

Comprehensive Progress Report

Mission: Statesville High School will partner with community stakeholders to prepare all students to become tomorrow’s leaders within the 21st Century global society by closing the educational gaps through a rigorous, intercultural and international education that promotes inquisitive, compassionate, lifelong learners.

Vision: All students will be provided the opportunity to experience a rigorous and engaging secondary education in order to be successful and productive community members in their post-secondary endeavors.

Goals:

For the 2024-2025 school year: By the end of 2025 we will seek to attain 35% combined proficiency in Biology, English II, Math I, and Math III.

For 2024-2025, we will work to build school culture through consistent communication with all Statesville High School stakeholders.



! = Past Due Objectives

KEY = Key Indicator

| Core Function: | | Domain 1: Turnaround Leadership | | | |
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| Effective Practice: | | Practice 1A: Prioritize improvement and communicate its urgency | | | |
| 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> | | Leadership team is firmly in place, as well as SIT. Both bodies meet regularly, as prescribed. Minutes are shared with SIT and process manager, as well as admin team, archives and posts minutes in NC Star. Leadership team has an organized, consistent schedule for all meetings throughout all academic areas in the school. We currently have student representation and we are still seeking community / parent representation at SIT meetings. | Limited Development 09/28/2016 | | |
| <i>How it will look when fully met:</i> | | Administration will lead and create organized schedules for smooth operation of school and carrying out its SIP. The SIT will have attendance from a variety of stakeholders - community members, student body, and other members of the represented departments. | | Chad Parker | 05/30/2025 |
| Actions | | | 10 of 14 (71%) | | |
| | 9/21/20 | SIT meetings will occur monthly as prescribed by administration. | Complete 06/03/2021 | Chad Parker | 06/04/2021 |
| <i>Notes:</i> | | | | | |
| | 10/15/20 | Each department SIT representative will attend each SIT meeting and report issues and opinions from their department. | Complete 06/10/2022 | Stewart Kincaid | 06/04/2022 |
| <i>Notes:</i> | | Every department will have noticed / appreciated participation in the SIT to demonstrate their stake in the school's success. | | | |
| | 10/15/20 | Community member and student body representation will be present and voiced during SIT meetings. | Complete 06/10/2022 | Helen McDonald | 06/10/2022 |
| <i>Notes:</i> | | Our goal is to first secure membership and participation from a community member and student body, who will attend a goal of at least one SIT meeting in the 2020-21 school year. | | | |
| | 9/2/21 | SIT team set the goals for all committees. | Complete 06/10/2022 | Chad Parker | 06/10/2022 |
| <i>Notes:</i> | | | | | |
| | 9/2/21 | Staff issue bin has been created to consistently review school processes. SIT team will review suggestions and implementation. | Complete 06/10/2022 | Christopher Scholl | 06/10/2022 |
| <i>Notes:</i> | | | | | |
| | 8/25/22 | The SIT team meets monthly as prescribed by NC State Law | Complete 06/12/2023 | Lisa Tucker | 06/09/2023 |
| <i>Notes:</i> | | | | | |

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| 8/25/22 | All departments are represented in SIT meetings along with parent and student representation. | Complete 06/12/2023 | Chad Parker | 06/09/2023 |
| <i>Notes:</i> | | | | |
| 8/25/22 | Committees meet monthly to review and implement SIT goals | Complete 06/12/2023 | Chad Parker | 06/09/2023 |
| <i>Notes:</i> | | | | |
| 8/25/22 | SIT reviews committee PDSA's to provide feedback to ensure continuous improvement | Complete 06/12/2023 | Chad Parker | 06/09/2023 |
| <i>Notes:</i> | | | | |
| 6/13/23 | The AVID team will meet monthly to plan faculty meeting PD to ensure implementation of AVID practices across the school | Complete 01/05/2024 | Carlotta Chambers-Ramseur | 12/19/2023 |
| <i>Notes:</i> | | | | |
| 6/13/23 | The Leadership Team will meet weekly to review instructional practices, teachers that are in need of assistance will be referred for additional assistance from the content coaches | | Chad Parker | 12/20/2024 |
| <i>Notes:</i> | | | | |
| 6/13/23 | SIT team will meet monthly to review the Academic, Behavior, and Attendance PDSA's with action item recommendations for each team to adjust instruction, behavior expectations, and attendance expectations. | | Christopher Scholl | 12/20/2024 |
| <i>Notes:</i> | | | | |
| 6/13/23 | The Instructional Leadership team will meet weekly to conduct classroom walkthroughs and provide support for staff | | Chad Parker | 12/20/2024 |
| <i>Notes:</i> | | | | |
| 6/13/23 | PLC's, with admin attending, will meet weekly to plan and review student data in order to plan for their reteach/retest plan. | | Christopher Scholl | 12/20/2024 |
| <i>Notes:</i> | | | | |

| | 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 |
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| Initial Assessment: | | | For the 2023-24 school year, we will implement a Freshman Academy. This model will allow students to take year long classes in close proximity to each other to ensure teacher's initiate a team approach to assisting students. | Limited Development 06/13/2023 | | |
| How it will look when fully met: | | | Reduced retention rates | | Christopher Scholl | 05/30/2025 |
| Actions | | | | 4 of 8 (50%) | | |
| | 6/13/23 | Create PLC meeting schedule to ensure Teacher Teams are meeting regularly | | Complete 01/05/2024 | Christopher Scholl | 08/30/2023 |
| <i>Notes:</i> | | | | | | |
| | 6/13/23 | Create a duty roster to ensure student supervision | | Complete 01/05/2024 | Lisa Tucker | 12/19/2023 |
| <i>Notes:</i> | | | | | | |
| | 6/13/23 | Build master schedule to allow for duty free planning | | Complete 05/24/2024 | Chad Parker | 05/24/2024 |
| <i>Notes:</i> | | | | | | |
| | 8/24/23 | Freshman teachers will meet monthly to identify potential student issues and determine supports needed for each student. | | Complete 05/24/2024 | Regina Rhodes-Steele | 05/24/2024 |
| <i>Notes:</i> | | | | | | |
| | 6/3/24 | AP creates a duty roster to ensure staff/student safety and supervision. Admin will monitor daily duty schedule to ensure staff is present at their assigned duty location. | | | Lisa Tucker | 08/10/2024 |
| <i>Notes:</i> | | | | | | |
| | 6/3/24 | Admin team will create a PLC schedule to ensure teacher teams are meeting weekly to review content and student progress. Admin will ensure all teachers are present each week at PLC's. | | | Regina Rhodes-Steele | 08/10/2024 |
| <i>Notes:</i> | | | | | | |
| | 6/3/24 | Admin will create a committee meeting schedule to ensure school goals (increase in proficiency/growth, improved attendance, and reduced ODR's) are addressed with improvement suggestions utilized in monthly faculty meetings. | | | Regina Rhodes-Steele | 08/12/2024 |
| <i>Notes:</i> | | | | | | |
| | 6/3/24 | Admin team creates a master schedule to ensure courses are assigned to teachers (based on EVAAS) to promote proficiency and growth | | | Chad Parker | 08/12/2024 |

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| Core Function: | | Domain 1: Turnaround Leadership | | | |
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| Effective Practice: | | Practice 1B: Monitor short-and long-term goals | | | |
| 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> | | Created observation and CWT schedules to ensure building coverage each week. | Limited Development 09/21/2020 | | |
| <i>How it will look when fully met:</i> | | Administrators will complete five CWT's weekly. Observations and Post-Conferences completed on time for each teacher. Peer CWT schedule will be completed and teachers assigned to a Pod system | | Chad Parker | 05/30/2025 |
| Actions | | | 9 of 13 (69%) | | |
| | 9/21/20 | Admin will create a weekly CWT schedule to ensure building coverage each week. | Complete 06/03/2021 | Chad Parker | 06/04/2021 |
| <i>Notes:</i> | | | | | |
| | 9/21/20 | Observation schedule created to ensure all observations are completed on time. | Complete 06/03/2021 | Chad Parker | 06/04/2021 |
| <i>Notes:</i> | | | | | |
| | 9/21/20 | Administration will provide consistent feedback to teachers after each CWT or observation. | Complete 06/10/2022 | Chad Parker | 06/10/2022 |
| <i>Notes:</i> | | | | | |
| | 9/2/21 | Teachers will conduct Peer CWT's to provide feedback based on quarterly schedule. | Complete 06/10/2022 | Lisa Tucker | 06/10/2022 |
| <i>Notes:</i> Schedule was created based on the provided Rigor/Relevance framework provided by the district. | | | | | |
| | 8/25/22 | Administrators will provide timely feedback after each observation and CWT | Complete 06/12/2023 | Chad Parker | 06/09/2023 |
| <i>Notes:</i> | | | | | |
| | 8/25/22 | All teachers will complete Peer CWT's each month. | Complete 06/12/2023 | Christopher Scholl | 06/09/2023 |
| <i>Notes:</i> Teachers have been placed into PODS to allow beginning and experienced teachers to work and grow each other this school year | | | | | |

