:			Communities in Schools Full time counselor Full time social worker Part time SEL person, two days of the week outside does therapy. Outside agencies see children see school for mental health. PBIS is in recreation stage. In house professional development on social needs with children, Middle School incentives, Brags are given in specials class.	Limited Development 09/07/2016		
How it will look when fully met:			A solid tier 1 SEL program would be adopted and used in the classrooms with fidelity. Problem solving MTSS meetings will occur to develop and implement plans for students who need additional support with SEL (Tier 2 and Tier 3). A decline in office referrals and minor referrals in the school setting. Students answers on their BASC 3 should show an improvement in their overall mental health. Decline in referrals to outside agencies for mental health services.		Tonya Pruett	05/31/2024
Actions				3 of 7 (43%)		
	2/14/23	Anti-bullying lessons were conducted with grades 4 and 5 students.		Complete 12/14/2022	Brittany Brower	12/21/2022
Notes: Student support team provided lessons on December 14						
	1/25/23	Morning announcements include a daily SEL message which aligns to our behavior matrix and targets students SEL tier 1 needs.		Complete 06/05/2023	Nikki Sutton	06/03/2023
Notes:						
	1/19/23	Student support team meets weekly to discuss social emotional needs of our students.		Complete 06/05/2023	Tim Kurr	06/03/2023
Notes:						

2/3/23	The student support team will identify Tier 2 and Tier 3 students and then establish a method of support for them. This includes Check and Connect mentoring.		Tim Kurr	05/30/2024
<i>Notes:</i>				
1/19/23	Monthly SEL staff trainings focused on ICS Cornerstone and Equity work.		Vicky Doll	06/01/2024
<i>Notes:</i>				
1/19/23	CASEL lessons for K-5 and Character Strong for 6-8 to be used as Tier 1 SEL core curriculum for the school year.		Tracy Watson	06/03/2024
<i>Notes:</i>				
1/20/23	Each week we celebrate our students through the nomination of Tarheel of the week.		Tim Kurr	06/03/2024
<i>Notes:</i>				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			In this current school year we have been able to have weekly PLC meetings with hallways, MTSS meetings/trainings, SIT meetings, Data Meetings, planning with instructional coach. Due to Covid protocols we have been unable to have whole staff meetings. These will be easy to address once Covid 19 restrictions lessen.	Limited Development 02/10/2021		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
<i>Notes:</i>						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Turning in meeting minutes (minutes are responded to in a timely manner) Data meetings Walk through for coaching feedback Formal Observations Lesson Plans School wide focus for WIN School wide PDP goal standard 4 Strategic scheduling of EC time MTSS meetings Monitoring and collaborating with NCDPI and PD opportunities Monitoring and collaborating with district personnel on Foundations and Math Investigations Common planning times are used to discuss pacing, MTSS, and other Planning time is arranged in order for staff to collaborate and to arrange for larger mission with WIN and MTSS Open Door policy Use of outlook calendar to schedule meetings Weekly bulletin for updates to staff	Limited Development 09/21/2016		
<i>How it will look when fully met:</i>			Walkthrough feedback provided. Coaching comments provided. Formal observations. Collaborative planning to focus on curriculum and data. Data driven professional development.		Tim Kurr	06/03/2024
<i>Actions</i>				0 of 1 (0%)		
	10/10/23		Principal and AP will use the instructional snapshot tool for timely feedback at least 6 times a week.		Tim Kurr	05/30/2024
Notes: JCPS instructional snapshot tool.						

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>NCEES State wide standardized evaluation Multiple Administration/Peer evaluations. Timely feedback PDP Self assessment Mentor training Tiered support for beginning teachers Administrators are trained for the evaluation process Summative Evaluations Administrators are evaluated Non certified staff evaluations Bus Driver Perfect Attendance Bonus Bus Drivers received a salary increase for this school year. Hiring/Interview Committee established. Teacher working conditions surveys are used.</p> <p>Each week we celebrate the wonderful things that our staff are doing through our Outstanding Staff Member of the Week spotlight. We have a sunshine committee which works diligently to build staff morale.</p>	Limited Development 09/21/2016		
<i>How it will look when fully met:</i>			Frequent staff evaluations and informative walkthroughs. Formative feedback that promotes teacher growth in the field of education and aligns with district initiatives. Providing professional development that is data driven and is aligned to teacher and student areas of weakness. Acknowledgement of staff accomplishments. Recognition throughout the year to build morale and retain staff. Support for beginning teachers through specialized trainings, mentor support, and formative feedback.		Tim Kurr	06/07/2024
<i>Actions</i>						
Notes:						

Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Resource Allocation			
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			There has been little systematic attention to this key indicator. We need to be more focused on providing the SIT team with the big picture of the budget and allow the team to have input in how money is spent.	No Development 09/12/2023		
How it will look when fully met:			The SIT Team will know how the budget works and what pots of money we get. They will have input in how we spend money.		Tim Kurr	06/02/2025
Actions						
Notes:						

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
Initial Assessment:			<p>We use Remind and Blackboard Connect to make large-scale communications with parents. These include curricular events, as well as more basic information.</p> <p>Monthly newsletter and blue folders are consistently used throughout the school and across grade levels</p> <p>Sign is updated with current events</p> <p>Events will include: - Fall Festival in Nov;</p> <p>- STEM Night/ Science Festival in April - this event will include Student-led conferences as a component.</p> <p>- Lunch and Learn events</p>	Limited Development 05/25/2023		
How it will look when fully met:			<p>Regular newsletters from school. Curriculum events on a regular basis. Students and teachers working to develop data chats and then students having a student-led conference with their parent in May. Monthly contacts home from the classroom/homeroom teacher</p> <p>This will include the Fall Festival in November and the STEM Night/Science Fest in April. At the STEM Night, we will incorporate student-led conferences, where students will share their data and growth with their families.</p>		Jamie Frese	05/30/2024
Actions				0 of 1 (0%)		
10/10/23		Homeroom teachers will reach out monthly with a positive contact to at least 90% of their families			Tim Kurr	05/30/2024
Notes: Progress and fidelity will be monitored through our hallway meetings and digital scoreboards. The principal will send out scripts as well.						

Comprehensive Progress Report

Mission:

If we establish a positive school culture that empowers teachers and students to be leaders both in and out of the classroom:

If we have work together to use data to determine relevant action steps in order to enhance change and growth:

Then, teachers and students will be motivated to engage in meaningful learning experiences.

So that, every student will graduate with the power to choose their own path; ready to fulfill their unique purpose in a healthy and vibrant community. AND every teacher will feel connected and able to create meaningful relationships that inspire personal and professional growth.

Vision:

At Smoky Mountain High School, we have students that are locally grown and globally prepared. We are focused on connecting our students to their passions so that they are empowered to make positive contributions to our overall community and world.

Goals:

Students will make academic/social/emotional growth through participation in various support programs.

At graduation, Smoky Mountain High School students will be either enrolled, enlisted, or employed.



! = 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
Initial Assessment:			Beginning of the year department meetings to discuss testing data that are used to inform instructional practices throughout the school year.	Limited Development 08/05/2021		
How it will look when fully met:			<p>PLCs will analyze course data & implement data-based strategies to improve student growth.</p> <p>Meaningful discussions are routine within PLC meetings throughout departments</p> <p>Teachers consistently share data & work collaboratively to ensure student growth and achievement</p> <p>Teachers utilize benchmarks assessments (district or otherwise) to inform instruction.</p>		Joey Robinson	12/20/2023
Actions				9 of 15 (60%)		
	8/5/21	Ensured shared planning will be established in order to allow teachers to work collaboratively throughout the school year.		Complete 08/05/2021	Evelyn Graning	08/30/2021
Notes:						
	8/5/21	Each department meets with Adam Holt to discuss course and student data from the previous academic year.		Complete 08/31/2021	Evelyn Graning	08/31/2021
Notes:						
	8/5/21	Teachers will participate in breakout PLC meetings to analyze data from the previous year and will work collaboratively to create strategies to improve course scores.		Complete 08/31/2021	Evelyn Graning	09/01/2021
Notes:						
	9/15/21	Each teacher at SMHS will use the data from their department meeting with Adam Holt to determine one standard to improve in their instruction this year and will include this in their Professional Development Plan (PDP) for the school year. This standard is one that was either low or identified as needing improvement.		Complete 09/30/2021	Evelyn Graning	09/30/2021
Notes:						

1/26/22	Brent Speckhardt will facilitate professional development for SMH Staff regarding PLC norms, guidelines for success, and what makes an effective PLC.	Complete 02/21/2022	Joey Robinson	02/21/2022
<i>Notes:</i>				
5/17/22	Adam Holt will train each content area EOC team to use check in data as an instructional tool. English II & Biology will be better supported with curriculum mapping PD and check ins with PLCs.	Complete 08/17/2022	Evelyn Graning	10/30/2022
<i>Notes:</i>				
4/6/22	Summer training will be offered for one facilitator per department as well as additional facilitators for EOC courses as needed in order to fulfill PLC requirements such as common pacing guides, CFAs, etc.	Complete 08/05/2022	Joey Robinson	12/01/2022
<i>Notes:</i>				
9/15/21	Each department will have content specific PLC meetings each month in which the members will review data regarding common assessments (formative or summative), common issues or challenges, and strategies for improvement.	Complete 09/29/2023	Cecilia Ruth Marcus	09/29/2023
<i>Notes:</i>				
8/3/23	Weekly and monthly rewards will be given in a lottery system to recognize students with perfect attendance.		Evelyn Graning	10/01/2023
<i>Notes:</i>				
10/19/21	Lead teacher or administrators will attend department PLCs and revisit PLC norms during these meetings.		Cecilia Ruth Marcus	10/10/2023
<i>Notes:</i>				
5/16/23	A master calendar of PLC meetings will be created to ensure consistency and availability of administrators.	Complete 09/06/2023	Cecilia Ruth Marcus	10/31/2023
<i>Notes:</i>				
4/17/23	The English department will create plans and curriculum documents to vertically align their standards and instruction.		Cecilia Ruth Marcus	12/31/2023
<i>Notes:</i>				
4/17/23	The Math department will create plans and curriculum documents to vertically align their standards and instruction		Cecilia Ruth Marcus	12/31/2023
<i>Notes:</i>				
9/6/23	Staff member is now an At Promise Counselor to decrease attendance issues and dropout prevention.		Evelyn Graning	05/30/2024
<i>Notes:</i>				

9/6/23			New Technology Policy created to increase student engagement and participation toward more academic success.		Evelyn Graning	05/30/2024
Notes:						
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Beginning of school: homerooms & classroom procedures & PBIS video for students PBIS Implementation Team - currently working on Module 2 training Developed a PRIDE Matrix with expectations for student behavior PBIS Professional Development for all staff - currently working on Module 1 training Positive Behavior - Tardy Implementation Focus Positive Behavior Management Training (Crisis Management Prevention) Educator's Handbook - discipline referral system	Limited Development 10/11/2017		
How it will look when fully met:			All faculty and staff will be fully trained in ICS cornerstones and SEL modules through utilizing a flipped approached and having school based teams to implement professional development. PBIS components will be incorporated through access to earned incentives. Data is being tracked through discipline referrals in Educator's Handbook.		Evelyn Graning	08/26/2024
Actions						
Notes:						

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Each dept. PLC meets at least once per month. Many additional PLCs meet more regularly. Focus is and will continue to be on addressing data and its implications for driving instruction.	Limited Development 07/25/2016		
How it will look when fully met:			PLCs will continue to meet regularly (90 minutes per month), set goals for strengthening Core instruction, and creating common assessments.	Objective Met	April Avery-Ferguson	06/30/2019
Actions				5 of 5 (100%)		
	8/25/17	As a part of strengthening Core curriculum, teachers will meet with Administration and County Office support staff to evaluate Outcome Assessment data (EOC, NCFE, CTE) from the previous school year. Teachers will determine strengths and weaknesses based upon that data and determine adjustments that may be needed in course pacing in order to enhance instruction.		Complete 08/18/2017	Evelyn Graning	09/01/2017
Notes: All documentation is uploaded into Folder A2.04 - Instructional Teams						
	8/25/17	Teachers will meet as a department to complete a Curriculum Alignment spreadsheet. This spreadsheet is designed be a self-assessment tool, where departments can evaluate their progress on standards-based pacing, essential vocabulary, teacher resources, student resources, common benchmarks, and data analysis.		Complete 09/01/2017	SIT Representatives	09/01/2017
Notes:						
	11/14/17	Based upon their self-assessment (curriculum alignment spreadsheet), each department will develop goals for completion of: standards-based pacing guides, essential vocabulary, teacher resources, student resources, common benchmarks, and data evaluation. Departments should determine highest priority courses or tasks based upon their expertise. Goals will be established by department for tasks to be completed this school year.		Complete 03/01/2018	SIT Department Reps	12/01/2017
Notes:						
	11/14/17	Departments developed a timeline for completion of tasks: standards-based pacing guides, essential vocabulary, teacher resources, student resources, common benchmarks, and data analysis. The School Improvement Team will progress monitor each department's timeline.		Complete 01/30/2018	SIT Chair	02/01/2018
Notes:						

11/14/17			Departments developed a timeline for completion of tasks: standards-based pacing guides, essential vocabulary, teacher resources, student resources, common benchmarks, and data analysis. The School Improvement Team will progress monitor each department's timeline.	Complete 04/25/2018	SIT Chair	04/02/2018
Notes:						
		A2.22	All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.(5321)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Courses continue to use vocabulary practice/ strategies. Use of Planbook to correlate lessons to standards. Learning targets can be clearly articulated and uses vocabulary to align student expectation.	Full Implementation 10/04/2023		

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Pockets of excellence in tiered instructional systems are present; PEP process is in place and student management team works to establish tiered based instructional supports for students. SMART lunch has been restructured this school year to provide the opportunity for additional instructional time during the day focused on interventions to promote academic success in the classroom.	Limited Development 07/25/2016		
How it will look when fully met:			Full implementation of MTSS. It will include providing opportunities for students to receive remedial and supplemental instruction. Sufficient opportunities will be in place for students to receive this instruction and additional supports.		Evelyn Graning	12/20/2023
Actions				26 of 27 (96%)		
	7/26/16	A district-level team will be selected and progress through MTSS Module 1: Strengthening Core during the 2016-2017 school year.		Complete 06/30/2017	Kelly Doppke	06/30/2017
		Notes: Kelly Doppke and Adam Holt will lead the district team. Jake Buchanan will be the representative for Smoky Mountain High School.				
	7/26/16	A group of teachers will be selected to serve on the PBIS Implementation Team. The task of this team is to gain an understanding of the PBIS process, to develop a PBIS Matrix, to visit another PBIS school, and to make plans for implementation at SMHS beginning the 2017-2018 school year.		Complete 06/01/2017	April DeBord	06/30/2017

<i>Notes:</i>				
1/8/18	The PBIS Implementation Team will provide staff development based upon the Training Modules provided by NCDPI. This module includes: Introduction to PBIS, Identifying Core Values, Keys to Effective Behavior Instruction, Using Data to Make Decisions, and Conducting Effective Data Meetings. Trainings will be conducted during faculty meetings and through staff completion of activities through Canvas.	Complete 01/31/2018	April DeBord	01/31/2018
<i>Notes:</i>				
1/8/18	Data analysis of school tardies will be compared to last year's data to evaluate the effectiveness of the incentive plan to reduce tardies. An update will be provided to the staff, and the PBIS Team will determine any necessary changes.	Complete 01/09/2018	Evelyn Graning	02/02/2018
<i>Notes:</i>				
1/8/18	Based upon discipline data, the SIT Team determined that plans need to be made to address excessive tardies. During the 2017-2018 school year, SMHS will implement an incentive program aimed at reducing the number of tardies to class. Students will earn incentive points to use towards: ballgame passes, restaurant trips, Dollywood, etc.	Complete 06/08/2018	Evelyn Graning	06/08/2018
<i>Notes:</i>				
7/16/18	Dana Tucker, JCPS Behavior Specialist, will provide a MTSS/PBIS training. This will be focused on aligning MTSS and PBIS around data systems and practices.	Complete 08/16/2018	Dana Tucker	08/16/2018
<i>Notes:</i>				
2/18/19	ACT Boot Camp opportunity provided for interested students. Martin and Donna Talbert's workshop provides a comprehensive look at the five sections of the ACT, giving guided instruction and practice on all aspects of the test.	Complete 02/16/2019	April Bryson	02/16/2019
<i>Notes:</i> This workshop includes test-taking strategies, practice assessments with diagnostic data, review of ACT concepts tested, instruction on different problems, and a certificate of completion.				
4/28/19	An ACT Boot Camp will be offered as an option for students to prepare for the ACT. The course takes gives guided instruction and practice on the aspects of the test. It includes test-taking strategies, practice assessments, etc. (See flyer for more information.)	Complete 02/16/2019	April Bryson	02/16/2019

Notes:

ACT BOOT CAMP

Instructors: Donna & Martin Talbert

Date: Saturday, Feb. 16th, 8am - 3pm, and

Sunday, Feb. 17th, 1pm - 6pm

Enrollment: Register in the Front Office

Cost: \$145; make checks payable to SMHS

Overview

- Workbook includes 800+ practice questions
- Twelve hours of face-to-face instruction in the Media Center
- Saturday lunch provided

Our ACT course takes a comprehensive look at the five sections of the ACT giving the student guided instruction and practice on all aspects of the test. It includes test-taking strategies, practice assessments with diagnostic data, review of ACT concepts tested, instruction on difficult problems, and a certificate of completion. Students will have email access to the instructors. The course is designed to complete in a short amount of time in preparation for an upcoming ACT.

Instructors

The Talberts have over 50 years of teaching experience and have coached students in both ACT and SAT since 1998. Their certifications include English, Math, Science, and Social Studies. Both hold Masters Degrees and Donna has National Board Certification.

* If you have questions regarding the course, please contact the instructors at postcardsfromhistory@gmail.com

2/18/19 Professional Development - Faculty Meeting

Complete 02/18/2019

Evelyn Graning

02/18/2019

Notes: School Safety Update - ACT Update - Vocabulary Strategy - MTSS review of Tier process

12/13/18 Juniors will be enrolled in ACT Academy. This program is designed to differentiate and target test prep, utilizing individual student scores based upon their PreACT results. In the future, sophomores will be enrolled in this program as well, once their PreACT scores are returned. Teachers will be utilizing this resource as an enrichment tool and during remediation RISE time.

Complete 02/26/2019

Kaye Anderson-Dengler

03/10/2019

Notes: Teachers have been asked to do a minimum of 30 minutes per week on the program.

5/22/19	The MTSS Leadership Team will meet with Adam Holt and Kelly Doppke to complete a self-evaluation regarding MTSS. The team will work to complete the FAM (Facilitated Assessment of MTSS - School Level).	Complete 04/18/2019	Evelyn Graning	04/18/2019
<i>Notes:</i>				
11/14/18	The MTSS Leadership team, in collaboration with Adam Holt and Kelly Doppke, will facilitate Professional Development in Module 1 of MTSS. This will be a flipped PD, where teachers/staff will watch videos or complete canvas work prior to a face-to-face meeting. The face-to-face meetings will occur monthly during planning periods and will cover: an overview of MTSS - Module 1.1 Module 1.2 Module 1.3 - wrap-up/next steps	Complete 06/07/2019	Evelyn Graning	06/07/2019
<i>Notes:</i>				
9/10/18	The Exceptional Children's department will meet in grade level small groups with students during RISE. The target students will be those who are not in inclusion classes or Academic Support. Students will participate in reading, writing, and/or math instructional groups and will work on their individualized IEP goals.	Complete 05/24/2019	Catherine Deweese	06/10/2019
<i>Notes:</i>				
7/31/19	At Junior class meetings, students will sign up for ACT Academy. This will provide students the opportunity to engage in self-directed ACT Prep throughout the year. (Follow-up meetings with student conferencing will occur throughout the semester.)	Complete 08/28/2019	April Bryson	09/01/2019
<i>Notes:</i>				
12/3/19	Students will participate in the Panorama SEL survey. This survey measures student competencies across 13 different social and emotional skills, such as grit, social-awareness, growth mindset, self-efficacy, etc. The survey results will be utilized in Tier 2 for Behavioral Intervention.	Complete 11/14/2019	Brittany Cunningham	11/14/2019
<i>Notes:</i>				
10/30/19	Based upon BASC results, Student Support Center will meet individually with any students that flagged high-risk in any of the four areas.	Complete 12/03/2019	Steve McRae	12/11/2019
<i>Notes:</i>				
3/4/20	MTSS committee will complete the Facilitated Assessment of MTSS – School Level (FAM-S) by the month of April in order to assess MTSS implementation.	Complete 05/29/2020	Evelyn Graning	08/17/2020
<i>Notes:</i>				

7/31/19	The MTSS Leadership team, in collaboration with Adam Holt and Kelly Doppke, will facilitate refresher Professional Development in Module 2 of MTSS. Topics will include: (2.1) Establishing Readiness and Sustainability for Building an Intervention System for School Teams (2.2) Building a Literacy Component to an Intervention System for School Teams (2.3) Building a Math Component to an Intervention System for School Teams (2.4) Building a Behavior/Social-Emotional/Attendance Component to an Intervention System for School Teams	Complete 09/30/2020	Evelyn Graning	10/30/2020
<i>Notes:</i>				
8/5/21	Staff at SMHS will receive training regarding how to implement MTSS procedures during the upcoming school year.	Complete 08/10/2021	Joey Robinson	10/01/2021
<i>Notes:</i>				
1/27/21	Re-administer the BASC to students to update data for the existing student population at SMHS to determine which students are at risk and in need of more supports and/or interventions.	Complete 10/14/2021	Steven McRae	10/20/2021
<i>Notes:</i>				
8/5/21	A referral system will be created in order to better track the Tiered strategies taken to assist student needing additional supports	Complete 10/20/2021	Joey Robinson	10/31/2021
<i>Notes:</i>				
5/17/22	SIT team reviewed the results of 2022 FAM-S data for SMHS and concluded that data evaluation was the focus area needing improvement for the 2022-2023 school year.	Complete 05/17/2022	Evelyn Graning	05/17/2022
<i>Notes:</i>				
11/4/21	Through the MTSS committee, a referral system will be created that will compile students' academic, behavior, and attendance data.	Complete 08/22/2022	Joey Robinson	08/31/2022
<i>Notes:</i>				
4/17/23	The completion of the Facilitated Assessment of MTSS Implementation for schools during April	Complete 04/17/2023	Evelyn Graning	05/01/2023
<i>Notes:</i>				
4/17/23	Reviewing the FAM-S results before the end of the school year and planning additional actions for next school year based on results.	Complete 06/08/2023	Evelyn Graning	06/08/2023
<i>Notes:</i>				
11/15/22	Students identified as struggling academically will have intervention meetings in order to create a plan for remedial supports.	Complete 05/16/2023	Joey Robinson	06/08/2023

Notes:

8/5/22 The MTSS committee will use the referral system in order to support students through Tier 2 interventions in academics, behavior, and attendance.

Joey Robinson

10/20/2023

Notes:

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:

At Promise Counselor will be working with teachers to support Freshmen.

All staff can identify signs that students need additional emotional support through Project Activate or the Student Support Center at SMHS. Teachers know where and how to guide students to provide support or resources necessary for success. Student Management Team, as part of MTSS, identifies behaviors and emotional states of at-risk students and seeks out interventions and services. PBIS pride points are being utilized throughout the school to reward students for positive behavior. Homeroom canvas courses provide more structure and guidance for students receive provide emotional, behavioral, and academic supports.

Limited Development
09/15/2021

**How it will look
when fully met:**

Freshmen Focus meetings between Freshmen teachers and At Promise Counselor will identify students who need academic, behavior, attendance supports

The BASC will assist in locating students needing additional behavioral and emotional supports. All students will complete a BASC survey and that will be used to determine which students need additional supports that might be offered by school personnel such as guidance counselors, support staff, and faculty.

Character Strong program completion is a norm established in all homerooms and grade levels.

Evelyn Graning

05/28/2024

Actions

2 of 3 (67%)

9/5/23 All staff will attend professional development about Character Strong program

Complete 08/11/2023

Evelyn Graning

08/11/2023

Notes:

	9/5/23	All homeroom success prep courses will complete the first six lessons of Character Strong during the first two weeks of the school year.	Complete 08/31/2023	Evelyn Graning	08/30/2023
	<i>Notes:</i>				
	8/3/23	School-wide incorporation of Character Strong curriculum into homeroom periods twice a month.		Evelyn Graning	05/28/2024
	<i>Notes:</i>				
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To
<i>Initial Assessment:</i>		- Freshman Academy (PLC & support from Freshman Coordinator) - Day In The Life: 8th grade visitations - Grade level meetings - Beginning of the Year - Student Support Center: one-on-one student meetings for advisement - Student Support Center: Parent meetings for College transition (FAFSA, applications/essay writing) - Career Development Coordinator - CTE student meetings/class meetings for career counseling - CTE Post-graduate survey - Progression Plan - on track for graduation (credits, parent meetings) - College/Career Days (SCC career fair, WCU tours, CTE field trips, UNCA) - SMHS Graduates - returning to share experiences - EC Department - Voc Rehab, transitions for students/interest surveys, post-secondary survey, work site visitations - CTE/EC Internship Program	Limited Development 10/11/2017		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		Procedures will be in place to support student transitions between grade levels (with a specific focus on 8th to 9th transition). Support will be provided academically, emotionally, and socially. Internship/Apprenticeship (CTE and EC work study) opportunities will be provided for upperclassmen. Evidence will include procedures and expectations, documentation of meetings. Data sources include cohort graduation rate, internship assessments.	Objective Met 08/03/23	Amy Fahey	06/30/2022
<i>Actions</i>					
	9/25/19	Establish Freshmen Ambassadors. These will be 10th-12th grade students, who are selected through an application process. They will serve in leadership roles by giving tours to incoming freshmen, be paired with freshmen homeroom classes, and work with Mrs. Macke to support our incoming students.	Complete 08/14/2019	Stacy Macke	08/14/2019

<i>Notes:</i>				
9/25/19	Students will create a Major Clarity account to complete an interest inventory. Major Clarity can be used to create resumes, search for college scholarships, and to increase college-readiness.	Complete 09/10/2019	Traci West	09/10/2019
<i>Notes:</i>				
9/16/19	A random sampling of homerooms will complete CTE survey regarding what internships they are interested in and which they would like to participate in. Students can write in ideas that are not present on survey.	Complete 09/13/2019	Josh Watson	09/13/2019
<i>Notes:</i>				
9/25/19	Students completed Behavior Screening (BASC) to find and aid at-risk or in-need students that would need emotional support so that these students can receive help from Student Support Services	Complete 09/24/2019	Student Support Services	09/24/2019
<i>Notes:</i>				
9/25/19	Student Personnel will go to elementary schools to speak to 8th grade about CTE opportunities and have students create Major Clarity accounts to facilitate their transition to 9th grade at SMHS.	Complete 04/16/2021	Amy Fahey	04/30/2021
<i>Notes:</i>				
7/31/19	Counselors, student support, & freshmen teachers have created and continue to utilize the Freshmen Focus program to aid incoming freshmen in academics as well as behavior in which freshmen teachers meet to discuss successes and avenues for improvement. Rising freshmen will be able to access a Canvas page with resources such as videos from freshmen teachers about course expectations and rigor for standard courses and expectations and rigor for honors courses.	Complete 06/02/2021	Amy Fahey	06/07/2021
<i>Notes:</i>				
2/25/21	Teachers from each department who teach Freshmen courses will create and record a introductory video (3 minutes or less) for incoming freshmen students regarding course expectations and rigor for both standard and honors courses to allow rising freshmen to make informed decisions regarding their course load.	Complete 06/02/2021	Amy Fahey	06/14/2021
<i>Notes:</i>				

4/28/21	Each grade level will be able to access a Canvas course that is created with each grade level's needs in mind to support them as they progress through high school and beyond. Freshman: How to write an email; Why freshman year is important; How to pick good friends; Where to go for answers at SMHS. Sophomore: What is GPA?; PreACT Prep. Junior: Applying for a job; ACT prep; Resume building; Preparing for Senior year. Senior: FASFA help; Resume building; College Applications; How to prepare for an interview.	Complete 08/30/2021	Stephanie Eckard	10/15/2021
<i>Notes:</i>				
9/25/19	EC program students will complete interest inventory, legal procedures for careers, and job applications through Westbridge Vocational to prepare them for future careers	Complete 10/19/2021	Emory Rhoads	10/20/2021
<i>Notes:</i>				
7/31/19	The EC program has created and will continue to utilize Webster Enterprises to help students through career exploration and hands on activities to facilitate student transition to post secondary careers and employment.	Complete 10/19/2021	Emory Rhoads	10/25/2021
<i>Notes:</i>				
1/26/22	The school leadership team met with Adam Holt, Dana, Tucker, and Angie Dills to review academic and attendance data and discussed strategies to address concerns.	Complete 12/20/2021	Evelyn Graning	12/20/2021
<i>Notes:</i>				
9/25/19	Personnel will talk with local businesses and other school system departments to find 2-3 additional placements for students in CTE internships.	Complete 05/17/2022	Traci West	05/31/2022
<i>Notes:</i>				
9/25/19	Create an application and interview process for student placements in CTE internships/apprenticeships (IT & maintenance) using specific course codes for their pathways.	Complete 02/15/2022	Traci West	05/31/2022
<i>Notes:</i>				
Implementation:		08/03/2023		
Evidence	8/5/2022 Please refer to folder "A4.16 Student Transitions" in Indistar.			
Experience	8/5/2022 Smoky Mountain High School was able to provide additional CTE placements, freshmen support, in addition to graduation transition support for all of our students.			

Sustainability			8/5/2022 Freshmen orientation and monthly meetings.			
Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	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
Initial Assessment:			Challenges exist to document current meetings and agendas. Many different school improvement pieces are in place currently; the school will work to align these items to focus on total school improvement.	Limited Development 07/25/2016		
How it will look when fully met:						
Actions						
<i>Notes:</i>						
Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The Master Schedule is designed with teacher input on courses, electives, teaching preferences, and common planning for teacher who are co-teaching. The schedule is designed to be conducive to PLCs, activities/clubs, athletics, and other school-specific opportunities. The duty roster is designed to allow for PLC times during the school day/week. Teachers planning time is protected for instructional planning (90 minutes/day).	Full Implementation 03/21/2023		

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>SMHS adheres to the state required evaluation schedule as determined by NCDPI and evaluated through the North Carolina Educator Evaluation System (NCEES). SMHS administration has decided that no teachers should be evaluated on an abbreviated schedule. The Human Resources Coordinator provides a recommended schedule for principals to complete the evaluation/observation process within the scope of the school year. Administrative teams are then assigned staff for evaluation and to serve as support. The observation schedule includes three full observations with post-conferences occurring within 10 school days, per NCEES requirements. All Beginning Teachers are assigned to the principal. Beginning Teachers also receive a peer observation with pre and post observation feedback.</p> <p>The team discussed the Wise Ways document for B3.03 and discussed the layout and feedback provided through the NCEES requirements. Brainstorming included having quick pop-in observations, where positive feedback is left on a sticky-note, to provide more immediate feedback. The SIT Team will set specific tasks for this objective at a later date, since there are already three focus areas this year.</p>	Limited Development 01/17/2019		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
<i>Notes:</i>						

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Procedures in place to distribute information regarding professional development. Surveys are conducted to identify professional development needs. Budget conditions limit professional development significantly. Creative ways to maximize professional development dollars exist; continual emphasis on aligning professional development with school needs will be a necessity.	Limited Development 07/25/2016		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
Notes:						

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			A \$1000 signing bonus exists to recruit teachers, but the bonus is very small in comparison to other areas. A 2% supplement is in place for all certified school employees to attract talent in our schools. A formal system of evaluating teachers exists and is governed by the NCEES system. A fair and equitable system of replacing staff exists; positions are advertised on the state-run database and advertised within the system by email. Challenges exists in trying to reward current faculty and staff due to budget concerns. Statistics for faculty retention at the SMHS is at a better rate in the district than other schools.	Limited Development 07/25/2016		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
Notes:						

Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Resource Allocation			
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Instructional supply money used by each teacher to purchase classroom needs.</p> <p>Purchase of Character Strong program and use of new bell schedule.</p> <p>Academic interventionist hired to support students class recovery.</p> <p>At Promise Attendance and Dropout Prevention Counselor new role.</p> <p>ACT Bootcamp and other professional development offerings to teachers funded.</p>	Limited Development 09/06/2023		
<i>How it will look when fully met:</i>			<p>An increase in attendance and success indicators measurable by academic growth/ proficiency.</p> <p>A decrease in behavior problems/ bad decisions because of Character Strong lessons.</p> <p>A decrease in students who have progression problems by recovering classes needed for graduation by Edgenuity.</p>		Evelyn Graning	05/30/2024
Actions						
<i>Notes:</i>						

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Student support services hosts informational meetings about post-secondary preparedness. Challenges exist in contacting parents; information could be more succinct, deliberate, and focused and could include multiple data points. Freshmen Orientation nights include sharing of best practices for freshmen and sharing of the Parent Portal and how parents can pull information on their student. This year teachers will have the ability to develop his/her own WordPress webpage in order to communicate with parents; this link will be connected to the district webpage. As we move into the one-to-one initiative, a necessary step will be to educate parents on the program and policies of the initiative.	Limited Development 07/25/2016		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
<i>Notes:</i>						

Travel Request Form

Please Note: Welcome to Jackson County Public Schools Travel Tracker, your one-stop travel center. Within this software, you can submit student field trip requests, reserve an activity bus for a field trip or athletic event, and reserve a car for staff travel. If you have any questions or comments please email Josh Francis at Jackson County Schools Transportation.

Trip Number

8958

* Category

Travel With Students

* Type of Trip

Field Trip

* Field Trip Event

Standard Field Trip

Trip Leave

* Date

12/1/23

Friday

* Time

7:30 AM

Trip Return

* Date

12/1/23

Friday

* Time

11:00 PM

Trip Year/Week 2023-48

* Overnight or Out-of-State Yes

Comments

* Your School/Dept 

323 Jackson County Early College

447 College Drive, Sylva, NC 28779

Sanath
11/7/23

* Main Destination 

Other (Type Below)

Pigeon Forge, TN, USA

Destination Not Listed

Pigeon Forge, TN, USA

* Destination Name Medieval Times Dinner Theater

Stops on the way: Ripleys Aquarium: Gatlinburg TN, Gatlinburg, TN, USA

* Approximate Nbr of Miles Round Trip

122.12

Special Instructions for Permission
Slip

Funding Source
#1

Select

Budget Code

Funding Source
Desc

Budget Code
Desc

Funding Approver

Are funds payable to a third party?

No

(Does venue require payment prior to trip?)

* Teacher / Advisor / Staff Name Inga Sutton
* Teacher / Advisor / Staff Phone # 828-354-0343
Teacher / Advisor / Staff Email isutton@jcpsmail.org

Note: This email will receive the requester emails if different from requester

Emergency Contact Info ☒ Same as Teacher / Advisor / Staff

* Emergency Contact Name Inga Sutton
* Emergency Contact Phone # 828-354-0343

* Grade Level(s) Making Trip 12
* Description of Group or Person(s) Making Trip Senior HOUSE
* Educational Objective for Field Trip Senior field trip

Special Indicators

Number of Individuals Making Trip

* Male Adults	1	* Female Adults	1	Total Adults	2
* Male Students	10	* Female Students	10	Total Students	20

Need 1 adult(s) for 10 or more students.
Need 1 adult(s) for every additional 10 students.

* Will the students be away from school during lunch? Yes
* If so, will these students need packed lunches? No

Nbr Students 20 Teacher Inga Sutton
Students will be away from school during the lunch period.

Additional Information

* Please list all Chaperones: Inga Sutton
Jeff Logan
* Please list the driver's name: Jeff Logan

* Will you be using external transportation (ex. train, plane, walking)? No

Vehicles Needed

* Do you need vehicles? Yes

Vehicle Pickup

* Date 12/1/23
* Time 7:30 AM

Vehicle Return

* Date 12/1/23
* Time 11:00 PM

Total Trip Hours 15.50

* Type of vehicles needed to reserve Activity Bus



- * How many vehicles do you need? 1
- * Need Lift? No

Nbr Wheelchair Slots 0 Nbr Safety Vests 0 Nbr Fold Down Seats 0

Special Needs

Comments or Details Concerning
Needs

Additional Comments:

Owner wdotson@jcpsmail.org

Bid Id/Closing Date

Person Submitting Request swoodring@jcpsmail.org

Date Submitted

Field Trip Acceptance of Responsibility

By submitting this request, the trip sponsor (Teacher, Coach, Staff Member, etc.) is validating the following conditions:

1. Possess a current/valid Driver's License for the vehicle you will be driving
2. Absent of any medical condition, medications/alcohol/drugs that will impede the operation of a vehicle
3. You will obey all traffic laws while operating the vehicle
4. You will not "text" or operate any device that may distract you while driving the vehicle
5. Properly authorized use of a JCPS vehicle for official travel
6. Will only transport authorized passengers for the purpose of official travel
7. The lift is to be operated only for wheelchairs.
8. Chaperones must be at least 21 years old.
9. There must be one adult for every five students in grades K-6 for overnight trips.
10. There must be one adult for every seven students in grades 7-13 for overnight trips.
11. There must be one adult for every ten students in grades K-13 for non-overnight trips.
12. Chaperones must have an approved VOLUNTEER application on file with JCPS Human Resources

* I have read and understand the information above.