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| 1/19/23 | Master teachers will utilize the Get Better Faster Model for ongoing coaching support. | Complete 06/12/2023 | Christopher Scholl | 06/10/2023 |
| <i>Notes:</i> | | | | |
| 6/13/23 | Master Teachers will be assigned a cohort of teachers to grow instructional practices | Complete 05/24/2024 | Jovita Webb-Monroe | 05/24/2024 |
| <i>Notes:</i> | | | | |
| 8/11/23 | Administrators will provide instructional feedback based on classroom observations (24 hours for a CWT and less than 10 days for a formal observation) | Complete 05/24/2024 | Chad Parker | 05/24/2024 |
| <i>Notes:</i> | | | | |
| 6/13/23 | Principal will create a CWT schedule to ensure consistent feedback on instructional practices. Admin will be expected to complete no less than 5 CWT's each week. | | Chad Parker | 08/12/2024 |
| <i>Notes:</i> | | | | |
| 6/13/23 | Principal will create an observation schedule to ensure every teacher is observed during the scheduled window provided by HR. | | Chad Parker | 08/23/2024 |
| <i>Notes:</i> | | | | |
| 6/13/23 | The ILT committee will conduct weekly CWT's to provide ongoing observation and feedback. ILT team will discuss classroom observations and determine areas to be addressed during weekly PLC. | | Amanda Freeze | 12/20/2024 |
| <i>Notes:</i> | | | | |
| 6/3/24 | All staff will conduct monthly CWT's to observe best practices and generate PD ideas for the following faculty meetings. Content derived will be based on school-wide usage of DOK and academic monitoring to be reviewed each month in faculty meetings as well as during weekly PLC meetings. | | Lisa Tucker | 12/20/2024 |
| <i>Notes:</i> | | | | |

| Core Function: | | Domain 2: Talent Development | | | |
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| Effective Practice: | | Practice 2A: Recruit, develop, retain, and sustain talent | | | |
| 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> | | While we have reduced teacher turnover, with our bonus structure we are recruiting new staff to SHS. We currently have twenty-three former Statesville graduates on staff. | Limited Development 08/11/2023 | | |
| <i>How it will look when fully met:</i> | | We will have a fully staffed faculty, while reducing the number of beginning teacher (teachers within their first 3 years). | | Chad Parker | 05/30/2025 |
| Actions | | | 0 of 2 (0%) | | |
| | 8/11/23 | Create a Teacher of the Month Program to recognize an outstanding staff member each month. Staff will be recognized via social media and with a certificate. | | Lisa Tucker | 05/23/2025 |
| <i>Notes:</i> Restart flexibility: budget | | | | | |
| | 8/11/23 | Use budget flexibility to provide teachers a \$2500 retention bonus | | Chad Parker | 05/30/2025 |
| <i>Notes:</i> Restart: Budget flexibility used in the 2024-2025 school year | | | | | |

| Core Function: | | Domain 2: Talent Development | | | |
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| Effective Practice: | | Practice 2B: Target professional learning opportunities | | | |
| KEY | C2.01 | The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | LEA: Early Release Professional Development addresses some of the PD needs for schools in regard to school and classroom performance data. Classroom observation data/ PDP is utilized by leadership to make some decisions about school professional development. School: PLCs meet weekly to discuss academic and behavioral data of students; share best practices and design lessons. | Limited Development 09/28/2016 | | |
| <i>How it will look when fully met:</i> | | School Improvement teams and PLCs will be conducting research to identify and select best practices, which will be implemented based on identified school and teacher needs. A process will be established to review CWT data, to inform staff development for the district and within individual schools. Differentiated PD would be provided for teachers based on individual growth plans, CWT and observation data. Increased access would be provided for teachers and leadership to access current research. Increased communication regarding research conducted throughout the district will be made available to school leadership teams and teachers to inform professional development. School Administrative Teams will Review how data is used and how time in classrooms and daily schedules are structured. The school's SIP and PD plan, trend data, leveled CWT data, and EVAAS data will inform professional development for individual teachers, groups of teachers, schools, and the district. During Quarterly site visits, by Executive Cabinet, Executive Director, and Director of Curriculum Support, school teams will report out on identified indicators in supporting classroom walk through, classroom observation data, discipline data, formative student achievement data (including but not limited to benchmarks, quarterly failure lists, dropout lists, I-Ready data, and Reading and Math 3D data.) Executive Directors will communicate expectations for report outs and monitor for fidelity of implementation. | | Chad Parker | 05/30/2025 |
| <i>Actions</i> | | | 17 of 21 (81%) | | |
| | 10/5/16 | Develop schedules for quarterly site visits and data analysis | Complete 04/12/2017 | Melanie Taylor | 03/31/2017 |
| <i>Notes:</i> | | | | | |
| | 10/5/16 | Establish quarterly process and template to analyze CWT data for trends. SWOT will be done quarterly per CWT timeline starting 2nd quarter. | Complete 08/08/2017 | Jed Stus | 12/31/2017 |

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| | <i>Notes:</i> | | | |
| 10/5/16 | Utilize the data obtained through analysis to determine PD needs | Complete 08/08/2017 | Jonathan Ribbeck | 01/31/2018 |
| | <i>Notes:</i> Real time completion will by systematically revisted Keys To Literacy Letterland Keys to Vocabulary Math Foundations TransMath Corrective Reading SIP planning MTSS best practices - behavior and tier I Learning by Doing | | | |
| 10/5/16 | Select research based professional development opportunities | Complete 08/08/2017 | Jed Stus | 01/31/2018 |
| | <i>Notes:</i> Real time completion will by systematically revisted Keys To Literacy Letterland Keys to Vocabulary Math Foundations TransMath Corrective Reading SIP planning MTSS best practices - behavior and tier I Learning by Doing | | | |
| 12/9/16 | Develop continuum of professional development opportunities | Complete 08/08/2017 | Jed Stus | 01/31/2018 |
| | <i>Notes:</i> Real time completion will by systematically revisted Keys To Literacy Letterland Keys to Vocabulary Math Foundations TransMath Corrective Reading SIP planning MTSS best practices - behavior and tier I Learning by Doing | | | |
| 9/21/20 | Administration looks at performance data | Complete 06/03/2021 | Chad Parker | 06/04/2021 |
| | <i>Notes:</i> | | | |
| 9/21/20 | Admin team reviews observation data weekly | Complete 06/03/2021 | Chad Parker | 06/04/2021 |

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| | <i>Notes:</i> | | | |
| 9/21/20 | School Improvement Team reviews performance and walk-through data to determine school improvement needs. | Complete 06/10/2022 | Stewart Kincaid | 06/10/2022 |
| | <i>Notes:</i> This will be large focus of the 2021-22 school year's SIP. SIT and ILT will work closely and collaboratively to ensure that best and most rigorous practices are implemented in every classroom and monitored, and analyzed, by the SIT in order to meet growth and achievement goals. ILT will meet twice a month as opposed to once a month. | | | |
| 9/9/21 | ILT will provide the SIT team with PD ideas based on goals set by the SIT team. | Complete 06/10/2022 | Bernadette Thomas | 06/10/2022 |
| | <i>Notes:</i> | | | |
| 8/25/22 | All teams (SIT and committees) will review performance data, discipline data and NCTWCS data to set team goals for continuous improvement. Specific data for white, black and economically disadvantaged students will be reviewed | Complete 02/16/2023 | Chad Parker | 01/26/2023 |
| | <i>Notes:</i> | | | |
| 8/25/22 | Committees will adjust their implementation plans based on data using the PDSA process | Complete 06/12/2023 | Chad Parker | 06/09/2023 |
| | <i>Notes:</i> | | | |
| 8/25/22 | Leadership team will work with the content coaches and master teachers to address areas for growth based on CWT data | Complete 06/12/2023 | Christopher Scholl | 06/09/2023 |
| | <i>Notes:</i> | | | |
| 8/25/22 | EOC PLC's will review CFA and check in data with their department administrator and content coach to determine remediation strategies to ensure standards mastery specifically for white, black and economically disadvantaged students. | Complete 06/12/2023 | Christopher Scholl | 06/09/2023 |
| | <i>Notes:</i> Restart - Budget flexibility - content coaches are paid with restart funds | | | |
| 6/13/23 | ILT committee will adjust level of support based on Academic PDSA data | Complete 01/05/2024 | Christopher Scholl | 12/19/2023 |
| | <i>Notes:</i> | | | |
| 6/13/23 | The Leadership Team and the ILT committee will review testing data to develop and implement a school-wide vocabulary and writing program | Complete 01/05/2024 | Christopher Scholl | 12/19/2023 |
| | <i>Notes:</i> | | | |
| 6/13/23 | The AVID team will provide PD to support gap areas based on EVAAS and check in data | Complete 01/05/2024 | Regina Rhodes-Steele | 12/19/2023 |
| | <i>Notes:</i> | | | |