Yes

Level 01 Approval - Location Approval

Comment

Decision Approved

Name mjacobs@jcpsmail.org

Decision Date Nov 6, 2023, 12:03:44 PM

Level 07 Approval - Central Office Approval

Comment

Decision

Designated Approver cfields@jcpsmail.org

Name

Decision Date

Travel Request Form

Please Note: Welcome to Jackson County Public Schools Travel Tracker, your one-stop travel center. Within this software, you can submit student field trip requests, reserve an activity bus for a field trip or athletic event, and reserve a car for staff travel. If you have any questions or comments please email Josh Francis at Jackson County Schools Transportation.

Trip Number

8917

* Category

Travel With Students

* Type of Trip

Field Trip

* Field Trip Event

Standard Field Trip

Trip Leave

* Date

11/16/23

Thursday

* Time

8:30 AM

Trip Return

* Date

11/16/23

Thursday

* Time

3:00 PM

Trip Year/Week 2023-46

* Overnight or Out-of-State Yes

Comments

* Your School/Dept 

324 Jackson Community School

3770 Skyland Drive, Sylva, NC 28779

* Main Destination 

Ripley's Aquarium of the Smokies

88 River Road, Gatlinburg, TN

* Approximate Nbr of Miles Round Trip

108.31

Special Instructions for Permission Slip

Accepted
Dana L. [Signature]
Date 10/23/23

Funding Source
#1

Select

Budget Code

Funding Source
Desc

Budget Code
Desc

Funding Approver

Are funds payable to a third party?

No

(Does venue require payment prior to trip?)

* Teacher / Advisor / Staff Name

Heather Reidinger

* Teacher / Advisor / Staff Phone #

828-506-4603

Teacher / Advisor / Staff Email

hreidinger@jcpsmail.org

Note: This email will receive the requester emails if different from requester

Emergency Contact Info

☒ Same as Teacher / Advisor / Staff

- * Emergency Contact Name Heather Reidinger
- * Emergency Contact Phone # 828-506-4603

* Grade Level(s) Making Trip

10

11

* Description of Group or Person(s) Making Trip

Jobs for Americas Graduates

* Educational Objective for Field Trip

The students planned and applied for and were awarded the grant for the trip! It was an activity in planning, proposal writing, and grant writing, and the students will also learn about aquatic life and biology

Special Indicators

Number of Individuals Making Trip

- | | | | | | |
|-----------------|---|-------------------|----|----------------|----|
| * Male Adults | 1 | * Female Adults | 2 | Total Adults | 3 |
| * Male Students | 5 | * Female Students | 15 | Total Students | 20 |

Need 1 adult(s) for 10 or more students.
Need 1 adult(s) for every additional 10 students.

* Will the students be away from school during lunch?

Yes

* If so, will these students need packed lunches?

Yes

Nbr Students 20 **Teacher** Heather Reidinger

Bagged lunches have been requested for this field trip. Please contact teacher to verify number of lunches needed.

Additional Information

* Please list all Chaperones:

Heather Reidinger, Stephen Brown, Brooke Wilbur

* Please list the driver's name:

Stephen Brown

* Will you be using external transportation (ex. train, plane, walking)? No

Vehicles Needed

* Do you need vehicles? Yes

Vehicle Pickup

- * **Date** 11/16/23
- * **Time** 8:30 AM

Vehicle Return

- * **Date** 11/16/23
- * **Time** 3:00 PM

Total Trip Hours 6.50

* Type of vehicles needed to reserve

Activity Bus



* How many vehicles do you need? 1

* Need Lift? No

Nbr Wheelchair Slots 0 Nbr Safety Vests 0 Nbr Fold Down Seats 0

Special Needs

Comments or Details Concerning
Needs

Additional Comments:

Owner hreidinger@jcpsmail.org

Bid Id/Closing Date

Person Submitting Request hreidinger@jcpsmail.org

Date Submitted

Field Trip Acceptance of Responsibility

By submitting this request, the trip sponsor (Teacher, Coach, Staff Member, etc.) is validating the following conditions:

1. Possess a current/valid Driver's License for the vehicle you will be driving
2. Absent of any medical condition, medications/alcohol/drugs that will impede the operation of a vehicle
3. You will obey all traffic laws while operating the vehicle
4. You will not "text" or operate any device that may distract you while driving the vehicle
5. Properly authorized use of a JCPS vehicle for official travel
6. Will only transport authorized passengers for the purpose of official travel
7. The lift is to be operated only for wheelchairs.
8. Chaperones must be at least 21 years old.
9. There must be one adult for every five students in grades K-6 for overnight trips.
10. There must be one adult for every seven students in grades 7-13 for overnight trips.
11. There must be one adult for every ten students in grades K-13 for non-overnight trips.
12. Chaperones must have an approved VOLUNTEER application on file with JCPS Human Resources

* I have read and understand the information above.

Yes

Level 01 Approval - Location Approval

Comment

Decision Approved

Name hreidinger@jcpsmail.org

Decision Date Oct 20, 2023, 3:12:50 PM

Level 07 Approval - Central Office Approval

Comment

Decision

Designated Approver cfields@jcpsmail.org

Name

Decision Date

PARENTAL INVOLVEMENT

Policy Code: **1310/4002**

The board recognizes the critical role of parents in the education of their children and in the schools. The board directs school administrators to develop programs that will promote and support parental involvement in student learning and achievement at school and at home and encourage successful progress toward graduation.¹ Each parent is encouraged to learn about the educational program, the educational goals and objectives of the school system, and his or her own child's progress. The board also encourages parents to participate in their children's education and in activities designed by school personnel to involve them, such as parent conferences, in order to encourage foster effective teacher and parent communication. Parents are responsible for cooperating with school employees to facilitate their children's compliance with board policies concerning homework, school attendance, and behavior.²

For purposes of this policy, "parent" includes parents, legal guardians, and legal custodians of students who are under 18 years old and who have not been emancipated.

A. PARENTAL INVOLVEMENT PLANS

1. Parental Involvement Plan as Part of the School Improvement Plan

The board directs each principal ~~or designee~~ to ensure that the school improvement team develops a plan for the school's parental involvement program-plan as a part of the school improvement plan.³ The principal shall publicize drafts of the parental involvement plan prior to finalization and solicit input from parents of students in the school.⁴ This plan must include, at a minimum, efforts ~~that meet the~~

¹ See G.S. 115C-47(54) and G.S. 115C-76.20. ~~states that local boards of education are encouraged to adopt policies to promote and support parental involvement in student learning and achievement at school and at home and to encourage successful progress towards graduation. This policy provision is encouraged, but not required, and may be revised to give school administrators more specific directives.~~

² G.S. 115C-76.35(a) requires that boards, in consultation with parents, teachers, administrators, and community partners, develop and adopt policies to promote parental involvement and empowerment in the public school unit. The policies must provide for parental choices and establish parental responsibilities. The parental responsibilities listed here may be modified. The board may choose to create a new section in this policy to address parental responsibilities. This policy uses a site-based decision-making approach. A parental involvement plan is an optional component of the state-required school improvement plan. See also G.S. 115C-76.35(b), which requires boards to establish policies that "[p]rovide for parental participation in their child's education to improve parent and teacher cooperation in areas such as homework, school attendance, and discipline that aligns with the parent guide for student achievement required by G.S. 115C-76.30."

³ G.S. 115C-76.20 requires LEAs and their employees to "fully support and cooperate in implementing a well-planned, inclusive, and comprehensive program to assist parents and families in effectively participating in their child's education." By statute, the school improvement plan may include a parental involvement plan. This policy mandates the plan, ~~and may be modified. Alternatively, the policy may be modified to provide for a parental involvement program established outside of the school improvement plan.~~

⁴ This process may be modified. G.S. 115C-76.35 requires that policies for parental involvement establish opportunities for parental involvement in the development, implementation, and evaluation of family involvement programs.

requirements established in this policy. In addition, the plan must include ways to enhance parental involvement by promoting in the following areas⁵:

- a. regular, meaningful, two-way communication between home and school;
- b. promotion of responsible parenting;
- c. involvement of parents and guardians in student learning;
- d. promotion of parental volunteering in the school;
- e. involvement of parents and guardians in school decisions that affect children and families;
- f. parental training based on parents' informational needs;
- g. community collaboration with community agencies and other organizations to provide resources to strengthen school programs, families, and student learning; and
- h. promotion of student health awareness among parents by addressing the need for health programs and student health services, which are linked to student learning.

2. Title I Parent and Family Engagement Plan

Each school participating in the Title I program must develop, with parents and family members, a school-level written parent and family engagement plan that involves parents in the planning and improvement of Title I activities and describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of all parents and family members of children participating in Title I programs. See policy 1320/3560, Title I Parent and Family Engagement.

3. Parental Involvement Component of a School Plan for Managing Student Behavior

Each school's plan for managing student behavior should include parental involvement strategies that address when parents will be notified or involved in issues related to their child's behavior. See policy 4302, School Plan for Management of Student Behavior.

This policy applies to the parents, legal guardians, and legal custodians of students who are under 18 years old and are not married.

⁵ State Board of Education Policy PRNT-000.

A.B. PARENT COMMUNICATION, PARTICIPATION, AND CONFERENCES

1. Communication with Parents

The board encourages school personnel to have regular contact with parents for informational purposes ~~commendation~~ as well as for commendation of students and notification of concerns.⁶ School personnel shall communicate with parents about student behavior issues in accordance with requirements of policy 4341, Parental Involvement in Student Behavior Issues, and about student attendance as described in policy 4400, Attendance. In addition, parents will be notified promptly if school personnel suspect that a criminal offense has been committed against the parent's child, unless notification would impede an investigation by law enforcement or the child welfare agency.⁷

~~Principals or designees shall plan for periodic communication with parents. The principal must effectively communicate to parents the manner in which textbooks are used to implement the school's curricular objectives.~~⁸ Any parent interested in learning more about their child's course of study or the source of any supplementary instructional materials should contact the principal for more information. If a parent would like to inspect and review particular instructional materials, the parent should make such a request in accordance with policy 3210, Parental Inspection of and Objection to Instructional Materials.⁹

The principal also shall ensure that information about the nature and purpose of all clubs and activities, curricular and extracurricular, offered at the school is available at the school's main office. Any parent who would like information about such clubs or activities should contact the school's main office.¹⁰ ~~Teachers are responsible for scheduling conferences with parents.~~

The principal or designee shall strive, through oral or written communication or other means, to include the parents of students identified as at-risk in the implementation and review of academic and/or behavioral interventions for their children, in accordance with policy 3405, Students at Risk of Academic Failure.¹¹

⁶ ~~Parental visits on campus are subject to policy 5022, Registered Sex Offenders, which governs the on-campus presence of parents who are registered sex offenders.~~

⁷ See G.S. 114A-10(10).

⁸ See G.S. 115C-76.35(b)(2).

⁹ G.S. 115C-76.35(b) requires that board policy establishes a procedure for parents to learn about their child's course of study and the source of any supplementary instructional materials. The procedure must include a process for parents to inspect and review all textbooks and supplementary materials that will be used in the parent's child's classroom.

¹⁰ G.S. 115C-76.35(b)(6) requires board policy to establish "a process for parents to learn about the nature and purpose of clubs and activities offered at their child's school, including both curricular and extracurricular activities." The process here may be expanded or modified.

¹¹ This is an optional paragraph. G.S. 115C-105.41 formerly required the school system to provide a personal education plan (PEP) with evidence-based interventions and performance benchmarks for students at risk of

¹²The principal or designee shall provide the parent of each student in kindergarten, first, or second grade with written notification of the student's reading progress. The notice will be provided three times a year, following each benchmark assessment and will include: (1) assessment results, (2) whether the child may not reach reading proficiency by the end of third grade, and (3) instructional support activities for use at home.

2. Parent Participation at Schools¹³

The board encourages parents to engage in activities in their children's schools. Parents are welcome to visit schools in accordance with policy 5020, Visitors to the Schools, and, if interested, are urged to participate in school volunteer programs as described in policy 5015, School Volunteers. In addition, opportunities exist for parents to participate on school advisory councils, such as the school health advisory council (see policy 6140, Student Wellness), school improvement teams (see policy 3430, School Improvement Plan), school media and technology advisory committees (see policy 3200, Selection of Instructional Materials), and the business advisory council (see policy 2670, Business Advisory Council).

3. Conferences

Teachers are responsible for scheduling conferences or meetings with parents.¹⁴ The board encourages the superintendent to work with local business leaders, including the local chambers of commerce, to encourage employers to adopt, as part of their stated personnel policies, time for employees who are parents or guardians to attend conferences with their child's teachers.

B.C. PARENTAL NOTIFICATION

1. Title I Notifications

Each principal or designee of a Title I school shall effectively notify parents of all

academic failure. Schools were required to notify the student's parent that the student has a PEP and provide a copy of the plan to the parent. PEPs are no longer required by the statute, but the Department of Public Instruction encourages school systems to continue to implement research-based instructional practices to address identified concerns of at-risk students and others using a data-driven problem-solving approach that includes parents in the process. The board could continue to require PEPs as the means to document the interventions and instructional supports and performance benchmarks for at-risk students; if it does so, it could also continue to require in this section that parents are notified of the PEP. Alternatively, (1) if the board has established other expectations for serving students identified as being at risk, it could describe in this section its expectations for involving parents in supporting those students, or (2) the board could omit this paragraph altogether.

¹² This notice is required by State Board of Education policy KNEC-002.

¹³ G.S. 115C-76.35 requires board policy to establish "opportunities for parents to participate on school advisory councils and in school volunteer programs and other activities."

¹⁴ Parental visits on-campus are subject to policy 5022, Registered Sex Offenders, which governs the on-campus presence of parents who are registered sex offenders.

parental rights and other required information regarding Title I schools and programs, in accordance with federal law.¹⁵ Parents of students in Title I schools shall receive a copy of the system-wide Title I parent and family engagement policy (policy 1320/3560) and the school-wide parent involvement plan.

2. Parent Guide for Student Achievement

Each year, the superintendent or designee shall create a parent guide for student achievement that meets the requirements of state law and the State Board of Education. All parents will receive a written copy of the guide, and information in the guide will be discussed at the beginning of each school year in meetings of students, parents, and teachers.¹⁶

At a minimum the guide will include the following:^{17, 18}

- a. information for parents regarding the following as it pertains to their child: (1) requirements for promotion to the next grade, including the requirements of the North Carolina Read to Achieve Program as set forth in Part 1A of Article 8 of Chapter 115C; (2) the course of study, textbooks, and other supplementary instructional materials and policy 3210, Parental Inspection of and Objection to Instructional Materials, which provides for the inspection and review of those materials; (3) the child's progress toward achieving State and unit expectations for academic proficiency, including policies for student assessment, and the child's assessment results, report cards, and progress reports; (4) qualifications of the child's teachers, including licensure status; and (5) school entry requirements, including required immunizations;
- b. parental actions that can do the following: (1) strengthen the child's academic progress, especially in the area of reading as provided in the North Carolina Read to Achieve Program; (2) strengthen the child's citizenship, especially social skills and respect for others; (3) strengthen the child's realization of high expectations and setting lifelong learning goals; and (4) place a strong emphasis on the communication between the school and the

¹⁵ Elementary and Secondary Education Act (ESEA), as amended, 20 U.S.C. 6301 *et seq.*

¹⁶ See G.S. 115C-76.30(c).

¹⁷ G.S. 115C-76.30 requires the school system to provide to parents, students, and school personnel at the beginning of each school year a parent guide for student achievement that meets, at a minimum, the requirements established by the State Board. The statute directs the State Board to develop minimum requirements for the parent guide that include at least the items listed in the statute. The State Board must update the minimum requirements on an annual basis and provide the requirements to the school system no later than May 1 each year. Because the State Board has not yet established minimum requirements, the requirements listed in this policy reflect the minimum requirements listed in statute. This policy may need to be updated annually to include any additional requirements established by the State Board.

¹⁸ This description of minimum requirements does not need to be listed in policy and may be omitted from this subsection.

home;

- c. services available for parents and their children, such as family literacy services; mentoring, tutoring, and other academic reinforcement programs; after-school programs; and college planning, academic advisement, and student counseling services (see policy 3610, Counseling Program);
- d. opportunities for parental participation, such as parenting classes, adult education, school advisory councils, and school volunteer programs;
- e. opportunities for parents to learn about rigorous academic programs that may be available for their child, such as honors programs, Career and College Promise and other dual enrollment opportunities, advanced placement, Advanced International Certificate of Education (AICE) courses, International Baccalaureate, North Carolina Virtual High School courses, and accelerated access to postsecondary education;
- f. educational choices available to parents, including each type of public school unit available to residents of the county in which the child lives and nonpublic school options, educational choice options offered within the school system, and programs for scholarship grants for nonpublic schools (Part 2A of Article 39 of Chapter 115C) and for personal education student accounts for students with disabilities (Article 41 of Chapter 115C);
- g. rights of students who have been identified as students with disabilities, as provided in Article 9 of Chapter 115C;
- h. contact information for school and unit offices;
- i. resources for information on the importance of student health and other available resources for parents, including the following information on available immunizations and vaccinations: (1) a recommended immunization schedule in accordance with the United States Centers for Disease Control and Prevention recommendations; and (2) information about meningococcal meningitis and influenza, including the causes, symptoms, and vaccines, how the diseases are spread, and places where parents and guardians may obtain additional information and vaccinations for their children as required by G.S. 115C-375.4; and
- j. this policy (policy 1310/4002, Parental Involvement); policy 1320/3560, Title I Parent and Family Engagement; policy 2670, Business Advisory Council; policy 3210, Parental Inspection of and Objection to Instructional Materials; policy 3430, School Improvement Plan; policy 3540, Comprehensive Health Education Program; policy 4400, Attendance; policy 5015, School Volunteers; policy 5020, Visitors to the Schools; and

policy 6140, Student Wellness.¹⁹

3. Additional Annual Notifications

In addition, annually every The building principal or designee shall effectively annually notify parents of the following information to the extent that it has not already been provided to parents as part of the parent guide for student achievement:

- a. parental rights related to student records (see policy 4700, Student Records);²⁰
- b. parental rights related to student surveys (see policy 4720, Surveys of Students);²¹
- c. the approximate dates of any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered and scheduled in advance by the school administration, and (c) not necessary to protect the immediate health and safety of students;²²
- d. the schedule of pesticide use on school property and their right to request notification of nonscheduled pesticide use (see policy 9205, Pest Management);²³
- e. student behavior policies, the Code of Student Conduct, and school standards and rules (see policies in the 4300 series);²⁴
- f. the permissible use of seclusion and restraint in the schools (see regulation 4302-R, Rules for Use of Seclusion and Restraint in Schools);²⁵

¹⁹ G.S. 115C-76.30 requires that the parent guide for student achievement includes the policies developed by the board as provided in G.S. 115C-76.35. See G.S. 115C-76.35 for required policies.

²⁰ This notification is required under the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 99.

²¹ This notification is required under the Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98.

²² This notification is required under the Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98. The requirement does not apply to any hearing, vision, or scoliosis screenings, or any physical examination or screening that is permitted or required by state law, including physical examinations or screenings permitted without parental notification.

²³ G.S. 115C-47(47). Notification of nonscheduled pesticide use on school property must be made, to the extent possible, at least 72 hours in advance of the pesticide use. Such notification does not apply to the following types of pesticide products: antimicrobial cleansers, disinfectants, self-contained baits and crack-and-crevice treatments, and any pesticide products classified by the United States Environmental Protection Agency as belonging to the U.S.E.P.A. Toxicity Class IV entitled “relatively nontoxic” (i.e., no signal word required on the product’s label).

²⁴ This notification is required under G.S. 115C-390.2.

²⁵ This notification is required under G.S. 115C-391.1(j).

- g. policy 4329/7311, Bullying and Harassing Behavior Prohibited;²⁶
- h. policy 1740/4010, Student and Parent Grievance Procedure;
- i. the dates of the system-wide and state-mandated tests that students will be required to take during that school year, how the results from the tests will be used, and whether each test is required by the State Board of Education or by the local board;²⁷
- j. grading practices that will be followed at the school and, for parents of high school students, the method of computing the grade point averages that will be used for determining class rank (see policies 3400, Evaluation of Student Progress, and 3450, Class Rankings);
- k. available opportunities and the enrollment process for students to take advanced courses and information explaining the value of taking advanced courses;²⁸
- l. if applicable, that their child will be provided advanced learning opportunities in mathematics²⁹ or will be placed in an advanced mathematics course;^{30, 31}
- m. a clear and concise explanation of the North Carolina testing and accountability system that includes all information required by federal

²⁶ This notification is intended to ensure compliance with G.S. 115C-407.16.

²⁷ This notification is required by State Board of Education policy TEST-001.

²⁸ This information must be provided to parents and students under G.S. 115C-174.26(d).

²⁹ G.S. 115C-81.36 requires boards to offer advanced learning opportunities in mathematics in grades three through five, when practicable. If the board offers advanced learning opportunities in mathematics, any student who scores at the highest level on the end-of-grade test must be provided advanced learning opportunities in mathematics for the next school year. Such students may not be removed from the advanced learning opportunity provided to the student unless a parent or guardian of the student provides written consent for the student to be excluded or removed after being informed that the student's placement was determined by the student's achievement on the previous end-of-grade test.

³⁰ G.S. 115C-81.36 requires boards to offer advanced courses in mathematics in all grades six and higher, when practicable. If the board offers advanced courses in mathematics, any student who scores at the highest level on the end-of-grade or end-of-course test must be placed into the advanced level course for the next mathematics course in which the student enrolls. A student in seventh grade scoring at the highest level on the seventh grade mathematics end-of-grade test must be placed into a high school level mathematics course in eighth grade. Such students may not be removed from the advanced or high school mathematics course unless a parent or guardian of the student provides written consent for the student to be excluded or removed from that course after being informed that the student's placement was determined by the student's achievement on the previous end-of-grade or end-of-course test.

³¹ Providing notice to parents of advanced learning opportunities in mathematics and advanced mathematics courses is not required by law. Accordingly, inclusion of this provision requiring notice to parents is optional.

law;³²

- n. a report containing information about the school system and each school, including, but not limited to:
 - i. the following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;
 - ii. the performance of the school system on academic assessments as compared to the state as a whole and the performance of each school on academic assessments as compared to the state and school system as a whole;
 - iii. the percentage and number of students who are:
 - 1. assessed,
 - 2. assessed using alternate assessments,
 - 3. involved in preschool and accelerated coursework programs, and
 - 4. English learners achieving proficiency;
 - iv. the per pupil expenditures of federal, state, and local funds; and
 - v. teacher qualifications;³³
- o. the grade earned by the school on the most recent annual report card issued for it by the State Board of Education if the grade was a D or F;³⁴
- p. supportive services available to students, including ~~guidance, counseling, and health services (see policy 3610, Counseling Program);~~
- ~~q. information about meningococcal meningitis and influenza, including the causes, symptoms, and vaccines, how the diseases are spread, and places where parents and guardians may obtain additional information and vaccinations for their children;³⁵~~
- ~~r.g.~~ for parents of students in grades 5 through 12, information about cervical cancer, cervical dysplasia, and human papillomavirus, including the causes

³² This information is required under 20 U.S.C. 6311(h)(1)(C)(i) and (2).

³³ This information is required under 20 U.S.C. 6311(h)(1) and (2).

³⁴ This notification is required under G.S. 115C-47(58).

³⁵ ~~This notification is required under G.S. 115C-375.4.~~

and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children;³⁶

~~s.r.~~ how to reach school officials in emergency situations during non-school hours;³⁷

~~t.s.~~ information about and an application form for free and reduced price meals and/or free milk (see policy 6225, Free and Reduced Price Meal Services);³⁸

~~u.t.~~ information about the school breakfast program;³⁹

~~v.u.~~ information about the availability and location of free summer food service program meals for students when school is not in session;⁴⁰

~~w.v.~~ for parents of children with disabilities, procedural safeguards (see also policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);⁴¹

~~x.w.~~ information on the availability of the asbestos management plan and planned or in-progress inspections, re-inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities;⁴²

~~y.x.~~ education rights of homeless students (see policy 4125, Homeless Students);⁴³

~~z.y.~~ the content and implementation of the local school wellness policy (see

³⁶ This notification is required under G.S. 115C-47(51). The statute only requires that this information be provided to parents or guardians of children entering grades 5 through 12.

³⁷ This notification is optional.

³⁸ This notification is required by federal law for school systems that participate in the National School Lunch Program, the School Breakfast Program, or the Special Milk Program. If, however, the school system does not collect application forms annually because the school system uses one of the three alternative provisions described in Section 11(a)(1) of the National School Lunch Act or uses community eligibility, this notification should be modified accordingly. See 42 U.S.C. 1759a.

³⁹ 7 C.F.R. 210.12(d)(1) requires that this notification be distributed to families just prior to or at the beginning of the school year. In addition, schools are encouraged to send reminders regarding the availability of the school breakfast program multiple times throughout the school year.

⁴⁰ 7 C.F.R. 210.12(d)(2) requires that school food authorities cooperate with summer food service program sponsors to provide this information.

⁴¹ This notification is required under the Individuals with Disabilities Education Act. 20 U.S.C. 1415(d) and G.S. 115C-109.1.

⁴² This notification is required under the Asbestos Hazard Emergency Response Act, 15 U.S.C. 2641, *et seq.*

⁴³ This notification is required under the McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*

policy 6140, Student Wellness);⁴⁴

~~aa.~~z. their right to take four hours of unpaid leave from their jobs every year in order to volunteer in their child's school as stated in G.S. 95-28.3 (see policy 5015, School Volunteers);⁴⁵

~~bb.~~aa. that the school system does not discriminate on the basis of race, color, national origin, sex, disability, or age, and that the school system provides processes for resolving discrimination and harassment complaints (see policies 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law, 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex, and 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);⁴⁶

~~cc.~~bb. that the school system provides equal access to its facilities, programs, and activities to the Boy Scouts and other designated youth groups (see policy 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law);⁴⁷ and

~~dd.~~cc. the availability of and the process for requesting a waiver or reduction of student fees (see policy 4600, Student Fees).

~~C. OPPORTUNITIES TO WITHHOLD CONSENT/OPT OUT~~

4. Opportunities to Withhold Consent/Opt Out Notifications

As a part of the annual notification described above, parents will be effectively notified that they may opt out of any of the following:⁴⁸

- a. release of student directory information about their child for school purposes or to outside organizations (see policy 4700, Student Records);⁴⁹

⁴⁴ This notification is required under the Healthy, Hunger-Free Kids Act (P.L. 111-296). See 42 U.S.C. 1758b.

⁴⁵ Providing notice of this right is optional. If the school system does not plan to notify parents of this right, policy 5015, School Volunteers, should be modified accordingly.

⁴⁶ This notification is required under several federal anti-discrimination laws and regulations, such as Title VI, Title IX, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act, and the Americans with Disabilities Act. See the cross-referenced policies for detailed legal references.

⁴⁷ This notification is required under 34 C.F.R. 108.9, which implements the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905.

⁴⁸ **If the board permits the use of corporal punishment**, the following statement should be added in this section: "the administration of corporal punishment on their child (see policy 4355, Corporal Punishment)." This opt out is required by G.S. 115C-390.4(b)(6). If the board uses an opt out process for obtaining consent to students' independent use of the Internet under policy 3225/4312/7320, Technology Responsible Use, move the information in paragraph number 11 of Section D to this section.

⁴⁹ This notification is required under the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 99.

- b. release of their child's name, address, and telephone listing to military recruiters or institutions of higher education (see policy 4700, Student Records);⁵⁰
- c. their child's participation in curricula related to (a) prevention of sexually transmitted diseases, including HIV/AIDS; (b) avoidance of out-of-wedlock pregnancy; or (c) reproductive health and safety education, as provided in policy 3540, Comprehensive Health Education Program.⁵¹ A copy of the materials that will be used in these curricula will be available in the school media center during the school year and at other times that the media center is available to the public.⁵² To meet any review periods required by law, materials also may be made available for review in the central office;
- d. their child's participation in academic or career guidance or personal or social counseling services of a generic nature offered to groups of students (e.g., peer relations strategies offered to all sixth graders).⁵³ However, parental notification and permission are not required for: (a) short-duration academic, career, personal, or social guidance and counseling and crisis intervention that is needed to maintain order, discipline, or a productive learning environment; (b) student-initiated individual or group counseling targeted at a student's specific concerns or needs; and (c) counseling if child abuse or neglect is suspected (see policies 3610, Counseling Program, and 4240/7312, Child Abuse and Related Threats to Child Safety);
- ~~e. their child's participation in non-Department of Education-funded surveys concerning protected topics (see policy 4720, Surveys of Students);⁵⁴~~
- f.e. their child's participation in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance; (b) administered and scheduled in advance by the school administration; and (c) not necessary to protect the immediate health and safety of students;⁵⁵
- ~~g.f.~~ the collection, disclosure, or use of their child's personal information for

⁵⁰ 20 U.S.C. 7908.

⁵¹ The opportunity to withhold consent for participation is required by G.S. 115C-81.30(b) and (c). Alternatively, permission, rather than the withholding of consent, may be required.

⁵² The opportunity for parents to review the materials is required by G.S. 115C- 81.25(d) and G.S. 115C-81.30(c). Information about when and where the materials will be available for review should be consistent with policy 3540, Comprehensive Health Education Program, adopted by the board.

⁵³ This notification is optional.

~~⁵⁴ This notification is required under the Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98.~~

⁵⁵ This notification is required under the Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98.

marketing purposes (see policy 4720, Surveys of Students);⁵⁶ and

h.g. release of their child's free and reduced-price meal information to State Medicaid or State children's health insurance program (SCHIP).⁵⁷

Any parent or legal guardian who wishes to opt out/withhold consent must do so in writing after receiving notice.⁵⁸ Otherwise, consent to the programs or activities is presumed. After the annual notification, the school is not required to provide further notice to the parent or legal guardian as to the manner in which student directory information is used, the curriculum is provided, or guidance programs are made available.

D. PARENTAL PERMISSION REQUIRED

Written parental permission is required prior to the following activities:⁵⁹

1. the administration of medications to students by employees of the school system (see policy 6125, Administering Medicines to Students);
2. the release of student records that are not considered directory information, unless the release is allowed or required by law (see policy 4700, Student Records);
3. off-campus trips;
4. students' participation in high-impact or high-risk sports or extracurricular activities, such as football or mountain climbing (see policy 4220, Student Insurance Program);⁶⁰
5. all decisions or actions as required by the IDEA with regard to providing special education or related services to students with disabilities (see policy 3520, Special Education Programs/Rights of Students with Disabilities);
6. certain health services, as required by law;
7. participation in a mental health assessment or mental health services under circumstances prescribed by federal law;⁶¹

⁵⁶ This notification is required under the Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98.

⁵⁷ This notification is required under the National School Lunch Program. See 42 U.S.C. 1758, 7 C.F.R. pt. 245.

⁵⁸ The policy may establish a time frame for withholding consent.

⁵⁹ Permission is legally required or highly recommended for all activities listed.

⁶⁰ Alternatively, the board may require parental permission for all sports, rather than defining high-impact or high-risk sports.

⁶¹ Informed written consent of the parent is required for any mental health assessment or service provided through a program funded under Title IV of the ESEA except in the case of a health or safety emergency or when consent cannot be reasonably obtained. See 20 U.S.C. 7101(a)(1)(A).

8. students' participation in programs or services that provide information about where to obtain contraceptives or abortion referral services;⁶²
9. students' participation in surveys ~~funded by the Department of Education~~ that are conducted concerning protected topics (see policy 4720, Surveys of Students);
10. disclosure of students' free and reduced price lunch eligibility information or eligibility status;⁶³ and
11. students' access to the Internet, as described in policy 3225/4312/7320, Technology Responsible Use.⁶⁴

E. PROCEDURES FOR PARENTAL INVOLVEMENT IN STUDENT HEALTH

1. Parent Notifications Regarding Student Physical and Mental Health

At the beginning of each school year, the principal or designee shall notify parents of (1) each health care service offered at their children's schools and the means for parents to provide consent for any specific services; (2) acknowledgement that consenting to a health care service does not waive the parents' right to access their children's educational records or health records or to be notified of changes in their children's services or monitoring; and (3) the procedures to exercise the parental remedies for concerns related to student health provided by G.S. 115C-76.60 and described below in subsection E.6.⁶⁵

Before any student well-being questionnaire or health screening form is administered to students in kindergarten through third grade, the principal or designee shall provide parents with a copy of the questionnaire or form and shall inform parents of the means for parents to consent to the use of the questionnaire or form for their children.⁶⁶

⁶² A policy on parental consent for referral for information about contraceptives and abortion services is required by G.S. 115C-81.30(d). The policy may provide that no parental notice or consent is required or, alternatively, that consent is presumed unless the parent opts out.

⁶³ Information may be disclosed in some instances, usually only with prior notice and/or consent based on 42 U.S.C. 1758(b)(6)(D)(ii).

⁶⁴ This provision is consistent with policy 3225/4312/7320, Technology Responsible Use, which requires that, before a student may access the Internet, the student's parent must consent to the student's Internet access and to the school system monitoring the student's Internet activity and electronic mailbox issued by the school system. Boards that prefer to use an opt out process for consent or that prefer not to require consent in any form are encouraged to consult with the board attorney before modifying this policy and policy 3225/4312/7320, as consent may be necessary to take advantage of the exception to liability for intercepting electronic communications. See Electronic Communications Privacy Act, 18 U.S.C. 2511(2)(d).

⁶⁵ See G.S. 115C-76.45(a)(1) and (2).

⁶⁶ See G.S. 115C-76.45(a)(3).

The principal or designee shall notify parents of changes in services or monitoring related to their children's mental, emotional, or physical health or well-being and the school's ability to provide a safe and supportive learning environment for their children prior to or contemporaneously with the changes being made.⁶⁷ In addition, the principal or designee shall notify parents before any changes are made to the names or pronouns used for their children in school records or by school personnel.⁶⁸

No school system policy, procedure, or form will expressly or otherwise prohibit school employees from notifying parents about their children's mental, emotional, or physical health or well-being or a change in related services or monitoring, nor will any school system policy, procedure, or form intentionally encourage or be designed in a manner that is reasonably likely to have the effect of encouraging any children to withhold from their parents information about their mental, emotional, or physical health or well-being or a change in related services or monitoring.⁶⁹ School personnel shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being.⁷⁰

2. Discussions Related to Student Well-Being⁷¹

In accordance with the rights of parents provided in Chapter 114A of the General Statutes, when issues of a student's well-being arise, school personnel shall encourage the student to discuss the issues with his or her parent. As appropriate, school personnel may facilitate discussions of such issues with parents.

3. Parent Access to Student Records

Parents will not be prohibited from accessing any of their children's education and health records created, maintained, or used by the school system, except as permitted by law. See policy 4700, Student Records.

4. Student Support Services Training⁷²

Student support services training developed or provided by the school system to school personnel will adhere to student services guidelines, standards, and frameworks established by the Department of Public Instruction.

⁶⁷ See G.S. 115C-76.45(a)(4).

⁶⁸ See G.S. 115C-76.45(a)(5).

⁶⁹ See G.S. 115C-76.45(d).

⁷⁰ See G.S. 115C-76.45(e).

⁷¹ G.S. 115C-76.45(b) requires the board to adopt procedures that include a requirement that school personnel do one or both of the following: (1) encourage a child to discuss issues related to the child's well-being with his or her parent; and (2) facilitate discussion of the issue with the child's parents.

⁷² See G.S. 115C-76.50.

5. Instruction on Gender Identity, Sexual Activity, and Sexuality⁷³

Instruction on gender identity, sexual activity, or sexuality will not be included in the curriculum provided in kindergarten through fourth grade, regardless of whether the information is provided by school personnel or third parties. For purposes of this subsection, curriculum includes the standard course of study and support materials, locally developed curriculum, supplemental instruction, and textbooks and other supplementary materials, but does not include responses to student-initiated questions.

6. Remedies for Parental Concerns Related to Student Health⁷⁴

If a parent has a concern about the school or school system's procedure or practice under Part 4 of Article 7B of Chapter 115C, as described here in Section E of this policy, the parent should submit the concern in writing to the principal. The principal shall schedule and hold a meeting with the parent within five days after the concern was submitted. The principal shall conduct any necessary investigation. If possible, the principal should resolve the concern within seven days after the concern was submitted. If the principal cannot resolve the concern within seven days, the principal shall immediately notify the superintendent or designee. The superintendent or designee shall assist, as needed, in resolving the concern.

If the concern has not been resolved within 15 days after the parent initially submitted the concern, the superintendent or designee shall schedule a board hearing to be conducted pursuant to policy 2500, Hearings Before the Board, to occur within the next 15 days. If the concern is not resolved 30 days after the parent initially submitted the concern, the board will provide a statement of the reasons for not resolving the concern.