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| 6/13/23 | The leadership team will work with the mentors and master teachers to provide instructional support based on observation data | Complete 05/24/2024 | Chad Parker | 05/24/2024 |
| <i>Notes:</i> | | | | |
| 6/3/24 | Weekly PLC Data Check Ins will take place to ensure data is being used in classrooms and with students. Staff will utilize the PLC data form to address mastery per standard, most missed items, and remediation plan. | | Christopher Scholl | 05/23/2025 |
| <i>Notes:</i> | | | | |
| 6/3/24 | EVASS Data and Check-ins will be utilized on a regular basis in PLCs and in departments. Data templates to track student progress as it relates to their projected percentile with reteach plans developed. | | Christopher Scholl | 05/23/2025 |
| <i>Notes:</i> | | | | |
| 6/3/24 | Teachers will review data with students to determine common errors to promote standard mastery. | | Christopher Scholl | 05/23/2025 |
| <i>Notes:</i> | | | | |
| 6/3/24 | Leadership will review classroom walkthrough data to address both specific classroom issues as well as whole school issues to be addressed in: faculty meetings, PLC's, and with dept. chairs to ensure staff members are meeting instructional expectations (DOK, academic monitoring). | | Chad Parker | 05/23/2025 |
| <i>Notes:</i> | | | | |

| Core Function: | | Domain 3: Instructional Transformation | | | |
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| Effective Practice: | | Practice 3A: Diagnose and respond to student learning needs | | | |
| KEY | A4.01 | The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | <p>Teachers in all content areas are incorporating WICOR and AVID strategies in classrooms while using CKH to ensure that both classroom management and content delivery techniques for student learning and retention are most effective and conducive to creating optimal student learning environments and success at Statesville High School.</p> <p>Teachers, guidance, and administration are working collaboratively to ensure all students are highly engaged in all their classes.</p> | Limited Development 09/28/2016 | | |
| <i>How it will look when fully met:</i> | | <p>During class walkthroughs and observations, 100% of our teachers will have lesson plans ready and visible for administration. Teacher lesson plans will demonstrate performance based objectives for students that utilizing the teaching of skills needed for rigorous student learning in accordance with Bloom's and Costa's taxonomies.</p> <p>All students will be challenged to complete rigorous coursework that is challenging and engaging. This will be measurable by monitoring teacher CANVAS course accounts--job of admin, content coaches, and PLC's to monitor-- where standards aligned, literacy based, rigorous coursework will be apparent. SIT and admin will monitor through analyzing formal observation reports and walkthrough data.</p> | | Christopher Scholl | 05/30/2025 |
| Actions | | | 46 of 53 (87%) | | |
| | 3/13/17 | Comprehensive Needs Assessment by DPI will take place March 28-29 | Complete 03/28/2017 | LT | 04/01/2017 |
| | <i>Notes:</i> | | | | |
| | 3/13/17 | Fall Matrix build off student enrollment and performance | Complete 09/04/2017 | Guidance | 08/25/2017 |
| | <i>Notes:</i> | | | | |
| | 10/4/16 | Departments will complete Tier 1 RIOT paperwork for academics. | Complete 10/04/2017 | Department | 10/31/2017 |
| | <i>Notes:</i> PLC agendas will note discussions. PLCs will submit plans to instructional coach. | | | | |

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| 6/1/18 | Implementation of Extended Day program to increase student success in classes. | Complete 06/01/2018 | Guidance | 03/30/2018 |
| <i>Notes:</i> | | | | |
| 3/13/17 | Follow up PD based on staff needs from Diversity Training in February. | Complete 06/01/2018 | LT | 03/31/2018 |
| <i>Notes:</i> | | | | |
| 1/18/17 | Departments will update their academic RIOT paperwork for spring semester using the continuous improvement model. | Complete 03/09/2018 | Departments | 06/15/2018 |
| <i>Notes:</i> | | | | |
| 1/18/17 | Biology and English II teachers will implement vocabulary strategies into their lesson to close the instructional gaps | Complete 06/01/2018 | PLCs | 06/15/2018 |
| <i>Notes:</i> | | | | |
| 3/13/17 | Data analysis day scheduled to assist Guidance in rising 9th grade Math, English, and Science courses. | Complete 06/01/2018 | Paslay | 06/15/2018 |
| <i>Notes:</i> | | | | |
| 6/20/17 | Teachers attend assigned job alike | Complete 06/01/2018 | All staff | 06/15/2018 |
| <i>Notes:</i> | | | | |
| 3/13/17 | Teachers recommendations for Rising 9 - 12th graders to assist in registration process. | Complete 02/27/2018 | Guidance | 06/15/2018 |
| <i>Notes:</i> | | | | |
| 10/4/16 | PLCs will be differentiated content based on instructional needs. Department Chairs and instruction coach will provide support to weekly professional development and PLC structure. Math will focus on classroom management, grading and instruction. Science will focus on building relationships and academic vocabulary. English will focus on lesson design and Social studies will focus on instructional strategies and resources. | Complete 06/01/2018 | PLCS | 06/15/2018 |
| <i>Notes:</i> PLC agenda will note discussions. Lesson plans and PDSA will monitor progress. | | | | |
| 1/18/17 | Professional Development aligned to staff needs to reach student and staff diversity needs | Complete 02/28/2017 | All staff | 06/15/2018 |
| <i>Notes:</i> Follow up training TBD | | | | |
| 1/18/17 | Tier 2/3 Goal team will look at PLC referrals and discuss how we can meet the needs of students and implement strategies as needed | Complete 06/01/2018 | Tier 2/3 Goal Team | 06/15/2018 |
| <i>Notes:</i> | | | | |

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| 1/18/17 | Prior to the end of each semester, guidance will schedule Parent-Teacher-Student-Counselor conferences to discuss students that are potential failures. | Complete 06/01/2018 | Guidance | 06/15/2018 |
| <i>Notes:</i> | | | | |
| 1/18/17 | Behavior - Celebration Goal team organize "Renaissance" events. Students that meet academic, behavioral and attendance expectations throughout the quarter of the school are invited to attend. | Complete 06/01/2018 | Celebrations Goal Team | 06/15/2018 |
| <i>Notes:</i> | | | | |
| 6/1/18 | Creation of Academies, freshman, success, pre professional and accelerated learning for fall 2018 | Complete 09/20/2018 | all staff | 06/18/2018 |
| <i>Notes:</i> | | | | |
| 6/1/18 | Utilize iReady diagnostic data for rising 9th graders and class placement | Complete 09/20/2018 | Paslay | 06/30/2018 |
| <i>Notes:</i> | | | | |
| 6/1/18 | All staff will be trained in Capturing Kids Hearts. | Complete 09/18/2018 | All staff | 08/31/2018 |
| <i>Notes:</i> | | | | |
| 6/20/17 | SIT Team will develop the professional non-negotiables utilizing a common language | Complete 11/09/2018 | SIT Team | 10/01/2018 |
| <i>Notes:</i> When is this meeting? | | | | |
| 6/20/17 | SIT members will complete MTSS survey | Complete 11/09/2018 | SIT Team | 10/01/2018 |
| <i>Notes:</i> | | | | |
| 6/20/17 | Develop the professional non-negotiables to staff | Complete 11/09/2018 | SIT Team | 10/08/2018 |
| <i>Notes:</i> | | | | |
| 6/20/17 | Develop training for the dissemination of non-negotiables. | Complete 11/09/2018 | SIT Team | 10/08/2018 |
| <i>Notes:</i> When will SIT meet? How do we want this presented? Best practices | | | | |
| 1/18/17 | Math I teachers will assess through mastery of objectives allowing students multiple attempts at achieving mastery | Complete 09/03/2019 | Math department | 06/15/2019 |
| <i>Notes:</i> | | | | |
| 1/18/17 | PLC minutes/agendas will reflect opportunities for teachers to refer students for academic and behavioral support due to incidences in their classroom. | Complete 08/29/2019 | PLCs | 06/15/2019 |
| <i>Notes:</i> During the school year 2019-20, ASD (after school detention) will be offered to reinforce academic norms of timeliness and dedication to the work that is to be done in classes. Additionally, strategies recommended through CKH will also be implemented | | | | |
| 1/18/17 | Guidance PLC/department will meet weekly to discuss behavioral needs of students | Complete 09/03/2019 | Guidance | 06/15/2019 |