If the concern is not resolved within 30 days of initial submission, the parent has the right to pursue additional remedies as provided in G.S. 115C-76.60(b).

F. PARENT REQUESTS FOR INFORMATION⁷⁵

A parent may request in writing from the principal any of the information the parent has the right to access under Part 3 of Article 7B of Chapter 115C. The principal, within 10

⁷³ See G.S. 115C-76.55.

⁷⁴ G.S. 115C-76.60 requires the board to adopt procedures for a parent to notify the principal about concerns with the school system's procedure or practice under Part 4 of Article 7B of Chapter 115C (which is described in Section G of this policy) and a process for resolving those concerns within seven days of the date of the parent's notification. The school system must provide a statement of reasons for not resolving the concern if it's not resolved within 30 days. Any other information about the procedure/process provided in this subsection may be modified.

⁷⁵ See G.S. 115C-76.40.

business days, shall either provide the requested information to the parent or provide an extension notice to the parent that, due to the volume or complexity of the request, the information will be provided no later than 20 business days from the date of the parental request.

If the principal (1) denies or fails to respond to the request for information within 10 business days or (2) fails to provide information within 20 business days following an extension notice, the parent may then submit the written request for information to the superintendent, along with a statement specifying the time frame of the denial or failure to provide information by the principal.

If the superintendent denies or does not respond to the request for information within 10 business days, the parent may appeal the denial or lack of response to the board no later than 20 business days from the date of the request to the superintendent. The board will place the parent's appeal on the agenda for the next board meeting occurring more than three business days after submission of the appeal.

The information in this Section F will be posted on the school system's website along with the list of parents' legal rights for their child's education as described in G.S. 115C-76.25.⁷⁶

G. COMMUNITY SERVICES AVAILABLE

A variety of community services are available to provide parents and families of students in the school system with needed information, support, and resources. Parents are encouraged to utilize applicable community services such as the following:

[G.S. 115C-76.35(a)(1) requires that board policy provides links to parents for community services. Insert here a list of applicable links to community services available to parents of students in your school system.]

H. REPORTING REQUIREMENTS

By September 15 of each year, the superintendent or designee shall report to the State Board of Education parental involvement information as required by G.S. 115C-76.70.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Asbestos Hazard Emergency Response Act, 15 U.S.C. 2641, *et seq.*; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. 108.9; Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 99; Individuals with Disabilities Education Act, 20 U.S.C. 1400,

⁷⁶ G.S. 115C-76.25(a) lists 12 legal rights parents have with regard to their child's education. G.S. 115C-76.25(b) requires that LEAs allow parents to exercise these rights and requires that the LEA make the list of rights available to parents electronically or by displaying the information on the school system website. G.S. 115C-76.40(d) requires that LEAs display information regarding the procedures governing parental requests for information and appeals along with the other parental rights, as required by G.S. 115C-76.25.

et seq.; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*; National School Lunch Program, 42 U.S.C. 1751 *et seq.*, 7 C.F.R. 210.12, 7 C.F.R. pt. 245; Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d *et seq.*, 34 C.F.R. pt. 100; Title IX of the Education Amendments Act of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; 20 U.S.C. 7908; G.S. 90-21.1, -21.10B; 95-28.3; 114A-10; 115C-47(47), -47(51), -47(54), -47(58), -76.1, -76.20, -76.25, -76.30, -76.35, -76.40, -76.45, -76.50, -76.55, -76.60, -76.65, -76.70, -81.25, -81.30, -81.36, -105.41, -109.1, -174.26(d), -307(c), -375.4, -390.2, -391.1, -402.15, -407.16; 16 N.C.A.C. 6D .0307; State Board of Education Policies KNEC-002, PRNT-000, TEST-001

Cross References: Title I Parent and Family Engagement (policy 1320/3560), Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Student and Parent Grievance Procedure (policy 1740/4010), Hearings Before the Board (policy 2500), Business Advisory Council (policy 2670), Selection of Instructional Materials (policy 3200), Parental Inspection of and Objection to Instructional Materials (policy 3210), Technology Responsible Use (policy 3225/4312/7320), Evaluation of Student Progress (policy 3400), Students at Risk of Academic Failure (policy 3405), School Improvement Plan, (policy 3430), Class Rankings (policy 3450), Special Education Programs/Rights of Students with Disabilities (policy 3520), Comprehensive Health Education Program (policy 3540), Counseling Program (policy 3610), Homeless Students (policy 4125), Student Insurance Program (policy 4220), Child Abuse and Related Threats to Child Safety (policy 4240/7312), Student Behavior Policies (4300 series), Rules for Use of Seclusion and Restraint in Schools (regulation 4302-R), Bullying and Harassing Behavior Prohibited (policy 4329/7311), Parental Involvement in Student Behavior Issues (policy 4341), Attendance (policy 4400), Student Fees (policy 4600), Student Records (policy 4700), Surveys of Students (policy 4720), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Student Health Services (policy 6120), Administering Medicines to Students (policy 6125), Student Wellness (policy 6140), Free and Reduced Price Meal Services (policy 6225), Pest Management (policy 9205)

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The board recognizes the critical role of parents in the education of their children and in the schools. The board directs school administrators to develop programs that will promote and support parental involvement in student learning and achievement at school and at home and encourage successful progress toward graduation. Each parent is encouraged to learn about the educational program, the educational goals and objectives of the school system, and his or her own child's progress. The board also encourages parents to participate in their children's education and in activities designed by school personnel to involve them, such as parent conferences, in order to foster effective teacher and parent communication. Parents are responsible for cooperating with school employees to facilitate their children's compliance with board policies concerning homework, school attendance, and behavior.

For purposes of this policy, "parent" includes parents, legal guardians, and legal custodians of students who are under 18 years old and who have not been emancipated.

A. PARENTAL INVOLVEMENT PLANS**1. Parental Involvement Plan as Part of the School Improvement Plan**

The board directs each principal to ensure that the school improvement team develops a plan for the school's parental involvement program as a part of the school improvement plan. The principal shall publicize drafts of the parental involvement plan prior to finalization and solicit input from parents of students in the school. This plan must include, at a minimum, efforts to enhance parental involvement by promoting the following priorities:

- a. regular, meaningful, two-way communication between home and school;
- b. responsible parenting;
- c. involvement of parents in student learning;
- d. parental volunteering in the school;
- e. involvement of parents in school decisions that affect children and families;
- f. parental training based on parents' informational needs;
- g. collaboration with community agencies and other organizations to provide resources to strengthen school programs, families, and student learning; and
- h. student health awareness among parents by addressing the need for health programs and student health services, which are linked to student learning.

2. Title I Parent and Family Engagement Plan

Each school participating in the Title I program must develop, with parents and family members, a school-level written parent and family engagement plan that involves parents in the planning and improvement of Title I activities and describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of all parents and family members of children participating in Title I programs. See policy 1320/3560, Title I Parent and Family Engagement.

3. Parental Involvement Component of a School Plan for Managing Student Behavior

Each school's plan for managing student behavior should include parental involvement strategies that address when parents will be notified or involved in issues related to their child's behavior. See policy 4302, School Plan for Management of Student Behavior.

B. PARENT COMMUNICATION, PARTICIPATION, AND CONFERENCES

1. Communication with Parents

The board encourages school personnel to have regular contact with parents for informational purposes as well as for commendation of students and notification of concerns. School personnel shall communicate with parents about student behavior issues in accordance with requirements of policy 4341, Parental Involvement in Student Behavior Issues, and about student attendance as described in policy 4400, Attendance. In addition, parents will be notified promptly if school personnel suspect that a criminal offense has been committed against the parent's child, unless notification would impede an investigation by law enforcement or the child welfare agency.

The principal must effectively communicate to parents the manner in which textbooks are used to implement the school's curricular objectives. Any parent interested in learning more about their child's course of study or the source of any supplementary instructional materials should contact the principal for more information. If a parent would like to inspect and review particular instructional materials, the parent should make such a request in accordance with policy 3210, Parental Inspection of and Objection to Instructional Materials.

The principal also shall ensure that information about the nature and purpose of all clubs and activities, curricular and extracurricular, offered at the school is available at the school's main office. Any parent who would like information about such clubs or activities should contact the school's main office.

The principal or designee shall strive, through oral or written communication or

other means, to include the parents of students identified as at-risk in the implementation and review of academic and/or behavioral interventions for their children, in accordance with policy 3405, Students at Risk of Academic Failure.

The principal or designee shall provide the parent of each student in kindergarten, first, or second grade with written notification of the student's reading progress. The notice will be provided three times a year, following each benchmark assessment and will include: (1) assessment results, (2) whether the child may not reach reading proficiency by the end of third grade, and (3) instructional support activities for use at home.

2. Parent Participation at Schools

The board encourages parents to engage in activities in their children's schools. Parents are welcome to visit schools in accordance with policy 5020, Visitors to the Schools, and, if interested, are urged to participate in school volunteer programs as described in policy 5015, School Volunteers. In addition, opportunities exist for parents to participate on school advisory councils, such as the school health advisory council (see policy 6140, Student Wellness), school improvement teams (see policy 3430, School Improvement Plan), school media and technology advisory committees (see policy 3200, Selection of Instructional Materials), and the business advisory council (see policy 2670, Business Advisory Council).

3. Conferences

Teachers are responsible for scheduling conferences or meetings with parents. The board encourages the superintendent to work with local business leaders, including the local chambers of commerce, to encourage employers to adopt, as part of their stated personnel policies, time for employees who are parents or guardians to attend conferences with their child's teachers.

C. PARENTAL NOTIFICATION

1. Title I Notifications

Each principal or designee of a Title I school shall effectively notify parents of all parental rights and other required information regarding Title I schools and programs, in accordance with federal law. Parents of students in Title I schools shall receive a copy of the system-wide Title I parent and family engagement policy (policy 1320/3560) and the school-wide parent involvement plan.

2. Parent Guide for Student Achievement

Each year, the superintendent or designee shall create a parent guide for student achievement that meets the requirements of state law and the State Board of Education. All parents will receive a written copy of the guide, and information in

the guide will be discussed at the beginning of each school year in meetings of students, parents, and teachers.

At a minimum the guide will include the following:

- a. information for parents regarding the following as it pertains to their child:
(1) requirements for promotion to the next grade, including the requirements of the North Carolina Read to Achieve Program as set forth in Part 1A of Article 8 of Chapter 115C; (2) the course of study, textbooks, and other supplementary instructional materials and policy 3210, Parental Inspection of and Objection to Instructional Materials, which provides for the inspection and review of those materials; (3) the child's progress toward achieving State and unit expectations for academic proficiency, including policies for student assessment, and the child's assessment results, report cards, and progress reports; (4) qualifications of the child's teachers, including licensure status; and (5) school entry requirements, including required immunizations;
- b. parental actions that can do the following: (1) strengthen the child's academic progress, especially in the area of reading as provided in the North Carolina Read to Achieve Program; (2) strengthen the child's citizenship, especially social skills and respect for others; (3) strengthen the child's realization of high expectations and setting lifelong learning goals; and (4) place a strong emphasis on the communication between the school and the home;
- c. services available for parents and their children, such as family literacy services; mentoring, tutoring, and other academic reinforcement programs; after-school programs; and college planning, academic advisement, and student counseling services (see policy 3610, Counseling Program);
- d. opportunities for parental participation, such as parenting classes, adult education, school advisory councils, and school volunteer programs;
- e. opportunities for parents to learn about rigorous academic programs that may be available for their child, such as honors programs, Career and College Promise and other dual enrollment opportunities, advanced placement, Advanced International Certificate of Education (AICE) courses, International Baccalaureate, North Carolina Virtual High School courses, and accelerated access to postsecondary education;
- f. educational choices available to parents, including each type of public school unit available to residents of the county in which the child lives and nonpublic school options, educational choice options offered within the school system, and programs for scholarship grants for nonpublic schools (Part 2A of Article 39 of Chapter 115C) and for personal education student

accounts for students with disabilities (Article 41 of Chapter 115C);

- g. rights of students who have been identified as students with disabilities, as provided in Article 9 of Chapter 115C;
- h. contact information for school and unit offices;
- i. resources for information on the importance of student health and other available resources for parents, including the following information on available immunizations and vaccinations: (1) a recommended immunization schedule in accordance with the United States Centers for Disease Control and Prevention recommendations; and (2) information about meningococcal meningitis and influenza, including the causes, symptoms, and vaccines, how the diseases are spread, and places where parents and guardians may obtain additional information and vaccinations for their children as required by G.S. 115C-375.4; and
- j. this policy (policy 1310/4002, Parental Involvement); policy 1320/3560, Title I Parent and Family Engagement; policy 2670, Business Advisory Council; policy 3210, Parental Inspection of and Objection to Instructional Materials; policy 3430, School Improvement Plan; policy 3540, Comprehensive Health Education Program; policy 4400, Attendance; policy 5015, School Volunteers; policy 5020, Visitors to the Schools; and policy 6140, Student Wellness.

3. Additional Annual Notifications

The principal or designee shall annually notify parents of the following information to the extent that it has not already been provided to parents as part of the parent guide for student achievement:

- a. parental rights related to student records (see policy 4700, Student Records);
- b. parental rights related to student surveys (see policy 4720, Surveys of Students);
- c. the approximate dates of any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered and scheduled in advance by the school administration, and (c) not necessary to protect the immediate health and safety of students;
- d. the schedule of pesticide use on school property and their right to request notification of nonscheduled pesticide use (see policy 9205, Pest Management);

- e. student behavior policies, the Code of Student Conduct, and school standards and rules (see policies in the 4300 series);
- f. the permissible use of seclusion and restraint in the schools (see regulation 4302-R, Rules for Use of Seclusion and Restraint in Schools);
- g. policy 4329/7311, Bullying and Harassing Behavior Prohibited;
- h. policy 1740/4010, Student and Parent Grievance Procedure;
- i. the dates of the system-wide and state-mandated tests that students will be required to take during that school year, how the results from the tests will be used, and whether each test is required by the State Board of Education or by the local board;
- j. grading practices that will be followed at the school and, for parents of high school students, the method of computing the grade point averages that will be used for determining class rank (see policies 3400, Evaluation of Student Progress, and 3450, Class Rankings);
- k. available opportunities and the enrollment process for students to take advanced courses and information explaining the value of taking advanced courses;
- l. if applicable, that their child will be provided advanced learning opportunities in mathematics or will be placed in an advanced mathematics course;
- m. a clear and concise explanation of the North Carolina testing and accountability system that includes all information required by federal law;
- n. a report containing information about the school system and each school, including, but not limited to:
 - i. the following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;
 - ii. the performance of the school system on academic assessments as compared to the state as a whole and the performance of each school on academic assessments as compared to the state and school system as a whole;

- iii. the percentage and number of students who are:
 - 1. assessed,
 - 2. assessed using alternate assessments,
 - 3. involved in preschool and accelerated coursework programs, and
 - 4. English learners achieving proficiency;
- iv. the per pupil expenditures of federal, state, and local funds; and
- v. teacher qualifications;
- o. the grade earned by the school on the most recent annual report card issued for it by the State Board of Education if the grade was a D or F;
- p. supportive services available to students, including health services;
- q. for parents of students in grades 5 through 12, information about cervical cancer, cervical dysplasia, and human papillomavirus, including the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children;
- r. how to reach school officials in emergency situations during non-school hours;
- s. information about and an application form for free and reduced price meals and/or free milk (see policy 6225, Free and Reduced Price Meal Services);
- t. information about the school breakfast program;
- u. information about the availability and location of free summer food service program meals for students when school is not in session;
- v. for parents of children with disabilities, procedural safeguards (see also policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
- w. information on the availability of the asbestos management plan and planned or in-progress inspections, re-inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities;
- x. education rights of homeless students (see policy 4125, Homeless Students);
- y. the content and implementation of the local school wellness policy (see

policy 6140, Student Wellness);

- z. their right to take four hours of unpaid leave from their jobs every year in order to volunteer in their child's school as stated in G.S. 95-28.3 (see policy 5015, School Volunteers);
- aa. that the school system does not discriminate on the basis of race, color, national origin, sex, disability, or age, and that the school system provides processes for resolving discrimination and harassment complaints (see policies 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law, 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex, and 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
- bb. that the school system provides equal access to its facilities, programs, and activities to the Boy Scouts and other designated youth groups (see policy 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law); and
- cc. the availability of and the process for requesting a waiver or reduction of student fees (see policy 4600, Student Fees).

4. Opportunities to Withhold Consent/Opt Out Notifications

As a part of the annual notification described above, parents will be effectively notified that they may opt out of any of the following:

- a. release of student directory information about their child for school purposes or to outside organizations (see policy 4700, Student Records);
- b. release of their child's name, address, and telephone listing to military recruiters or institutions of higher education (see policy 4700, Student Records);
- c. their child's participation in curricula related to (a) prevention of sexually transmitted diseases, including HIV/AIDS; (b) avoidance of out-of-wedlock pregnancy; or (c) reproductive health and safety education, as provided in policy 3540, Comprehensive Health Education Program. A copy of the materials that will be used in these curricula will be available in the school media center during the school year and at other times that the media center is available to the public. To meet any review periods required by law, materials also may be made available for review in the central office;
- d. their child's participation in academic or career guidance or personal or social counseling services of a generic nature offered to groups of students (e.g., peer relations strategies offered to all sixth graders). However, parental notification and permission are not required for: (a) short-duration

academic, career, personal, or social guidance and counseling and crisis intervention that is needed to maintain order, discipline, or a productive learning environment; (b) student-initiated individual or group counseling targeted at a student's specific concerns or needs; and (c) counseling if child abuse or neglect is suspected (see policies 3610, Counseling Program, and 4240/7312, Child Abuse and Related Threats to Child Safety);

- e. their child's participation in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance; (b) administered and scheduled in advance by the school administration; and (c) not necessary to protect the immediate health and safety of students;
- f. the collection, disclosure, or use of their child's personal information for marketing purposes (see policy 4720, Surveys of Students); and
- g. release of their child's free and reduced-price meal information to State Medicaid or State children's health insurance program (SCHIP).

Any parent or legal guardian who wishes to opt out/withhold consent must do so in writing after receiving notice. Otherwise, consent to the programs or activities is presumed. After the annual notification, the school is not required to provide further notice to the parent or legal guardian as to the manner in which student directory information is used, the curriculum is provided, or guidance programs are made available.