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| | <i>Notes:</i> | | | |
| 1/18/17 | Outside partners offering weekly/monthly group services to our students during the school day | Complete 09/03/2019 | Graham | 06/15/2019 |
| | <i>Notes:</i> Wise Guys and Truth Girls meetings conducted to encourage safe lifestyles for our students on a weekly basis. | | | |
| 10/4/16 | PLCs will incorporate blended learning, WICOR, AVID, and reading components for all teachers to utilize as they are creating lessons. | Complete 08/29/2019 | PLCs | 06/15/2019 |
| | <i>Notes:</i> PLC agenda minutes will note discussion. Lesson plans will show the integration. Goal teams will have members to assist in progress. | | | |
| 10/4/16 | Teachers collaborate to personalize learning for students based on academic and behavioral gaps | Complete 08/29/2019 | PLCs | 06/15/2019 |
| | <i>Notes:</i> Lesson plans, CWT, Powerschool, ODR reports will all show the process for implementation. Also done through weekly PLC's. | | | |
| 6/1/18 | Continue Extended Day program for at risk students | Complete 08/16/2019 | Guidance | 06/18/2019 |
| | <i>Notes:</i> Extended day was offered and utilized. Furthermore, summer school / credit recovery was also offered. Many students took advantage of this program, held in July of 2019, which allowed them to recover and even earn additional credits towards graduation requirements. | | | |
| 6/1/18 | All staff will implement Capturing Kids Hearts strategies daily. | Complete 08/29/2019 | all staff | 06/18/2019 |
| | <i>Notes:</i> staff completed this goal and again, it will be carried forth in the 2019-20 school year. | | | |
| 6/1/18 | Team of teachers/staff will act as Check and Connect mentors to at risk students. | Complete 08/29/2019 | K. Graham | 06/18/2019 |
| | <i>Notes:</i> This goal will be continued in the 2019-20 school year and SIP seeing that statistically, "about 90% of school infractions come from 10% of our population," arguably. | | | |
| 6/1/18 | PLCs will use testing calendar to assess student progress towards classroom goals. | Complete 08/29/2019 | all staff | 06/18/2019 |
| | <i>Notes:</i> PLC's met this goal and continue to monitor student progress towards teaching / classroom goals. In Social Studies for example, the district content coach is meeting with our department PLC every Tuesday afternoon where we are monitoring data from baseline tests; developing common assessments and monitoring student growth data; and analyzing the data to determine what to do in the future in order to meet established learning goals. | | | |
| 10/18/20 | Edmentum and Exact Path will be used in English I; II; and Math I to boost proficiency. | Complete 06/10/2022 | Chad Parker | 06/10/2022 |

Notes: Student deficiencies will be addressed with Exact Path.

Restart Budget flexibility - funds used to cover a portion of the cost of the program

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| 9/6/21 | ELA and Math teachers will utilize IXL to target and strengthen individual student learning gaps. | Complete 06/10/2022 | Chad Parker | 06/10/2022 |
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Notes: Restart Flexibility - funds for IXL were partially covered through restart funding

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| 9/9/21 | Purchase of IXL to support Math 2, 3 and English 2 | Complete 06/10/2022 | Bernadette Thomas | 06/10/2022 |
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Notes: Restart - budget flexibility - Teachers will utilize IXL to address student's gap areas

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| 9/9/21 | Extended Day program will be utilized to provide instructional support for all students. | Complete 06/10/2022 | Lisa Tucker | 06/10/2022 |
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Notes: Tutors will assist students in both an athletic study hall and provide tutoring for non-athletes

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| 9/4/19 | PLC's will develop unit plans to address all learners. | Complete 06/10/2022 | Bernadette Thomas | 06/10/2022 |
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Notes: Differentiated instruction created and planned. PLC's will identify and communicate at risk students to MTSS coordinator / administrative team.

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| 9/21/20 | Teachers will identify and recommend students who are at-risk academically and behaviorally to the MTSS coordinator / administrative team. | Complete 06/10/2022 | Bernadette Thomas | 06/20/2022 |
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Notes:

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| 8/25/22 | Extended Day program will be utilized to provide additional assistance for students (specifically white and economically disadvantaged students) in all subject areas | Complete 02/16/2023 | Chad Parker | 01/26/2023 |
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| 8/25/22 | Teachers will identify and refer students who are academically at-risk to the MTSS coordinator. Based on EVAAS data, the following demographics will be targeted for interventions - white, black and economically disadvantaged. | Complete 02/16/2023 | Lisa Tucker | 01/26/2023 |
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Notes:

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| 2/22/23 | MTSS will meet bi-weekly to provide academic and behavior support | Complete 06/12/2023 | Lisa Tucker | 06/09/2023 |
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| 2/22/23 | Extended Day program will be utilized to provide additional assistance for students (specifically white and economically disadvantaged students) in all subject areas | Complete 06/12/2023 | Lisa Tucker | 06/09/2023 |
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| | <i>Notes:</i> Tutoring is available 3 days per week | | | |
| 8/25/22 | IXL will be purchased to support Math and ELA to target the following demographics (EVAAS) white and economically disadvantaged students. | Complete 06/12/2023 | Chad Parker | 06/09/2023 |
| | <i>Notes:</i> Restart - Budget flexibility used to purchase the software This flexibility was not used in the 2023-2024 school year. | | | |
| 8/25/22 | Instructional Leadership Team will create Lesson Plan and PLC process to ensure all learners are addressed. | Complete 06/12/2023 | Chad Parker | 06/09/2023 |
| | <i>Notes:</i> | | | |
| 1/19/23 | Avid team during monthly staff meetings will provide support to all content areas. | Complete 06/12/2023 | Carlotta Chambers-Ramseur | 06/10/2023 |
| | <i>Notes:</i> | | | |
| 6/13/23 | Extended day program will be utilized to provide tutoring support for students at all Tiers specifically to address Math for white and economically disadvantaged students and black students in reading. | Complete 05/24/2024 | Chad Parker | 05/25/2024 |
| | <i>Notes:</i> | | | |
| 6/3/24 | Students will have access to tutoring 24/7 via Varsity Tutors. Teachers will ensure students are aware of how to access the platform. | | Chad Parker | 12/20/2024 |
| | <i>Notes:</i> | | | |
| 6/13/23 | MTSS will provide support for teachers on using evidence based strategies to support students at all Tiers, specifically to address the following subgroups in Math and Reading: White (Math), Black (Reading), Economically Disadvantaged (Math, Reading). Lexia Learning will be utilized to provide reading support to targeted subgroups | | Christopher Scholl | 12/20/2024 |
| | <i>Notes:</i> | | | |
| 6/13/23 | MTSS and ILT will monitor and provide supports utilizing AVID strategies while also including the IB ATL's to address the following subgroups in Math and Reading: White (Math), Black (Reading), Economically Disadvantaged (Math, Reading) | | Chad Parker | 12/20/2024 |
| | <i>Notes:</i> | | | |
| 6/3/24 | Varsity Tutors online are available to students 24-7-365 to assist with academic assistance. | | Chad Parker | 05/23/2025 |
| | <i>Notes:</i> | | | |
| 6/3/24 | MTSS will train teachers on multi-tiered systems of supporting students. | | Chad Parker | 05/23/2025 |
| | <i>Notes:</i> | | | |
| 6/3/24 | MTSS Committee will provide supports for teachers on each tier of student involvement. | | Christopher Scholl | 05/23/2025 |

Notes:

6/3/24 MTSS Committee will review and monitor PDSA aimed at student support and success, data will be reviewed in by-monthly ILT meetings to ensure effectiveness of suggested interventions.

Christopher Scholl

05/23/2025

Notes:

Core Function: Domain 3: Instructional Transformation

Effective Practice: Practice 3B: Provide rigorous evidence-based instruction

| 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 |
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Initial Assessment:

All teachers at Statesville High are employing the skills which were taught through Capturing Kids’ Hearts training (August 2018) consistently and effectively in order to boost student interest, foster academic growth and achievement, and reduce discipline referrals. Every classroom is tasked with displaying and utilize the following: A Social Contract for each class period / section, displayed visibly and utilized; a list of The Four Questions which are utilized when necessary for redirection; a set of classroom norms that are posted and utilized, they align with / support the initiatives in CKH. And, teachers will pledge to uphold their responsibilities to our students by consistently applying CKH in their classrooms, every period, every day. The administrative team will ensure that our school is remaining consistent in CKH applications with regular walkthroughs. Walkthroughs will be measured with reliable data that reflects the use of CKH in the classrooms through the observation of measurable points (student engagement levels and visible postings of the social contract and four questions), which will be reported to the SIT and staff where the entire staff / faculty of SHS can assess how well we are upholding our standards set forth in this goal. Student discipline referral data and academic achievement data will be assessed regularly throughout the school year alongside walkthrough application data to determine the effectiveness of CKH and its impact within our school. Data will be reviewed and analyzed in both staff and SIT meetings to determine how to continue in CKH’s application in our school. (Restart Flexibility - funds used to provide training for CKH.)