D. PARENTAL PERMISSION REQUIRED

Written parental permission is required prior to the following activities:

- 1. the administration of medications to students by employees of the school system (see policy 6125, Administering Medicines to Students);
- 2. the release of student records that are not considered directory information, unless the release is allowed or required by law (see policy 4700, Student Records);
- 3. off-campus trips;
- 4. students' participation in high-impact or high-risk sports or extracurricular activities, such as football or mountain climbing (see policy 4220, Student Insurance Program);
- 5. all decisions or actions as required by the IDEA with regard to providing special education or related services to students with disabilities (see policy 3520, Special Education Programs/Rights of Students with Disabilities);
- 6. certain health services, as required by law;

7. participation in a mental health assessment or mental health services under circumstances prescribed by federal law;
8. students' participation in programs or services that provide information about where to obtain contraceptives or abortion referral services;
9. students' participation in surveys that are conducted concerning protected topics (see policy 4720, Surveys of Students);
10. disclosure of students' free and reduced price lunch eligibility information or eligibility status; and
11. students' access to the Internet, as described in policy 3225/4312/7320, Technology Responsible Use.

E. PROCEDURES FOR PARENTAL INVOLVEMENT IN STUDENT HEALTH

1. Parent Notifications Regarding Student Physical and Mental Health

At the beginning of each school year, the principal or designee shall notify parents of (1) each health care service offered at their children's schools and the means for parents to provide consent for any specific services; (2) acknowledgement that consenting to a health care service does not waive the parents' right to access their children's educational records or health records or to be notified of changes in their children's services or monitoring; and (3) the procedures to exercise the parental remedies for concerns related to student health provided by G.S. 115C-76.60 and described below in subsection E.6.

Before any student well-being questionnaire or health screening form is administered to students in kindergarten through third grade, the principal or designee shall provide parents with a copy of the questionnaire or form and shall inform parents of the means for parents to consent to the use of the questionnaire or form for their children.

The principal or designee shall notify parents of changes in services or monitoring related to their children's mental, emotional, or physical health or well-being and the school's ability to provide a safe and supportive learning environment for their children prior to or contemporaneously with the changes being made. In addition, the principal or designee shall notify parents before any changes are made to the names or pronouns used for their children in school records or by school personnel.

No school system policy, procedure, or form will expressly or otherwise prohibit school employees from notifying parents about their children's mental, emotional, or physical health or well-being or a change in related services or monitoring, nor will any school system policy, procedure, or form intentionally encourage or be

designed in a manner that is reasonably likely to have the effect of encouraging any children to withhold from their parents information about their mental, emotional, or physical health or well-being or a change in related services or monitoring. School personnel shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being.

2. Discussions Related to Student Well-Being

In accordance with the rights of parents provided in Chapter 114A of the General Statutes, when issues of a student's well-being arise, school personnel shall encourage the student to discuss the issues with his or her parent. As appropriate, school personnel may facilitate discussions of such issues with parents.

3. Parent Access to Student Records

Parents will not be prohibited from accessing any of their children's education and health records created, maintained, or used by the school system, except as permitted by law. See policy 4700, Student Records.

4. Student Support Services Training

Student support services training developed or provided by the school system to school personnel will adhere to student services guidelines, standards, and frameworks established by the Department of Public Instruction.

5. Instruction on Gender Identity, Sexual Activity, and Sexuality

Instruction on gender identity, sexual activity, or sexuality will not be included in the curriculum provided in kindergarten through fourth grade, regardless of whether the information is provided by school personnel or third parties. For purposes of this subsection, curriculum includes the standard course of study and support materials, locally developed curriculum, supplemental instruction, and textbooks and other supplementary materials, but does not include responses to student-initiated questions.

6. Remedies for Parental Concerns Related to Student Health

If a parent has a concern about the school or school system's procedure or practice under Part 4 of Article 7B of Chapter 115C, as described here in Section E of this policy, the parent should submit the concern in writing to the principal. The principal shall schedule and hold a meeting with the parent within five days after the concern was submitted. The principal shall conduct any necessary investigation. If possible, the principal should resolve the concern within seven days after the concern was submitted. If the principal cannot resolve the concern within seven days, the principal shall immediately notify the superintendent or

designee. The superintendent or designee shall assist, as needed, in resolving the concern.

If the concern has not been resolved within 15 days after the parent initially submitted the concern, the superintendent or designee shall schedule a board hearing to be conducted pursuant to policy 2500, Hearings Before the Board, to occur within the next 15 days. If the concern is not resolved 30 days after the parent initially submitted the concern, the board will provide a statement of the reasons for not resolving the concern.

If the concern is not resolved within 30 days of initial submission, the parent has the right to pursue additional remedies as provided in G.S. 115C-76.60(b).

F. PARENT REQUESTS FOR INFORMATION

A parent may request in writing from the principal any of the information the parent has the right to access under Part 3 of Article 7B of Chapter 115C. The principal, within 10 business days, shall either provide the requested information to the parent or provide an extension notice to the parent that, due to the volume or complexity of the request, the information will be provided no later than 20 business days from the date of the parental request.

If the principal (1) denies or fails to respond to the request for information within 10 business days or (2) fails to provide information within 20 business days following an extension notice, the parent may then submit the written request for information to the superintendent, along with a statement specifying the time frame of the denial or failure to provide information by the principal.

If the superintendent denies or does not respond to the request for information within 10 business days, the parent may appeal the denial or lack of response to the board no later than 20 business days from the date of the request to the superintendent. The board will place the parent's appeal on the agenda for the next board meeting occurring more than three business days after submission of the appeal.

The information in this Section F will be posted on the school system's website along with the list of parents' legal rights for their child's education as described in G.S. 115C-76.25.

G. COMMUNITY SERVICES AVAILABLE

A variety of community services are available to provide parents and families of students in the school system with needed information, support, and resources. Parents are encouraged to utilize applicable community services such as the following:

[G.S. 115C-76.35(a)(1) requires that board policy provides links to parents for community services. Insert here a list of applicable links to community services available to parents of students in your school system.]

H. REPORTING REQUIREMENTS

By September 15 of each year, the superintendent or designee shall report to the State Board of Education parental involvement information as required by G.S. 115C-76.70.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Asbestos Hazard Emergency Response Act, 15 U.S.C. 2641, *et seq.*; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. 108.9; Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 99; Individuals with Disabilities Education Act, 20 U.S.C. 1400, *et seq.*; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*; National School Lunch Program, 42 U.S.C. 1751 *et seq.*, 7 C.F.R. 210.12, 7 C.F.R. pt. 245; Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d *et seq.*, 34 C.F.R. pt. 100; Title IX of the Education Amendments Act of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; 20 U.S.C. 7908; G.S. 90-21.1, -21.10B; 95-28.3; 114A-10; 115C-47(47), -47(51), -47(54), -47(58), -76.1, -76.20, -76.25, -76.30, -76.35, -76.40, -76.45, -76.50, -76.55, -76.60, -76.65, -76.70, -81.25, -81.30, -81.36, -105.41, -109.1, -174.26(d), -307(c), -375.4, -390.2, -391.1, -402.15, -407.16; 16 N.C.A.C. 6D .0307; State Board of Education Policies KNEC-002, PRNT-000, TEST-001

Cross References: Title I Parent and Family Engagement (policy 1320/3560), Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Student and Parent Grievance Procedure (policy 1740/4010), Hearings Before the Board (policy 2500), Business Advisory Council (policy 2670), Selection of Instructional Materials (policy 3200), Parental Inspection of and Objection to Instructional Materials (policy 3210), Technology Responsible Use (policy 3225/4312/7320), Evaluation of Student Progress (policy 3400), Students at Risk of Academic Failure (policy 3405), School Improvement Plan, (policy 3430), Class Rankings (policy 3450), Special Education Programs/Rights of Students with Disabilities (policy 3520), Comprehensive Health Education Program (policy 3540), Counseling Program (policy 3610), Homeless Students (policy 4125), Student Insurance Program (policy 4220), Child Abuse and Related Threats to Child Safety (policy 4240/7312), Student Behavior Policies (4300 series), Rules for Use of Seclusion and Restraint in Schools (regulation 4302-R), Bullying and Harassing Behavior Prohibited (policy 4329/7311), Parental Involvement in Student Behavior Issues (policy 4341), Attendance (policy 4400), Student Fees (policy 4600), Student Records (policy 4700), Surveys of Students (policy 4720), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Student Health Services (policy 6120), Administering Medicines to Students (policy 6125), Student Wellness (policy 6140), Free and Reduced Price Meal Services (policy 6225), Pest Management (policy 9205)

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PARENTAL INSPECTION OF AND OBJECTION TO INSTRUCTIONAL MATERIALS

Policy Code:

3210

In policy 3200, Selection of Instructional Materials, the board establishes a process for the selection of instructional materials to meet State Board of Education requirements and the educational goals of the board. That process provides an opportunity for parental input in the selection of materials.

The board recognizes that despite the opportunity to participate in the selection of materials, parents still may have concerns about instructional materials used in the school system. Thus, to further involve parents in the education of their children, the board also provides opportunities for parents to review instructional materials and a process for parents to use when they object to instructional materials.

A. PARENTAL RIGHT TO INSPECT MATERIALS

Parents may review all instructional materials, as defined in policy 3200, Selection of Instructional Materials. Instructional materials do not include academic tests or assessments. Parents who would like to inspect and review instructional materials should make a request in writing to the principal. The principal shall schedule a mutually agreeable date and time for the parent to come into the school to review the materials. All efforts should be made to schedule the time as soon as possible but no later than 10 business days from the date of the request. All materials used in reproductive health and safety education shall be available for review as provided in policy 3540, Comprehensive Health Education Program.

B. PARENTAL OBJECTION TO MATERIALS

Parents may submit an objection in writing to the principal regarding the use of particular instructional materials. The principal may establish a committee to review the objection. While input from the community may be sought, the board believes professional educators are in the best position to determine whether a particular instructional material is appropriate for the age and maturity of the students and for the subject matter being taught.

If the principal or the committee determines that any material violates constitutional or other legal rights of the parent or student, the principal or the committee shall either remove the material from instructional use or accommodate the particular student and parent. Before any material is removed, the principal or the committee shall ensure that the curriculum is still aligned with current statewide instructional standards and articulated from grade to grade. If an objection made by a parent or student is not based upon constitutional or legal rights, the principal or the committee may accommodate the objection after considering the effect on the curriculum; any burden on the school, teacher, or other students that the accommodation would create; and any other relevant factors. Books and other instructional materials may be removed from the school media collection only for legitimate educational reasons and subject to the limitations of the First

Amendment.

The decision of the committee or principal may be appealed to the superintendent. The decision of the superintendent may be appealed to the board.

The superintendent shall develop the necessary administrative procedures to implement this policy.

Legal References: U.S. Const. amend. I; 20 U.S.C. 1232h; N.C. Const. art. I, § 14; *Board of Educ. v. Pico*, 457 U.S. 853 (1982); G.S. 115C art. 8 pt. 1; 115C-45, -47, -76.25(a)(5), -76.35(b), -76.40, -98, -101

Cross References: Parental Involvement (1310/4002), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Selection of Instructional Materials (policy 3200), Comprehensive Health Education Program (policy 3540)

Adopted: February 25, 2002, effective April 1, 2002
Updated: September 25, 2012
Updated: July 23, 2013
Updated: October 28, 2014
Updated: November 21, 2017

PARENTAL INSPECTION OF AND OBJECTION TO INSTRUCTIONAL MATERIALS

Policy Code:

3210

In policy 3200, Selection of Instructional Materials, the board establishes a process for the selection of instructional materials to meet State Board of Education requirements and the educational goals of the board. That process provides an opportunity for parental input in the selection of materials.

The board recognizes that despite the opportunity to participate in the selection of materials, parents still may have concerns about instructional materials used in the school system. Thus, to further involve parents in the education of their children, the board also provides opportunities for parents to review instructional materials and a process for parents to use when they object to instructional materials.

A. PARENTAL RIGHT TO INSPECT MATERIALS

~~Parents have a right under federal law to inspect all instructional materials which will be used in connection with any survey, analysis, or evaluation as part of any applicable federally funded programs. Parents ordinarily also may review all other instructional materials, following procedures provided by the school or superintendent.¹ The term “instructional materials” as defined in policy 3200, Selection of Instructional Materials.² Instructional materials does not include academic tests or assessments. Some materials available through the Internet and used in individual classes to provide up-to-date information or information on current events may not be available for advance review; however, Parents who would like to inspect and review instructional materials should make a request in writing to the principal. The principal shall schedule a mutually agreeable date and time for the parent to come into the school to review the materials. All efforts should be made to schedule the time as soon as possible but no later than 10 business days from the date of the request.³ ~~a~~All materials used in reproductive health and safety education shall be available for review as provided in policy 3540, Comprehensive Health Education Program.~~

¹ 20 U.S.C. 1232h mandates that parents be given the right to inspect instructional materials used in connection with applicable federally funded programs. This policy expands the right to include all instructional materials. This expansion is optional, as it is not required by federal law; however, the board should consider that parents (and other members of the public) have a right under state law to inspect public records, including instructional materials used by the LEA. See policy 5070/7350, Public Records – Retention, Release, and Disposition.

² See 20 U.S.C. 1232h, G.S. 115C-76.25(a)(5), and G.S. 115C-76.35(b)(3), which give parents the right to inspect instructional materials used as part of the child's educational curriculum/with regards to the child's education/used in the child's classroom. This policy expands that to include review of all instructional materials in the school, not just those in that parent's child's classroom. This expansion is optional, as it is not required by law; however, the board should consider that parents (and other members of the public) have a right under state law to inspect public records, including instructional materials used by the school system. See policy 5070/7350, Public Records – Retention, Release, and Disposition.

³ The process for reviewing instructional materials may be modified but must comply with G.S. 115C-76.40.

B. PARENTAL OBJECTION TO MATERIALS⁴

Parents may submit an objection in writing to the principal regarding the use of particular instructional materials. The principal may establish a committee to review the objection.⁵ While input from the community may be sought, the board believes professional educators are in the best position to determine whether a particular instructional material is appropriate for the age and maturity of the students and for the subject matter being taught.

If the principal or the committee determines that any material violates constitutional or other legal rights of the parent or student, the principal or the committee shall either remove the material from instructional use or accommodate the particular student and parent. Before any material is removed, the principal or the committee shall ensure that the curriculum is still aligned with current statewide instructional standards and articulated from grade to grade. If an objection made by a parent or student is not based upon constitutional or legal rights, the principal or the committee may accommodate the objection after considering the effect on the curriculum; any burden on the school, teacher, or other students that the accommodation would create; and any other relevant factors. Books and other instructional materials may be removed from the school media collection only for legitimate educational reasons and subject to the limitations of the First Amendment.

The decision of the committee or principal may be appealed to the superintendent.⁶ The decision of the superintendent may be appealed to the board.

The superintendent shall develop the necessary administrative procedures to implement this policy.

Legal References: U.S. Const. amend. I; 20 U.S.C. 1232h; N.C. Const. art. I, § 14; *Board of Educ. v. Pico*, 457 U.S. 853 (1982); G.S. 115C art. 8 pt. 1; 115C-45, -47, -76.25(a)(5), -76.35(b), -76.40, -98, -101

Cross References: Parental Involvement (1310/4002), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Selection of Instructional Materials (policy 3200), Comprehensive Health Education Program (policy 3540)

Issued:

Revised: April 28, 2009; August 29, 2012; September 30, 2014; September 29, 2017; August 25, 2023

⁴ G.S. 115C-76.35(b)(4) requires board policy to establish a means for parents to object to textbooks and supplementary instructional materials consistent with the requirements of G.S. 115C-98.

⁵ A different process may be established.

⁶ The superintendent may establish a committee to review the objection and either make the decision or make a recommendation to the superintendent.

The board is committed to a sound, comprehensive health education program that provides students with accurate information and encourages them to be responsible for their own health and behavior. The board recognizes the primary role of parents in providing for the health and well-being of their children and seeks to involve parents as provided in this policy. The comprehensive health education program provided by the school system will meet the requirements of state law and the objectives established by the State Board of Education. The board may, in its discretion, expand on the subject areas to be included in the program and on the instructional objectives to be met.

A. COMPREHENSIVE HEALTH EDUCATION PROGRAM

A comprehensive health education program must be taught to students from kindergarten through ninth grade. As required by law, the health education program must include age-appropriate instruction on bicycle safety, nutrition, dental health, environmental health, family living, consumer health, disease control, growth and development, first aid and emergency care, mental and emotional health, drug and alcohol abuse prevention, prevention of sexually transmitted diseases (STDs), including HIV/AIDS and other communicable diseases, and reproductive health and safety education.

Instruction on gender identity, sexual activity, or sexuality will not be included in the health education program in kindergarten through fourth grade (see also policy 1310/4002, Parental Involvement). As required by law and beginning in seventh grade, reproductive health and safety education will include age-appropriate instruction on sexual abstinence until marriage, STDs, the human reproductive system, preventable risks for preterm birth in subsequent pregnancies, the effectiveness of contraceptive methods in preventing pregnancy, awareness of sexual assault and sexual abuse, and sex trafficking prevention and awareness.

B. PARENTAL OPPORTUNITIES TO REVIEW MATERIALS AND WITHHOLD CONSENT FOR STUDENT PARTICIPATION

Each year before students participate in reproductive health and safety education or in other separate instruction on the prevention of STDs, including HIV/AIDS, or the avoidance of out-of-wedlock pregnancy, the principal or designee shall notify parents of the opportunity to review the materials and objectives that will be used in instruction. A copy of all objectives and materials will be available for review in the media center of each school where these subjects will be taught.

The principal or designee shall also notify parents of the right to withhold or withdraw consent for their child's participation in all reproductive health and safety education instruction or in specific topics such as STDs, the effectiveness and safety of contraceptive methods, awareness of sexual assault and sexual abuse, and sex trafficking prevention and

awareness. Parents may also withhold consent to student participation in other separate instruction on the prevention of STDs, including HIV/AIDS, or the avoidance of out-of-wedlock pregnancy. Any parent wishing to withhold consent must do so in writing to the principal.

C. STANDARDS FOR INSTRUCTION

For reproductive health and safety education, teachers shall follow the instructional objectives and only use the age-appropriate materials that have been made available to parents for review in accordance with this policy. Information conveyed during instruction will be objective and based upon scientific research that is peer reviewed and accepted by professionals and credentialed experts in the field of sexual health education or other field authorized by law.

A determination of what is an appropriate education for a student with disabilities must be made in accordance with the student's individualized education plan, following all procedures as provided in the North Carolina *Policies Governing Services for Children with Disabilities*.