Limited Development
09/19/2018

| | Priority Score: 3 | Opportunity Score: 3 | Index Score: 9 | | |
|---|---|----------------------|-----------------------|---------------------------|-------------------|
| How it will look when fully met: | <p>Successful attainment of this goal will appear in the form of 100% proficiency in the following: All staff will have Social Contracts posted in a visible location of their classrooms; walkthroughs indicate that teachers have a classroom that is engaged or highly engaged; walkthroughs will indicate that all teachers redirect their classrooms with CKH techniques--the Social Contract, timeout signal, utilization of the four questions (What are you doing? What are supposed to be doing? Are you doing it? What are you going to do about it?); empowering, positive dialogue and interaction with students.</p> <p>Data which shows progress towards our goal: Admin and SIT will review walkthrough data concerning use of social contracts (CKH); Admin and SIT will be able to see 100% fulfillment of teacher duties which result in data reflecting a decline in reportable student offenses (discipline referrals).</p> | | | Christopher Scholl | 05/30/2025 |
| Actions | | | 23 of 27 (85%) | | |
| 9/19/18 | Teachers will begin class instruction on a daily basis with CKH routines as staff was trained on in August. | | Complete 03/21/2019 | Stewart Kincaid | 12/03/2018 |
| | <i>Notes:</i> Teachers will utilize CKH with consistency. | | | | |
| 9/19/18 | Data on CKH will be collected by administrative team and the data will be analyzed monthly at SIT and staff meetings. | | Complete 03/21/2019 | Stewart Kincaid | 12/03/2018 |
| | <i>Notes:</i> CKH data will be reviewed at the October 1 SIT meeting | | | | |
| 9/20/18 | The staff and SIT will examine discipline referral data in order to determine the effectiveness of CKH and related classroom management skills. The staff and SIT will ask the question: How does the discipline referral data correlate with CKH walk-through data? | | Complete 07/16/2019 | Stewart Kincaid | 06/07/2019 |

Notes: Discipline referral data will be reviewed on October 1, 2018 at SIT meeting.
 7/16/19 reflection: Discipline referrals were fewer during the 18-19 school year as compared with 17-18. Our school is safer and more collaborative, students feel more comfortable and excited about learning in our school, much credit is certainly due to CKH and the collaborative efforts of staff and support provided by the administrative team.

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

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| 9/4/19 | Teachers will create social contracts in all classes | Complete 06/10/2022 | Chad Parker | 06/10/2022 |
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Notes: No reliable data to report for the 2019-20 school year due to COVID-19, this is a goal that is going to be monitored and assessed during 2020-21.

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| 9/4/19 | Admin will create duty schedule to ensure for student arrival, dismissal, class change, and lunch. | Complete 06/10/2022 | Chad Parker | 06/10/2022 |
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Notes: Discipline / write up data will also be analyzed with this action / element of the goal.

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| 9/21/20 | Administration will review discipline data weekly. | Complete 06/10/2022 | Chad Parker | 06/10/2022 |
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Notes:

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| 9/21/20 | SIT will review discipline data monthly | Complete 06/10/2022 | Chad Parker | 06/10/2022 |
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Notes: SIT monitored and assessed data on discipline monthly

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| 8/25/22 | All classrooms will create and post their social contract | Complete 06/12/2023 | Lisa Tucker | 10/01/2022 |
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Notes: Training will be provided

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| 8/25/22 | Leadership Team will review discipline data weekly | Complete 01/20/2023 | Chad Parker | 01/20/2023 |
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Notes: Students with high number of ODR's will be referred for BIP's

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| 8/25/22 | Discipline data will be reviewed by the Climate Committee monthly | Complete 06/12/2023 | Lisa Tucker | 03/01/2023 |
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Notes:

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| 8/25/22 | Administration will create a duty schedule to ensure supervision during transitions | Complete 06/12/2023 | Christopher Scholl | 06/09/2023 |
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| 1/19/23 | Behavior PDSA will be reviewed monthly. | Complete 06/12/2023 | Ketwan Graham | 06/10/2023 |
| | <i>Notes:</i> | | | |
| 1/19/23 | SAPs will provide PD at monthly staff meeting to address monthly PDSA data. | Complete 06/12/2023 | Ketwan Graham | 06/10/2023 |
| | <i>Notes:</i> | | | |
| 6/13/23 | Teachers will create, with their students, a social contract for each class | Complete 09/01/2023 | Christopher Scholl | 08/25/2023 |
| | <i>Notes:</i> | | | |
| 6/13/23 | The SAP's will provide PD during monthly faculty meetings based to retrain staff on CKH strategies | Complete 01/05/2024 | Lindsay Lowtharpe | 12/19/2023 |
| | <i>Notes:</i> | | | |
| 6/13/23 | Teachers will refer students to the MTSS team for behavior and academic intervention supports | Complete 01/05/2024 | Allyson Hunter | 12/19/2023 |
| | <i>Notes:</i> | | | |
| 9/9/23 | Administration and SAP's will review the SAP referral with staff for early behavior intervention | Complete 01/05/2024 | Allyson Hunter | 12/19/2023 |
| | <i>Notes:</i> | | | |
| 9/9/23 | CORE Project will be utilized in the 9th and 10th grade advisory to assist students with self-regulation | Complete 01/05/2024 | Lisa Tucker | 12/19/2023 |
| | <i>Notes:</i> | | | |
| 9/9/23 | During weekly Leadership meetings and bi-weekly behavior meetings, students with 3 or more ODR's will be referred to the district to create a BIP | Complete 01/05/2024 | Ketwan Graham | 12/19/2023 |
| | <i>Notes:</i> | | | |
| 9/20/23 | Grade level administrators will check in with check and connect mentors weekly to progress monitor as well as adjust student supports to ensure student success | Complete 01/05/2024 | Chad Parker | 12/20/2023 |
| | <i>Notes:</i> | | | |
| 1/29/24 | During weekly Leadership meetings, students with more than 3 ODR's for similar offenses, will be referred to the district behavior team for the creation of a BIP | Complete 05/24/2024 | Ketwan Graham | 05/25/2024 |
| | <i>Notes:</i> | | | |
| 1/29/24 | CORE Project will be utilized in the 9th and 10th grade advisory to assist students with self-regulation | Complete 05/24/2024 | Lisa Tucker | 05/25/2024 |
| | <i>Notes:</i> | | | |
| 6/3/24 | Staff will create and implement social contracts in each classroom by the end of the first week of classes. (8/16/24 and 1/10/25) | | Ketwan Graham | 08/19/2024 |

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| <i>Notes:</i> | | | | |
| 6/3/24 | The discipline committee will provide guidelines for office vs class managed behaviors to ensure uniformity across the school. Administration will reinforce, as needed, by redirecting discipline that is classroom managed. | | Christopher Scholl | 12/20/2024 |
| <i>Notes:</i> | | | | |
| 6/3/24 | During weekly Leadership meetings and bi-weekly behavior meetings, students with 3 or more ODR's will be referred to the district to create a BIP. Reviewed within the Behavior PDSA process which meets every other week. | | Lindsay Lowtharpe | 12/20/2024 |
| <i>Notes:</i> | | | | |
| 6/3/24 | Teachers will refer students to the MTSS team for behavior and academic intervention supports | | Christopher Scholl | 12/20/2024 |
| <i>Notes:</i> | | | | |
| Implementation: | | 08/25/2022 | | |
| Evidence | 7/16/2019 7/16/2019: Via our school's shared Google Drive, the specific file / folder names are the following: Google sheets, shared access for all Statesville High School staff, "Athletic Game Duty - 2019-2020." Google sheets, shared access for all SHS staff, "AM/PM Duty - 2019-2020." All of which can be found and accessed by all SHS staff in the shared folder, "Statesville HS 19-20." | | | |
| Experience | 7/16/2019 7/16/2019: Throughout the previous year, I was assigned to, as was the entire staff, supervisory duties including but not limited to Cafeteria / Commons / Lunch supervision; athletic events / gate / game duties. These were effectively carried out by staff and organized by administration. | | | |
| Sustainability | 7/16/2019 7/16/2019: During the upcoming school year, 19-20, staff will participate in similar duty assignment. Staff members have received excellent communication, organization, and opportunity for signing up for a required three game / gate duties per school year; each staff member has a zone of and date of lunch / building supervisory duty for security and student supervision 100% of the time our campus is open. Staff participation and collaboration / support will be necessary to remain successful in the current / upcoming school year, similar to our level of success we achieved during the 18-19 school year. | | | |

| | 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: | | | Currently, in the 2024-25 school year, all departments have PLC's and meet weekly where lessons and best practices are shared, reflected upon, and aligned with North Carolina Essential Standards. Content coaches work with each PLC to create lessons that are focused on boosting the literacy skills of our students. | Limited Development 09/28/2016 | | |
| How it will look when fully met: | | | <p>The SIT and administrative team will be able to identify gains in the frequency of the utilization of Literacy based activities in all academic areas. SIT and admin should see a boost in CTE scores / student proficiency with the utilization of Edmentum and Exact Path. Teachers in all PLC's will have developed common assessments, as well as sharable lessons that can be shared in the "Commons" arena of CANVAS. SIT and admin will have data from observations and walkthroughs that reflect attainment of this objective.</p> <p>During 2023-24 school year, administrative team will work to continue utilizing the above tools and resources to boost performance and demonstrate growth, further review in January of 2024, and assessment in June of 2024.</p> | | Christopher Scholl | 05/30/2025 |
| Actions | | | | 31 of 34 (91%) | | |
| | 3/13/17 | School district will identify teachers to participate in Curriculum Development of unit plans | | Complete 05/02/2016 | Kelly Cooper | 05/02/2016 |
| | | | <i>Notes:</i> Teachers will be selected based on curriculum areas, English, Math and Biology. Instructional coaches will participate on these teams to develop lessons. | | | |
| | 1/18/17 | PLCs will identify academic mastery for their content | | Complete 09/30/2016 | PLCs | 09/30/2016 |
| | | | <i>Notes:</i> Ongoing through PLC conversations | | | |

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| 3/13/17 | Curriculum Development leaders will use a standard template for their content that has the aligned state standard, learning understanding, essential questions, performance tasks and additional resources. | Complete 12/21/2016 | CDLs | 12/05/2016 |
| <p><i>Notes:</i> Teams will begin this process and have the unit plans and pacing completed and presented to teachers through ERPD.</p> <p>Most high school contents have completed this task and CDL's should tweak content throughout spring semester.</p> | | | | |
| 1/18/17 | PLCs will revisit their academic mastery for spring semester. They will reflect and model continuous improvement for changes in the spring semester | Complete 02/01/2017 | PLCs | 01/30/2017 |
| <p><i>Notes:</i> Discussions took place during PLC to continue to look at data through CFA and other means of formative assessments in Biology, English and Math PLCs</p> | | | | |
| 3/13/17 | Teachers will collaborate through district job alike professional development to share and discuss the unit plans implemented | Complete 06/01/2018 | Paslay | 06/08/2018 |
| <p><i>Notes:</i></p> | | | | |
| 10/4/16 | PLCs will meet weekly with three standing agenda items that will drive personalized learning: Lesson design, relationships and content. | Complete 06/01/2018 | PLCS | 06/08/2018 |
| <p><i>Notes:</i> PLC Agendas will note discussions.</p> | | | | |
| 10/4/16 | English, Math and Science PLCs will meet monthly with content coach to "know their content" | Complete 06/01/2018 | PLCs | 06/08/2018 |
| <p><i>Notes:</i> PLC agenda minutes will note discussion. Teachers will use unit plans and discuss their lesson plans.</p> <p>Math Coaches supported weekly in spring semester. Additional instructional coach and existing instructional coach increased support in English and Biology classrooms and PLC.</p> | | | | |
| 1/18/17 | Biology and English II PLCs will focus on vocabulary strategies to incorporate during their class. | Complete 06/09/2017 | English and biology PLC | 06/08/2018 |
| <p><i>Notes:</i></p> | | | | |
| 3/13/17 | Biology teachers will look at ways to differentiate the performance tasks to better meet the needs of students throughout spring semester | Complete 07/16/2019 | Biology PLC | 06/08/2019 |
| <p><i>Notes:</i> Biology proficiency scores fell drastically and the goal was not met. Proficiency fell from 31% to 7%.</p> | | | | |
| 1/18/17 | PLCs will reflect on teaching practices through the Baldrige PDSA model | Complete 07/16/2019 | PLCs | 06/08/2019 |
| <p><i>Notes:</i></p> | | | | |

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| 1/18/17 | PLCs will collaborate to share best instructional practices and strategies. | Complete 07/16/2019 | Carlotta Chambers-Ramseur | 06/08/2019 |
| | <i>Notes:</i> Meeting minutes will be kept in shared team drive folders. PLC's occurred as required for the English (ELA) department. Furthermore, students in Ms. Viehland's class during the spring of 2019 were assisted by other teachers who had common planning; had these students in other courses / blocks of the day; had a well established relationship with these students in English III. Co-teaching / Team-teaching was implemented between Ms. Viehland, Mrs. Chambers-Ramseur; Mr. Kincaid. Mrs. Traci Fox, content coach for English, also assisted and contributed to teaching and PLC's. | | | |
| 3/13/17 | Teachers in Biology and English will use the unit plans and pacing guide to guide their instruction and lesson plans. | Complete 07/16/2019 | Carlotta Chambers-Ramseur | 06/18/2019 |
| | <i>Notes:</i> In Biology, Mr. Oakes and Mrs. Paslay worked diligently with each other to reach students who were at risk, to deliver high quality instruction that aligned with unit plans / pacing guides / instructional lesson plans. In English, Mrs. Fox worked with Mrs. Chambers-Ramseur and all other English teachers to ensure the same quality instruction was delivered, using unit plans/ pacing guides / instructional lesson plans and AVID / WICOR strategies. | | | |
| 6/1/18 | Content coaches will support Math, science, Social studies and ela courses on a weekly basis. | Complete 07/16/2019 | Carlotta Chambers-Ramseur | 06/18/2019 |
| | <i>Notes:</i> Mr. Patrick Kosal (math content coach); Mrs. Sarah Paslay (science content coach); Mrs. Traci Fox (ELA content coach); Mr. James Worthington (social studies content coach) | | | |
| 6/1/18 | Freshman Academy teachers will implement AVID practices with fidelity. | Complete 07/16/2019 | Carlotta Chambers-Ramseur | 06/18/2019 |
| | <i>Notes:</i> AVID was used on a daily basis, all lessons and plans were aligned to utilization of AVID | | | |
| 6/1/18 | Social studies and Science teachers will utilize Key Comprehension Routine best practices in their instruction | Complete 07/16/2019 | Science and SOcial Studies teachers | 06/18/2019 |
| | <i>Notes:</i> | | | |
| 9/21/20 | Instructional coaches will work with PLC's to ensure standard alignment for activities and assessments. | Complete 06/03/2021 | Lisa Tucker | 06/04/2021 |
| | <i>Notes:</i> Restart flexibility instructional coaches paid for through Restart funds. Goal met as instructional coaches met consistently to direct and support all PLC's. | | | |
| 9/4/19 | PLC's will continue to unpack standards to ensure instructional alignment | Complete 06/10/2022 | Lisa Tucker | 06/10/2022 |

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| | <i>Notes:</i> PLC minutes will be available to document evidence of working towards this goal. | | | |
| | Restart Budget Flexibility - Content Coaches will assist with the process in PLC's | | | |
| 9/4/19 | All teachers will work within PLC's to ensure that AVID teaching strategies are executed. | Complete 06/10/2022 | Bernadette Thomas | 06/10/2022 |
| | <i>Notes:</i> PLC agendas from all departments will be available via the shared SHS folder to provide evidence of work towards this goal. (Restart flexibility - district funds used for AVID curriculum) | | | |
| 9/21/20 | PLC's will work to create aligned common assessments | Complete 06/10/2022 | Chad Parker | 06/10/2022 |
| | <i>Notes:</i> | | | |
| 9/21/20 | The Instructional Leadership Team will begin and complete a book study on rigor in teaching. | Complete 06/10/2022 | Chad Parker | 06/10/2022 |
| | <i>Notes:</i> Restart flexibility, books purchased with restart funds | | | |
| 8/25/22 | PLC's will meet weekly to collaboratively plan to ensure instructional and assessment alignment to ensure that the all demographics needs are met (specifically white and economically disadvantaged) | Complete 02/16/2023 | Chad Parker | 01/26/2023 |
| | <i>Notes:</i> | | | |
| 8/25/22 | All teachers will work within their Departments and PLC's to ensure that AVID strategies are integrated in daily lessons. | Complete 02/16/2023 | Lisa Tucker | 01/26/2023 |
| | <i>Notes:</i> AVID PD will be provided monthly during planning period meetings | | | |
| 8/25/22 | The Instructional Leadership Team will provide ongoing support in Lesson Planning and PLC process | Complete 02/16/2023 | Chad Parker | 01/26/2023 |
| | <i>Notes:</i> | | | |
| 1/19/23 | PLCs will review data to ensure standard mastery. | Complete 06/12/2023 | Chad Parker | 06/10/2023 |
| | <i>Notes:</i> | | | |
| 2/22/23 | Administrators will attend EOC PLC's weekly to ensure instructional alignment and data usage. | Complete 06/12/2023 | Christopher Scholl | 06/10/2023 |
| | <i>Notes:</i> | | | |
| 6/13/23 | PLC's will meet weekly to design standards aligned units and assessments. | Complete 01/05/2024 | Chad Parker | 12/19/2023 |
| | <i>Notes:</i> | | | |
| 6/13/23 | Administrators will attend weekly PLC's to ensure standards alignment of units and assessments. | Complete 01/05/2024 | Chad Parker | 12/19/2023 |
| | <i>Notes:</i> | | | |