Legal References: G.S. 115C art. 9; 115C-36, -76.25(a)(1), -76.35(b)(5), -76.40, -76.55, -81.25, -81.30; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000; State Board of Education Policy SCOS-007

Cross References: Parental Involvement (policy 1310/4002)

Adopted: February 25, 2002, effective April 1, 2002
Updated: November 24, 2008
Updated: February 23, 2010
Updated: October 22, 2013
Updated: May 23, 2017
Updated: October 30, 2017

COMPREHENSIVE HEALTH EDUCATION PROGRAM

Policy Code:

3540

The board is committed to a sound, comprehensive health education program that provides students with accurate information and encourages them to be responsible for their own health and behavior. The board recognizes the primary role of parents in providing for the health and well-being of their children and seeks to involve parents as provided in this policy.¹ The comprehensive health education program provided by the school system will meet the requirements of state law and the objectives established by the State Board of Education.² The board may, in its discretion, expand on the subject areas to be included in the program and on the instructional objectives to be met.³

A. COMPREHENSIVE HEALTH EDUCATION PROGRAM

A comprehensive health education program must be taught to students from kindergarten through ninth grade. As required by law, the health education program must include age-appropriate instruction on bicycle safety, nutrition, dental health, environmental health, family living, consumer health, disease control, growth and development, first aid and emergency care, mental and emotional health, drug and alcohol abuse prevention, prevention of sexually transmitted diseases (STDs), including HIV/AIDS and other communicable diseases, and reproductive health and safety education.⁴

Instruction on gender identity, sexual activity, or sexuality will not be included in the health education program in kindergarten through fourth grade (see also policy 1310/4002, Parental Involvement).⁵ As required by law and beginning in seventh grade, reproductive health and safety education will include age-appropriate instruction on sexual abstinence until marriage, STDs, the human reproductive system, preventable risks for preterm birth in subsequent pregnancies, the effectiveness of contraceptive methods in preventing pregnancy, awareness of sexual assault and sexual abuse, and sex trafficking prevention and awareness.⁶

B. PARENTAL OPPORTUNITIES TO REVIEW MATERIALS AND WITHHOLD CONSENT FOR STUDENT PARTICIPATION

Each year before students participate in reproductive health and safety education or in other separate instruction on the prevention of STDs, including HIV/AIDS, or the avoidance of out-of-wedlock pregnancy, the principal or designee shall notify parents of the opportunity

¹ This paragraph should reflect the local board's philosophy. These statements may be modified or replaced.

² See G.S. 115C-81.25 and -81.30.

³ See G.S. 115C-81.25(e) and -81.30(g).

⁴ See G.S. 115C-81.25(c).

⁵ See G.S. 115C-76.55.

⁶ See G.S. 115C-81.30(a).

to review the materials and objectives that will be used in instruction.⁷ A copy of all objectives and materials will be available for review in the media center of each school where these subjects will be taught.⁸

The principal or designee shall also notify parents of the right to withhold or withdraw consent for their child's participation in all reproductive health and safety education instruction or in specific topics such as STDs, the effectiveness and safety of contraceptive methods, awareness of sexual assault and sexual abuse, and sex trafficking prevention and awareness. Parents may also withhold consent to student participation in other separate instruction on the prevention of STDs, including HIV/AIDS, or the avoidance of out-of-wedlock pregnancy.⁹ Any parent wishing to withhold consent must do so in writing to the principal.

C. STANDARDS FOR INSTRUCTION

For reproductive health and safety education, teachers shall follow the instructional objectives and only use the age-appropriate materials that have been made available to parents for review in accordance with this policy. Information conveyed during instruction will be objective and based upon scientific research that is peer reviewed and accepted by professionals and credentialed experts in the field of sexual health education or other field authorized by law.¹⁰

A determination of what is an appropriate education for a student with disabilities must be made in accordance with the student's individualized education plan, following all procedures as provided in the North Carolina *Policies Governing Services for Children with Disabilities*.¹¹

⁷ An opportunity for parents to review materials prior to student participation in these three subject areas is required by G.S. 115C-81.30(c). Also see G.S. 115C-81.25(d), -76.25(a)(1), -76.35(b)(5), and -76.40. These materials must remain available for review at least 60 days before use.

⁸ The process for review provided in this policy may be modified or replaced.

⁹ Alternatively, the board may adopt a policy that requires parental consent before a student may participate in instruction. G.S. 115C-81.30(b) states, "Each local board of education shall adopt a policy and provide a mechanism to allow a parent or legal guardian to withdraw his or her child from instruction required under subdivisions (10) through (13) of subsection (a) of this section." Those subdivisions concern teaching about sexually transmitted diseases; the effectiveness and safety of FDA-approved contraceptive methods in preventing pregnancy; awareness of sexual assault, sexual abuse, and risk reduction; and sex trafficking prevention and awareness. G.S. 115C-81.30(c) requires board policy to provide parents and legal guardians the opportunity to consent or withhold consent for the student to participate in reproductive health and safety education; or any program that pertains to or is intended to impart information or promote discussion or understanding in regard to the prevention of sexually transmitted diseases, including HIV/AIDS, or to the avoidance of out-of-wedlock pregnancy.

¹⁰ See G.S. 115C-81.30(a). Law enforcement and criminal justice agencies and nongovernmental organizations with experience in sex trafficking prevention and awareness may also provide materials and information. The authorized fields of expertise are sexual health education, adolescent psychology, behavioral counseling, medicine, human anatomy, biology, ethics, and health education.

¹¹ Different materials may be used if necessary to meet the objectives of an IEP. Parents of students with disabilities may review materials and withhold or withdraw consent in accordance with this policy.

Legal References: G.S. 115C art. 9; 115C-36, -76.25(a)(1), -76.35(b)(5), -76.40, -76.55, -81.25, -81.30; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000; State Board of Education Policy SCOS-007

Cross References: Parental Involvement (policy 1310/4002)

Issued:

Revised: June 30, 2008; December 1, 2009; September 13, 2013; November 13, 2015; April 28, 2017; September 29, 2017; August 25, 2023

Criminal or other illegal behavior is prohibited. Any student who the principal reasonably believes has engaged in criminal behavior on school premises or at school activities will be subject to appropriate disciplinary action, as stated in applicable board policies, and also may be criminally prosecuted.

School officials shall cooperate fully with any criminal investigation and prosecution. School officials shall independently investigate any criminal behavior that also violates school rules or board policy.

A. STUDENTS CHARGED WITH OR CONVICTED OF CRIMINAL BEHAVIOR

The superintendent and principal may take reasonable or legally required measures to preserve a safe, orderly environment when a student has been charged with or convicted of a serious crime, regardless of whether the alleged offense was committed on school grounds or was related to school activities. Depending upon the circumstances, including the nature of the crime or alleged crime, the child's age, and the publicity within the school community, reasonable or legally required efforts may include changing a student's classroom assignment or transferring the student to another school. Transfer to an alternative school may be made in accordance with the criteria established in policy 3470/4305, Alternative Learning Programs/Schools. The student will continue to be provided with educational opportunities unless and until the student is found to have violated board policy or school rules and is suspended or expelled in accordance with procedures established in board policy.

B. REPORTING CRIMINAL BEHAVIOR

A school employee is permitted to report to law enforcement an assault by a student on a school employee. Principals or other supervisors shall not, by threats or in any other manner, intimidate, or attempt to intimidate the school employee from doing so.

Principals must immediately report to law enforcement the following acts when they have personal knowledge or actual notice from school personnel that such acts have occurred on school property, regardless of the age or grade of the perpetrator or victim: (1) assault resulting in serious personal injury; (2) sexual assault; (3) sexual offense; (4) rape; (5) kidnapping; (6) indecent liberties with a minor; (7) assault involving the use of a weapon; (8) possession of a firearm in violation of the law; (9) possession of a weapon in violation of the law; and (10) possession of a controlled substance in violation of the law. A principal who willfully fails to make a required report to law enforcement will be subject to disciplinary action, up to and including dismissal.

The principal or designee shall notify the superintendent or designee in writing or by e-mail of any report made by the principal to law enforcement. Such notice must occur by the end of the workday in which the incident occurred, when reasonably possible, but not

later than the end of the following workday. The superintendent must inform the board of any such reports.

In addition, the principal or designee must promptly notify the parents if a school system employee suspects that any criminal offense has been committed against the parents' child, including but not limited to any of the offenses required to be reported to law enforcement, regardless of where the offense allegedly occurred, unless the incident has been reported to law enforcement or the county child services agency and notification of the parents would impede the investigation.

Certain crimes must be reported to the Department of Public Instruction in accordance with 16 N.C.A.C. 6E .0107.

Legal References: Gun-Free Schools Act, 20 U.S.C. 7961; G.S. 14-17, -18, -27.21, -27.22, -27.24 through -27.27, -27.29, -27.30, -27.33, -32 through -34.10, -39, -87, -202, -202.1, -202.2, -269.2; ch. 90 art. 5; 114A-10; 115C-47(56), -288(g); 16 N.C.A.C. 6E .0107

Cross References: Alternative Learning Programs/Schools (policy 3470/4305), Drugs and Alcohol (policy 4325), Theft, Trespass, and Damage to Property (policy 4330), Assaults and Threats (policy 4331), Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety (policy 4333), School-Level Investigations (policy 4340)

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CRIMINAL BEHAVIOR

Policy Code:

4335

Criminal or other illegal behavior is prohibited. Any student who the principal reasonably believes has engaged in criminal behavior on school premises or at school activities will be subject to appropriate disciplinary action, as stated in applicable board policies, and also may be criminally prosecuted.

School officials shall cooperate fully with any criminal investigation and prosecution. School officials shall independently investigate any criminal behavior that also violates school rules or board policy.

A. STUDENTS CHARGED WITH OR CONVICTED OF CRIMINAL BEHAVIOR

The superintendent and principal may take reasonable or legally required¹ measures to preserve a safe, orderly environment when a student has been charged with or convicted of a serious crime, regardless of whether the alleged offense was committed on school grounds or was related to school activities. Depending upon the circumstances, including the nature of the crime or alleged crime, the child's age, and the publicity within the school community, reasonable or legally required efforts may include changing a student's classroom assignment or transferring the student to another school. Transfer to an alternative school may be made in accordance with the criteria established in policy 3470/4305, Alternative Learning Programs/Schools. The student will continue to be provided with educational opportunities unless and until the student is found to have violated board policy or school rules and is suspended or expelled in accordance with procedures established in board policy.

B. REPORTING CRIMINAL BEHAVIOR

A school employee is permitted to report to law enforcement an assault by a student on a school employee. Principals or other supervisors shall not, by threats or in any other manner, intimidate, or attempt to intimidate the school employee from doing so.²

Principals must immediately report to law enforcement the following acts when they have personal knowledge or actual notice from school personnel that such acts have occurred on school property, regardless of the age or grade of the perpetrator or victim: (1) assault resulting in serious personal injury; (2) sexual assault; (3) sexual offense; (4) rape; (5) kidnapping; (6) indecent liberties with a minor; (7) assault involving the use of a weapon; (8) possession of a firearm in violation of the law; (9) possession of a weapon in violation of the law; and (10) possession of a controlled substance in violation of the law. A principal

¹ A student convicted of cyberbullying a school employee must be transferred to another school, or if there is no other appropriate school in the LEA, to a different class or teacher. The superintendent may modify the transfer on a case-by-case basis. G.S. 115C-366.4.

² See G.S. 115C-289.1.

who willfully fails to make a required report to law enforcement will be subject to disciplinary action, up to and including dismissal.³

The principal or designee shall notify the superintendent or designee in writing or by e-mail of any report made by the principal to law enforcement.⁴ Such notice must occur by the end of the workday in which the incident occurred, when reasonably possible, but not later than the end of the following workday.⁵ The superintendent must inform the board of any such reports.⁶

In addition, the principal or designee must promptly notify the parents if a school system employee suspects that any criminal offense has been committed against the parents' child, including but not limited to any of the offenses required to be reported to law enforcement, regardless of where the offense allegedly occurred, unless the incident has been reported to law enforcement or the county child services agency and notification of the parents would impede the investigation of students who are alleged to be victims of any reported offenses.⁷

Certain crimes must be reported to the Department of Public Instruction in accordance with 16 N.C.A.C. 6E .0107.

Legal References: Gun-Free Schools Act, 20 U.S.C. 7961; G.S. 14-17, -18, -27.21, -27.22, -27.24 through -27.27, -27.29, -27.30, -27.33, -32 through -34.10, -39, -87, -202, -202.1, -202.2, -269.2; ch. 90 art. 5; 114A-10; 115C-47(56), -288(g); 16 N.C.A.C. 6E .0107

Cross References: Alternative Learning Programs/Schools (policy 3470/4305), Drugs and Alcohol (policy 4325), Theft, Trespass, and Damage to Property (policy 4330), Assaults and Threats (policy 4331), Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety (policy 4333), School-Level Investigations (policy 4340)

Issued:

Revised: March 6, 1998; September 24, 1999; June 30, 2008; December 1, 2009; September 30, 2010; September 30, 2011; September 27, 2012; September 30, 2015; September 30, 2016; April 28, 2017; September 30, 2020; March 31, 2021; August 25, 2023

³ This statement is optional.

⁴ G.S. 115C-288(g) only requires such notification for reports involving any of the 10 offenses listed in the statute.

⁵ See G.S. 115C-288(g).

⁶ See G.S. 115C-288(g).

⁷ G.S. 115C-47(56) requires that the board adopt a policy on the notification of parents or guardians of students alleged to be victims of acts that are required to be reported under G.S. 115C-288(g). G.S. 114A-10 gives parents the right to be promptly notified if a school system employee suspects that a criminal offense has been committed against the parent's child, unless the incident has first been reported to law enforcement or the county child welfare agency, and notification of the parent would impede the investigation.

The superintendent shall ensure that all notification and other requirements of state law and the Protection of Pupil Rights Amendment are met, including all legal requirements regarding the surveying of students.

A. SURVEYS INVOLVING PROTECTED TOPICS

1. Definition of Protected Topic Survey

For purposes of this policy, the following are considered a “protected topic”:

- a. political affiliations or beliefs of the student or the student’s parent;
- b. mental or psychological problems of the student or the student’s family;
- c. sex behavior or attitudes;
- d. illegal, anti-social, self-incriminating, or demeaning behavior;
- e. critical appraisals of other individuals with whom respondents have close family relationships;
- f. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- g. religious practices, affiliations, or beliefs of the student or the student’s parent; or
- h. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

For purposes of this policy, a “protected topic survey” is any survey, analysis, or evaluation that reveals information concerning any of the protected topics.

2. Rules Regarding Protected Topic Surveys

a. Protection of Student Privacy

The school system will take measures to protect the identification and privacy of students participating in any protected topic survey. These measures may include limiting access to completed surveys and to survey results, as allowed by law.

b. Parental Notification

The school system will notify parents at the beginning of each school year of the specific or approximate dates of administration of protected topic surveys. At least 10 days prior to the administration of a protected topic survey, parents and eligible students (students who are 18 years of age or older or who are emancipated minors) will be provided the opportunity to review both electronically and in person the process for providing consent to participate in the protected topic survey and the full text of the protected topic survey.

c. Parental Consent

Before a student will be permitted to participate in any protected topic survey, the parent or eligible student must provide prior written consent.

B. WELL-BEING QUESTIONNAIRES AND HEALTH SCREENING FORMS

Before any student well-being questionnaire or health screening form is administered to students in kindergarten through third grade, the principal or designee shall provide parents with a copy of the questionnaire or form and shall inform parents of the means for parents to consent to the use of the questionnaire or form for their children. See also policy 1310/4002, Parental Involvement.

If a well-being questionnaire or health screening form falls under the definition of a protected topic survey, all rules for protected topic surveys, as described above in subsection A.2, also apply.

C. OTHER SURVEYS CREATED BY A THIRD PARTY

Parents and eligible students have the right, upon request, to inspect any other survey created by a third party before the survey is administered or distributed to a student.

D. COLLECTION OF STUDENT DATA FOR MARKETING PURPOSES

The school system generally will not collect, disclose, or use personal student information for the purpose of marketing or selling the information or otherwise providing the information to others for that purpose. However, in the event the board approves a collection, disclosure, or use of personal student information for one of those purposes, the school system will (1) notify parents at the beginning of each school year of the specific or approximate dates of such collection, disclosure, or use, (2) allow parents to inspect any instrument used to collect the information before the instrument is administered or distributed to a student, and (3) offer the parent the opportunity to opt out of the collection, disclosure, or use of the student's personal information.

The preceding rules for the collection, disclosure, and use of personal student information do not apply if the school system collects, discloses, or uses personal information from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as the following:

1. college or other postsecondary education recruitment or military recruitment;
2. book clubs, magazines, and programs providing access to low-cost literary products;
3. curriculum and instructional material used by elementary schools and secondary schools;
4. tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. the sale by students of products or services to raise funds for school-related or education-related activities; and
6. student recognition programs.

E. OTHER RELEVANT POLICIES

In addition to this policy, the board, with parental and community input, has developed other policies concerning surveys and related matters as required by the Protection of Pupil Rights Amendment. These policies include: 1310/4002, Parental Involvement; 3210, Parental Inspection of and Objection to Instructional Materials; 4700, Student Records; and 5240, Advertising in the Schools.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 99; Protection of Pupil Rights Amendment, 20 U.S.C. 1232h; G.S. 115C-36, -76.25(a)(11), -76.45(a)(3), -76.65, -402.15

Cross References: Parental Involvement (policy 1310/4002), Student and Parent Grievance Procedure (policy 1740/4010), Parental Inspection of and Objection to Instructional Materials (policy 3210), Student Discipline Records (policy 4345), Student Records (policy 4700), Advertising in the Schools (policy 5240)

Adopted: September 19, 2005
Updated: November 20, 2007
Updated: October 28, 2008

SURVEYS OF STUDENTS

Policy Code:

4720

The superintendent shall ensure that all notification and other requirements of state law¹ and the Protection of Pupil Rights Amendment² are met, including all legal requirements regarding the surveying of students.³

A. SURVEYS INVOLVING PROTECTED TOPICS

1. Definition of Protected Topic Survey

For purposes of this policy, the following are considered a “protected topic”:

- a. political affiliations or beliefs of the student or the student’s parent;
- b. mental or psychological problems of the student or the student’s family;
- c. sex behavior or attitudes;
- d. illegal, anti-social, self-incriminating, or demeaning behavior;
- e. critical appraisals of other individuals with whom respondents have close family relationships;
- f. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- g. religious practices, affiliations, or beliefs of the student or the student’s parent; or
- h. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

For purposes of this policy, a “protected topic survey” is any survey, analysis, or evaluation that reveals information concerning any of the protected topics.

2. Rules Regarding Protected Topic Surveys ~~Involving Protected Topics~~

- a. Protection of Student Privacy

¹ See G.S. 115C-76.65.

² 20 U.S.C. 1232h.

³ This policy restates legal requirements.

The school system will take measures to protect the identification and privacy of students participating in any protected topic survey ~~concerning any of the protected topics~~. These measures may include limiting access to completed surveys and to survey results, as allowed by law.

b. Parental Notification

The school system will notify parents at the beginning of each school year of the specific or approximate dates of administration of protected topic surveys ~~concerning the protected topics~~.⁴ At least 10 days prior to the administration of a protected topic survey, Parents and eligible students (students who are 18 years of age or older or who are emancipated minors) will be provided the opportunity to review both electronically and in person the process for providing consent to participate in the protected topic survey and the full text of the protected topic survey. ~~have the right to review any survey that concerns one of the protected topics or any instructional materials used in any such survey.~~⁵

c. Parental Consent

Before a student will be permitted ~~is required~~ to participate in any protected topic Department of Education-funded survey, analysis, or evaluation that reveals information concerning a protected topic, the parent or eligible student must provide prior written consent.⁶

~~If prior written consent is not mandated for a survey involving a protected topic (because the survey either is not required or is not funded in whole or part by the Department of Education), the parent or eligible student must be given an opportunity to opt out.~~⁷

B. WELL-BEING QUESTIONNAIRES AND HEALTH SCREENING FORMS⁸

Before any student well-being questionnaire or health screening form is administered to students in kindergarten through third grade, the principal or designee shall provide parents with a copy of the questionnaire or form and shall inform parents of the means for parents to consent to the use of the questionnaire or form for their children. See also policy 1310/4002, Parental Involvement.

⁴ See 20 U.S.C. 1232h(c)(2).

⁵ See G.S. 115C-76.65(b) and 20 U.S.C. 1232h(c)(1)(B).

⁶ See G.S. 115C-76.65 and 20 U.S.C. 1232h(b).

⁷ See 20 U.S.C. 1232h(c)(2)(A)(ii); see also Protection of Pupil Rights Amendment Guidance, SPPO-21-01 (U.S. DOE January 2021), available at https://studentprivacy.ed.gov/sites/default/files/resource_document/file/20-0379.PPRA-508-0.pdf.

⁸ See G.S. 115C-76.45(a)(3).

If a well-being questionnaire or health screening form falls under the definition of a protected topic survey, all rules for protected topic surveys, as described above in subsection A.2, also apply.

B.C. OTHER SURVEYS CREATED BY A THIRD PARTY SURVEYS

Parents and eligible students have the right, upon request, to inspect any other survey created by a third party before the survey is administered or distributed to a student.⁹

C.D. COLLECTION OF STUDENT DATA FOR MARKETING PURPOSES

The school system generally will not collect, disclose, or use personal student information for the purpose of marketing or selling the information or otherwise providing the information to others for that purpose.¹⁰ However, in the event the board approves a collection, disclosure, or use of personal student information for one of those purposes, the school system will (1) notify parents at the beginning of each school year of the specific or approximate dates of such collection, disclosure, or use,¹¹ (2) allow parents to inspect any instrument used to collect the information before the instrument is administered or distributed to a student,¹² and (3) offer the parent the opportunity to opt out of the collection, disclosure, or use of the student's personal information.¹³

The preceding rules for the collection, disclosure, and use of personal student information do not apply if the school system collects, discloses, or uses personal information from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as the following:¹⁴

1. college or other postsecondary education recruitment or military recruitment;
2. book clubs, magazines, and programs providing access to low-cost literary products;
3. curriculum and instructional material used by elementary schools and secondary schools;
4. tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;

⁹ See 20 U.S.C. 1232h(c)(1)(A)(i).

¹⁰ See 20 U.S.C. 1232h(c)(1)(E).

¹¹ See 20 U.S.C. 1232h(c)(2)(B).

¹² See 20 U.S.C. 1232h(c)(1)(F).

¹³ See 20 U.S.C. 1232h(c)(2)(A)(ii).

¹⁴ See 20 U.S.C. 1232h(c)(4)(A).

5. the sale by students of products or services to raise funds for school-related or education-related activities; and
6. student recognition programs.

D.E. OTHER RELEVANT POLICIES

In addition to this policy, the board, with parental and community input, has developed other policies concerning surveys and related matters as required by the Protection of Pupil Rights Amendment. These policies include: 1310/4002, Parental Involvement; 3210, Parental Inspection of and Objection to Instructional Materials; 4700, Student Records; and 5240, Advertising in the Schools.¹⁵

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 99; Protection of Pupil Rights Amendment, 20 U.S.C. 1232h; G.S. 115C-36, -76.25(a)(11), -76.45(a)(3), -76.65, -402.15

Cross References: Parental Involvement (policy 1310/4002), Student and Parent Grievance Procedure (policy 1740/4010), Parental Inspection of and Objection to Instructional Materials (policy 3210), Student Discipline Records (policy 4345), Student Records (policy 4700), Advertising in the Schools (policy 5240)

Issued: July 15, 2005

Revised: August 1, 2007; June 30, 2008; September 30, 2021; August 25, 2023

¹⁵ See 20 U.S.C. 1232h(c)(1) for the complete list of required local policies.

A. STUDENT HEALTH SERVICES GENERALLY

The board will provide health services to students as required by law. State law authorizes school employees to administer medication prescribed by a health care practitioner upon the written request of the parents; give emergency health care when reasonably apparent circumstances indicate that any delay would seriously worsen the physical condition or endanger the life of the student; and perform any other first aid or lifesaving technique in which training has been provided to school employees. A registered nurse will be available to provide assessment, care planning, and ongoing evaluation of students with special health care service needs in the school setting.

The superintendent may develop procedures or delegate the development of procedures to each principal for providing these health services and meeting the board requirements listed below.

1. The principal shall determine at the beginning of each school year prior to the beginning of classes, and thereafter as circumstances require, which employees will be selected to participate in the health services program. The principal shall inform his or her staff about which health services duties are delegated to which employees.
2. Any employee designated to provide health care services must receive appropriate training.
3. Health manuals prepared by the governing state agencies must be followed in developing appropriate procedures and for determining which tasks must be performed by registered nurses.
4. Procedures must be consistent with all related board policies, including policy 4230, Communicable Diseases – Students, and policy 6125, Administering Medicines to Students.
5. Procedures must be consistent with state and federal law for students with disabilities, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The *Policies Governing Services for Children with Disabilities* will be followed, as applicable.
6. Procedures must be consistent with guidelines adopted by the State Board of Education under G.S. 115C-12(31) to serve students with diabetes, including developing and implementing individual diabetes care plans for such students and providing information and training to school personnel to appropriately support and assist such students, in accordance with their individual diabetes care plans.

7. Written information maintained by the school or school personnel regarding a student's medicinal and health needs is confidential. Parents and students must be accorded all rights provided by the Family Educational Rights and Privacy Act (FERPA) and state confidentiality laws. Any employee who violates the confidentiality of the records may be subject to disciplinary action.
8. School personnel must obtain parental consent for medical services as required by law. Parents will be notified of their rights in accordance with policy 1310/4002, Parental Involvement.
9. Health professionals will be consulted in the development of health services. Opportunities also will be provided for input from staff, parents, and students on the health services provided.

B. SCHOOL SYSTEM MENTAL HEALTH PLAN

The superintendent shall develop a school-based mental health plan that includes a mental health training program and suicide risk referral protocol that satisfies the requirements of State Board of Education Policy SHLT-003. The superintendent shall submit the plan to the board for approval and direct implementation of the plan within all applicable deadlines.

By September 15 of each year, the superintendent shall report to the Department of Public Instruction on (1) the content of the school system's mental health plan, including the mental health training program and suicide risk referral protocol, and (2) the school system's prior school year compliance with the requirements of State Board of Education Policy SHLT-003. The board will review the components of the school system's mental health plan at least every five years, starting August 1, 2025, and will update the mental health plan in accordance with any updated requirements provided by the State Board of Education.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12134, 28 C.F.R. pt. 35; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), -794, 34 C.F.R. pt. 104; G.S. 90-21.10B; 115C-12(12), -12(31), -36, -307(c), -375.1, -375.3, -376.5; 16 N.C.A.C. 6D .0402; 21 N.C.A.C. 36 .0221, .0224; *Policies Governing Services for Children with Disabilities*, State Board of Education Policies EXCP-000, SHLT-003

Cross References: Parental Involvement (policy 1310/4002), Communicable Diseases – Students (policy 4230), Student Records (policy 4700), Administering Medicines to Students (policy 6125)

Adopted: June 25, 2001
Revised: April 14, 2003
Revised: January 24, 2005
Updated: August 22, 2005

Updated: March 27, 2006
Updated: January 22, 2007
Updated: January 31, 2008
Updated: October 28, 2008
Updated: September 22, 2009
Updated: January 25, 2011
Updated: February 28, 2012
Updated: September 24, 2013
Updated: October 28, 2014
Updated: November 29, 2016
Updated: April 25, 2017
Updated: October 30, 2017
Updated: October 23, 2018
Updated: December 16, 2019
Updated: October 27, 2020
Updated: October 26, 2021

STUDENT HEALTH SERVICES

Policy Code:

6120

A. STUDENT HEALTH SERVICES GENERALLY

¹The board will provide health services to students as required by law.² State law authorizes school employees to ~~may~~ administer medication prescribed by a health care practitioner ~~only~~ upon the written request of the parents; give emergency health care when reasonably apparent circumstances indicate that any delay would seriously worsen the physical condition or endanger the life of the student; and perform any other first aid or lifesaving technique in which training has been provided to school employees.³ A registered nurse ~~also~~ will be available to provide assessment, care planning, and ongoing evaluation of students with special health care service needs in the school setting.⁴

The superintendent may develop procedures or delegate the development of procedures to each principal for providing these health services and meeting the board requirements listed below.

1. The principal shall determine at the beginning of each school year prior to the beginning of classes, and thereafter as circumstances require, which employees will be selected to participate in the health services program. The principal shall inform his or her staff about which health services duties are delegated to which employees.
2. Any employee designated to provide health care services must receive appropriate training.
3. Health manuals prepared by the governing state agencies must be followed in developing appropriate procedures and for determining which tasks must be performed by registered nurses.⁵

¹ This policy primarily addresses legal requirements related to student health services. Local boards may choose to expand the policy to more fully describe available services. Depending on services provided, the board may want to consider more fully addressing parental consent to services.

² Please note that G.S. 90-21.10B contains language that prohibits health care practitioners, which includes school employees authorized under state law to perform health care services as part of their job, from providing, soliciting, or arranging medical procedures or treatments for a minor without first obtaining written or documented consent from that minor child's parent. That law goes into effect on December 1, 2023. We recommend that the board discuss the implications of that new law with its board attorney.

³ Under G.S. 115C-375.1, "[n]o employee, however, shall be required to administer drugs or medication or attend lifesaving techniques programs." The board may choose to include this information in the policy.

⁴ See 16 N.C.A.C. 6D .0402.

⁵ References to particular manuals may be included, such as the North Carolina School Health Program Manual, published by the N.C. Department of Health and Human Services, Division of Public Health.

4. Procedures must be consistent with all related board policies, including policy 4230, Communicable Diseases – Students, and policy 6125, Administering Medicines to Students.
5. Procedures must be consistent with state and federal law for students with disabilities, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The *Policies Governing Services for Children with Disabilities* will be followed, as applicable.
6. Procedures must be consistent with guidelines adopted by the State Board of Education under G.S. 115C-12(31) to serve students with diabetes, including developing and implementing individual diabetes care plans for such students and providing information and training to school personnel to appropriately support and assist such students, in accordance with their individual diabetes care plans.
7. Written information maintained by the school or school personnel regarding a student's medicinal and health needs is confidential. Parents and students must be accorded all rights provided by the Family Educational Rights and Privacy Act (FERPA) and state confidentiality laws. Any employee who violates the confidentiality of the records may be subject to disciplinary action.
8. School personnel must obtain parental consent for medical services as required by law. Parents will be notified of their rights in accordance with policy 1310/4002, Parental Involvement.
9. Health professionals will be consulted in the development of health services. Opportunities also will be provided for input from staff, parents, and students on the health services provided.

B. SCHOOL SYSTEM MENTAL HEALTH PLAN

The superintendent shall develop a school-based mental health plan that includes a mental health training program and suicide risk referral protocol that satisfies the requirements of State Board of Education Policy SHLT-003. The superintendent shall submit the plan to the board for approval and direct implementation of the plan within all applicable deadlines.⁶

By September 15 of each year, the superintendent shall report to the Department of Public Instruction on (1) the content of the school system's mental health plan, including the mental health training program and suicide risk referral protocol, and (2) the school system's prior school year compliance with the requirements of State Board of Education

⁶ Session Law 2020-7 established a deadline of July 1, 2021, for the board to adopt its initial school-based health plan. Employees must receive required training within six months of employment and subsequent trainings the next school year and annually thereafter.

Policy SHLT-003. The board will review the components of the school system's mental health plan at least every five years, starting August 1, 2025, and will update the mental health plan in accordance with any updated requirements provided by the State Board of Education.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12134, 28 C.F.R. pt. 35; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), -794, 34 C.F.R. pt. 104; G.S. 90-21.10B; 115C-12(12), -12(31), -36, -307(c), -375.1, -375.3, -376.5; 16 N.C.A.C. 6D .0402; 21 N.C.A.C. 36 .0221, .0224; *Policies Governing Services for Children with Disabilities*, State Board of Education Policies EXCP-000, SHLT-003

Cross References: Parental Involvement (policy 1310/4002), Communicable Diseases – Students (policy 4230), Student Records (policy 4700), Administering Medicines to Students (policy 6125)

Issued: June 1997

Revised: May 7, 2004; January 31, 2006; April 28, 2009; January 27, 2012; November 13, 2015; April 28, 2017; September 29, 2017; September 30, 2019; March 31, 2021; August 25, 2023

For students to succeed, all school employees must approach their responsibilities conscientiously, always remembering that the ultimate responsibility of the school system is to provide students with the opportunity to receive a sound basic education.

All school employees shall:

1. be familiar with, support, comply with and, when appropriate, enforce board policies, administrative procedures, school rules, and applicable laws;
2. attend to the safety and welfare of students, including the need to provide appropriate supervision of students;
3. demonstrate integrity, respect, and commitment to the truth through attitudes, behavior, and communications with others;
4. address or appropriately direct any complaints concerning school employees, the school program, or school operations;
5. support and encourage good school-community relations in all interactions with students, parents, and members of the community; and
6. support parents in effectively participating in their child's education and never encourage or coerce a child to withhold information from a parent.

Employees shall notify the assistant superintendent for human resources if they are arrested for, charged with or convicted of a criminal offense (including entering a plea of guilty or *nolo contendere*) other than a minor traffic violation (i.e., speeding, parking, or a lesser violation). Notice must be in writing, must include all pertinent facts, and must be delivered to the assistant superintendent for human resources no later than the next scheduled business day following the arrest, charge, or conviction, unless the employee is hospitalized or incarcerated, in which case the employee must report the alleged violation within 24 hours after his or her release. Upon judicial action in the matter, the employee must report the disposition and pertinent facts in writing to the assistant superintendent for human resources no later than the next business day following adjudication.

In addition, all driver education instructors must immediately report to the board any conviction that results in three or more points, and any conviction that could cause suspension or revocation of the driver license in any state. The board will notify the Department of Public Instruction when an instructor loses his or her privilege to drive in North Carolina or any other state. The superintendent or designee shall conduct annual checks of the driving records of all driver education instructors.

Failure by an employee to provide timely notice as described in this policy may lead to disciplinary

action up to, and including, dismissal.

Legal References: G.S. 114A-20; 115C-47, -307, -308; State Board of Education Policies DRIV-003, DRIV-004

Cross References:

Adopted: June 25, 2001
Updated: August 26, 2008
Updated: October 23, 2018

STAFF RESPONSIBILITIES

Policy Code:

7300

For students to succeed, all school employees must approach their responsibilities conscientiously, always remembering that the ultimate responsibility of the school system is to provide students with the opportunity to receive a sound basic education.¹

All school employees shall:²

1. be familiar with, support, comply with and, when appropriate, enforce board policies, administrative procedures, school rules, and applicable laws;
2. attend to the safety and welfare of students, including the need to provide appropriate supervision of students;
3. demonstrate integrity, respect, and commitment to the truth through attitudes, behavior, and communications with others;
4. address or appropriately direct any complaints concerning school employees, the school program, or school operations; ~~and~~
5. support and encourage good school-community relations in all interactions with students, parents, and members of the community; and
6. support parents in effectively participating in their child's education and never encourage or coerce a child to withhold information from a parent.³

Employees shall notify the assistant superintendent for human resources⁴ if they are arrested for, charged with or convicted of a criminal offense (including entering a plea of guilty or *nolo contendere*) other than a minor traffic violation (i.e., speeding, parking, or a lesser violation). Notice must be in writing, must include all pertinent facts, and must be delivered to the assistant superintendent for human resources⁵ no later than the next scheduled business day following the arrest, charge, or conviction, unless the employee is hospitalized or incarcerated, in which case the employee must report the alleged violation within 24 hours after his or her release. Upon judicial

¹ Other board mission statements or objectives may be added.

² This list may be expanded or limited. A shorter list may be preferable for training purposes. Other requirements could include the following:

- ———faithfully and promptly attend work;
- ———diligently and promptly submit required reports;
- ———comply with the employee dress code; and
- ———maintain and protect school property.

³ G.S. 114A-20 states that employees who encourage, coerce, or attempt to encourage or coerce a child to withhold information from his or her parent may be subject to disciplinary action.

⁴ Replace “assistant superintendent for human resources” with the appropriate employee in your school system.

⁵ Replace “assistant superintendent for human resources” with the appropriate employee in your school system.

action in the matter, the employee must report the disposition and pertinent facts in writing to the assistant superintendent for human resources⁶ no later than the next business day following adjudication.

In addition, all driver education instructors must immediately report⁷ to the board any conviction that results in three or more points, and any conviction that could cause suspension or revocation of the driver license in any state.⁸ The board will notify the Department of Public Instruction when an instructor loses his or her privilege to drive in North Carolina or any other state.⁹ The superintendent or designee shall conduct annual checks of the driving records of all driver education instructors.¹⁰

Failure by an employee to provide timely notice as described in this policy may lead to disciplinary action up to, and including, dismissal.

Legal References: G.S. 114A-20; 115C-47, -307, -308; State Board of Education Policies DRIV-003, DRIV-004

Cross References:

Issued:

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⁶ Replace “assistant superintendent for human resources” with the appropriate employee in your school system.

⁷ The board may add specifications for how the instructor is to report to the board. For example, such reports could be filed with the board chair on a specified form.

⁸ See Section II of State Board of Education (SBE) Policy DRIV-003.

⁹ See subsection II.11 of SBE Policy DRIV-004.

¹⁰ Section II of SBE Policy DRIV-003 requires local boards of education to create a process for checking driving records for instructors annually.