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| 1/29/24 | Administrators will meet with PLC's and content coaches weekly to ensure content alignment. | Complete 05/24/2024 | Christopher Scholl | 05/25/2024 |
| <i>Notes:</i> | | | | |
| 1/29/24 | Administrators will meet with PLC's and content coaches to review weekly data collection and usage to ensure student growth. | Complete 05/24/2024 | Christopher Scholl | 05/25/2024 |
| <i>Notes:</i> | | | | |
| 6/13/23 | The Instructional Leadership Team and AVID team will provide PD on assessment alignment, literacy (TEMAC writing framework) and vocabulary development using WORDO | Complete 01/05/2024 | Christopher Scholl | 05/25/2024 |
| <i>Notes:</i> | | | | |
| 8/1/24 | Use the employment requirement flexibility to hire degreed staff to ensure Math, Science, and ELA classes are equipped with a full time teacher. (A2.04) | Complete 08/26/2024 | Chad Parker | 08/30/2024 |
| <i>Notes:</i> Restart flexibility used in the 2023-2024 school year. Restart flexibility used in the 2024-2025 school year. | | | | |
| 6/3/24 | Admin will attend PLC's. PLC's meet each Wednesday after school to lead data discussion to ensure student standard mastery and activities aligned to the standards for the unit. | | Chad Parker | 05/20/2025 |
| <i>Notes:</i> | | | | |
| 6/3/24 | Instructional Leadership Team will conduct classroom walkthrough observations to provide feedback on rigor and engagement | | Chad Parker | 05/23/2025 |
| <i>Notes:</i> | | | | |
| 6/3/24 | PLC's will continue to unpack standards to ensure instructional alignment and data useage with content coaches during their weekly school visits. | | Christopher Scholl | 05/25/2025 |
| <i>Notes:</i> | | | | |

| Core Function: | | Domain 3: Instructional Transformation | | | |
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| Effective Practice: | | Practice 3C: Remove barriers and provide opportunities | | | |
| 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> | | In an effort to keep student interest, achievement, retention, and graduation rates as high as possible, Statesville High School has implemented the concept of a Freshman Academy for the 2024-25 school year. Much planning has taken place in order to create a cohesive location within the school where ninth graders can be cared for and monitored as they are learning in a new, high school environment. Professional training for all staff involved in teaching within the Freshman Academy has taken place (AVID training) and continues to develop in order to create a culture of success and positivity among our students as they progress through their high school experiences as they pursue a path towards success in graduation. | Limited Development 09/17/2018 | | |
| <i>How it will look when fully met:</i> | | All, 100% of, new ninth grade students will receive necessary supports to ensure success in all classes. All freshmen will successfully advance to the tenth grade in a timely fashion (one school year for completion of the ninth grade). | | Christopher Scholl | 05/30/2025 |
| Actions | | | 17 of 21 (81%) | | |
| 9/21/20 | Counselors / Administrators / CDC will meet to review upcoming course offerings and pathways to support students' career interests. | Complete 06/03/2021 | Chad Parker | 01/30/2021 | |
| <i>Notes:</i> | | | | | |
| 9/21/20 | Extra MOE for counseling department | Complete 06/03/2021 | Lisa Tucker | 06/04/2021 | |
| <i>Notes:</i> Restart flexibility funds used to fund extra months of employment for counselors to ensure all students are scheduled correctly / on track to graduate. | | | | | |
| 9/21/20 | All freshmen (9th graders) are scheduled for AVID-1 to gain essential skills needed to successfully progress through high school. | Complete 06/03/2021 | Bernadette Thomas | 06/04/2021 | |

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| | <i>Notes:</i> | | | |
| 9/21/20 | Additional Counselor hired to support the Freshman Academy students to ensure successful completion of 9th grade. | Complete 06/03/2021 | Bernadette Thomas | 06/04/2021 |
| | <i>Notes:</i> Restart Flexibility - restart funds utilized to support Freshman Academy Counselor | | | |
| 9/21/20 | Two additional Teacher Assistants have been hired to support Math, Science and ELA | Complete 06/03/2021 | Chad Parker | 06/04/2021 |
| | <i>Notes:</i> Restart Flexibility - restart funds used to cover Teacher Assistant salaries | | | |
| 9/2/21 | Adjusted Bell Schedule to provide students with remediation and enrichment opportunities. | Complete 06/10/2022 | Bernadette Thomas | 06/10/2022 |
| | <i>Notes:</i> | | | |
| 9/9/21 | Freshman Counselor - Additional Counselor hired to support the Freshman Academy students to ensure successful completion of 9th grade. | Complete 06/10/2022 | Bernadette Thomas | 06/10/2022 |
| | <i>Notes:</i> Restart: Budget flexibility - using restart funding to provide an additional counselor | | | |
| 9/9/21 | 2 MOE for counselors | Complete 06/10/2022 | Bernadette Thomas | 06/10/2022 |
| | <i>Notes:</i> Restart: Budget flexibility - utilize extra MOE to ensure all students transcripts have been audited and students are on track to promote/graduate | | | |
| 9/9/21 | Teacher Assistants have been hired to support Math and Science | Complete 06/10/2022 | Chad Parker | 06/10/2022 |
| | <i>Notes:</i> Restart - budget flexibility - providing both push in/pull out support in Math and Science to assist with content mastery | | | |
| 11/30/21 | Hire staff to teach courses outside their certification areas | Complete 06/10/2022 | Chad Parker | 06/10/2022 |
| | <i>Notes:</i> Employment flexibility - utilize staff outside of certification areas to teach in hard to fill areas | | | |
| 9/21/20 | Administrators and counselors will review all scheduling to ensure all students are in correct classes based on their pathways. | Complete 06/10/2022 | Chad Parker | 06/10/2022 |
| | <i>Notes:</i> | | | |
| 8/25/22 | Modified our schedule to a hybrid schedule with some students on a 4x4 and others on A/B. The Wednesday schedule allows for remediation and enrichment each week. | Complete 06/12/2023 | Chad Parker | 06/09/2023 |
| | <i>Notes:</i> | | | |
| 8/25/22 | Hired an additional counselor to reduce to grade to grade retention rates. | Complete 06/12/2023 | Chad Parker | 06/09/2023 |

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| <i>Notes:</i> Restart - Budget flexibility | | | | |
| 8/25/22 | 1 extra MOE for counseling department | Complete 06/12/2023 | Chad Parker | 06/09/2023 |
| <i>Notes:</i> Restart - Budget flexibility | | | | |
| 8/25/22 | Hired additional TA's to support Math and Science to target the following demographics - white, black and economically disadvantaged | Complete 06/12/2023 | Chad Parker | 06/09/2023 |
| <i>Notes:</i> Restart - Budget flexibility | | | | |
| 8/25/22 | Hiring teachers outside of certification areas to fill hard to staff position. | Complete 06/12/2023 | Chad Parker | 06/09/2023 |
| <i>Notes:</i> Restart - Hiring flexibility | | | | |
| 8/30/22 | Hired Transition Coordinator to support students transitioning from 8th to 9th grade academically. The coordinator will target the following demographics: white, black and economically disadvantaged | Complete 06/12/2023 | Chad Parker | 06/09/2023 |
| <i>Notes:</i> Restart - Budget flexibility used to hire the coordinator | | | | |
| 6/13/23 | Extra month of employment for guidance counselor to allow for transcript audit to further reduce retention rate. Reviewed each summer. | | Chad Parker | 08/07/2024 |
| <i>Notes:</i> Restart flexibility used: budget | | | | |
| 6/13/23 | Hire a tutor to support Math 3 to increase EOC proficiency | | Chad Parker | 12/19/2024 |
| <i>Notes:</i> Restart flexibility used: budget 2023 - 2024 Used in 2024-2025 school year | | | | |
| 8/1/24 | Use budget flexibility to purchase English 2 EOC preparation resources to increase proficiency. Review at Check-In's and EOC (Spring/Fall) | | Lisa Tucker | 05/01/2025 |
| <i>Notes:</i> Restart flexibility used in the 2023 - 2024 school year. Restart flexibility used in the 2024 - 2025 school year. | | | | |
| 6/3/24 | Use budget flexibility to recruit and hire an additional counselor (A4.16). Review retention list for effectiveness of the flexibility. | | Chad Parker | 05/23/2025 |
| <i>Notes:</i> This flexibility was used in 2023-2024 school year. This flexibility was used in the 2024-2025 school year. | | | | |

| Core Function: | | Domain 4: Culture Shift | | | |
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| Effective Practice: | | Practice 4A: Build a strong community intensely focused on student learning | | | |
| KEY | A4.06 | ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Currently, we have a fully staffed office, guidance department, administrative team, and community partners that are available and actively working to ensure that each student at SHS is taken care of entirely - physically, mentally, and emotionally. | Limited Development 09/28/2016 | | |
| | | Priority Score: 3 Opportunity Score: 3 | Index Score: 9 | | |
| <i>How it will look when fully met:</i> | | All students will know where and who to talk to in order to receive help in whatever areas they may be struggling in. All teachers are involved in creating sincere, professional, nurturing relationships with all students in their classrooms. Every teacher knows who to contact with any needs of their students that comes up. The guidance department is available, visible, and present to support student needs. | | Ketwan Graham | 05/30/2025 |
| Actions | | | 14 of 18 (78%) | | |
| | 10/5/20 | Teachers will make appropriate office / guidance referrals | Complete 06/03/2021 | all teachers | 06/04/2021 |
| | <i>Notes:</i> If a student needs office / guidance support for any reason (they're feeling physical ill, have an emotional need, etc.), teachers will recognize and communicate with the proper staff member, in confidence. | | | | |
| | 10/18/20 | SAP will monitor all support groups to ensure student's SEL needs are met | Complete 06/03/2021 | Bernadette Thomas | 06/20/2021 |
| | <i>Notes:</i> All support groups were successfully carried out during 2020-21 year, as well as check and connect mentors recruited and filled to ensure SEL needs were met during 2020-21. | | | | |
| | 9/2/21 | SAP will continue to monitor all support groups to ensure student's SEL needs are met | Complete 06/10/2022 | Bernadette Thomas | 06/10/2022 |
| | <i>Notes:</i> | | | | |
| | 9/2/21 | Bell schedule has been adjusted to create an advisory class each Wednesday. Students and staff will work through SEL content during this time. | Complete 06/10/2022 | Bernadette Thomas | 06/10/2022 |
| | <i>Notes:</i> Through advisory block during 2021-22 school year, this - student academic, behavior, and emotional well-being - will be addressed and targeted more directly and aggressively through utilization of The Core Project in Advisory blocks | | | | |

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| 8/25/22 | SAP's and counselors will provide PD to teachers monthly to support student needs in all classes | Complete 02/16/2023 | Lisa Tucker | 01/26/2023 |
| <i>Notes:</i> | | | | |
| 8/25/22 | SAP's will provide training and monitor morning meeting schedule to ensure student needs are met. | Complete 06/12/2023 | Lisa Tucker | 06/09/2023 |
| <i>Notes:</i> | | | | |
| 8/25/22 | SAP's will monitor all groups to ensure student's social and emotional needs are met | Complete 06/12/2023 | Lisa Tucker | 06/09/2023 |
| <i>Notes:</i> | | | | |
| 1/19/23 | SAPs will review Behavior PDSA data to provide ongoing support for students. | Complete 06/12/2023 | Lindsay Lowtharpe | 06/10/2023 |
| <i>Notes:</i> | | | | |
| 6/13/23 | All teachers new to SHS will receive CKH training | Complete 09/01/2023 | Christopher Scholl | 08/30/2023 |
| <i>Notes:</i> | | | | |
| 6/13/23 | Teachers will utilize CKH strategies to assist students with being emotionally ready to learn | Complete 01/05/2024 | Ketwan Graham | 12/19/2023 |
| <i>Notes:</i> | | | | |
| 6/13/23 | SAP's will train the staff to consistently implement morning meetings to provide ongoing support in classrooms for students | Complete 05/24/2024 | Lindsay Lowtharpe | 05/24/2024 |
| <i>Notes:</i> | | | | |
| 6/13/23 | Teachers will utilize the SAP referral process to arrange for student emotional supports | Complete 05/24/2024 | Lindsay Lowtharpe | 05/24/2024 |
| <i>Notes:</i> | | | | |
| 6/13/23 | SAP's and admin will review teacher referrals and ODR data to determine success of interventions | Complete 05/24/2024 | Ketwan Graham | 05/24/2024 |
| <i>Notes:</i> | | | | |
| 9/9/23 | SAP's will assign students a check and connect mentor to assist with both behavior and academics | Complete 05/24/2024 | Ketwan Graham | 05/25/2024 |
| <i>Notes:</i> | | | | |
| 8/1/24 | Use budget flexibility to hire a transition coordinator to support students returning from alternative placement and as they progress towards graduation. | | Chad Parker | 08/30/2024 |
| <i>Notes:</i> Budget flexibility used in the 2024-2025 school year. | | | | |
| 6/3/24 | Capturing Kids Hearts Training will be provided to SHS teachers/staff to support relationship building with students. | | Lindsay Lowtharpe | 09/22/2024 |

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| <i>Notes:</i> | | | | |
| 6/3/24 | Axiom will be used to support students and teachers in SEL development. | | Chad Parker | 05/23/2025 |
| <i>Notes:</i> | | | | |
| 6/3/24 | Review Behavior PDSA in order to identify areas to assist staff in utilizing CKH strategies to address behaviors. | | Lindsay Lowtharpe | 05/23/2025 |
| <i>Notes:</i> | | | | |
| Implementation: | | 06/03/2021 | | |
| Evidence | 6/3/2021 6/3/2021: Successful year with our success coach for 9th graders (Mrs. Emily Reynolds), use of AVID strategies / AVID group (Mrs. Carlotta Chambers-Ramseur), as well as support provided and organized by SAP coordinator (Mr. Ketwan Graham) who partnered with outside grief groups such as Rainbow Kidz. Check and Connect mentors for at-risk students (organized by Mr. Graham and filled by volunteer teachers). | | | |
| Experience | 6/3/2021 6/3/202: Guidance / SAP department consistently reached out to teachers for volunteers for "check and connect" / mentor program to ensure student Social and Emotional well-being was watched on a personal level (one to one) SEL. | | | |
| Sustainability | 6/3/2021 6/3/2021: Continued work in this area is absolutely necessary and will be carried out with the same model, with newly constructed improvements / implementations to build upon 2020-21 success - specifically through advisory block (use of EverFi), targeted support in 9th and 10th grade. | | | |

| Core Function: | | Domain 4: Culture Shift | | | |
|---|---------|--|-----------------------------------|--------------------|-------------|
| Effective Practice: | | Practice 4C: Engage students and families in pursuing education goals | | | |
| 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>-During COVID / remote learning year of 2020-21, guidance created a spreadsheet indicating students who are either remote learners or in person, face-to-face learners.</p> <p>-Staff members are keeping record of parent contacts, both for positive reinforcement ("glad" calls) and for check and connect (students who need to complete learning modules in CANVAS).</p> <p>-Creative ways of engaging families / supporting those with students who are completing CANVAS coursework is being done teacher-by-teacher. For example, some teachers have begun sending home letters with a prize / bumper sticker / Greyhound decal inside it to commend hard work.</p> | Limited Development 09/28/2016 | | |
| How it will look when fully met: | | <p>100% of our student body and their parents / guardians have been contacted by at least one of their teachers once a year. As this becomes more routine and expected of our teachers, this proficiency will increase - 100% of our student body and their parents / guardians have been contacted by all of their teachers more than once in one school year. Administrators will review parent contact log at each teacher observation in NCEES.</p> <p>In order to maximize communication and fluidity between our school and community we serve, we will have several students regularly attend SIT meetings, as well as have at least one parent / community member attend SIT meetings.</p> | | Christopher Scholl | 05/30/2025 |
| Actions | | | 8 of 12 (67%) | | |
| | 9/15/20 | Teachers will document all parent contacts and administrative team will ensure that teachers are upholding this responsibility. | Complete 06/03/2021 | Chad Parker | 06/04/2021 |
| | | <i>Notes:</i> Restart budget flexibility - used budget flexibility to provide incentives for consistent participation in parent contacts | | | |

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| 9/15/20 | Administrators will provide a weekly connect-ed; Facebook / social media communication; email newsletters; and phone calls. | Complete 06/03/2021 | Chad Parker | 06/04/2021 |
| | <i>Notes:</i> Facebook posts will be updated / posted regularly; weekly connect-ed phone calls will be received by all stakeholders. Eventually, the goal is to move this method of communication to a community forum style. This cannot happen until COVID-19 restrictions are lifted. | | | |
| 9/15/20 | Communication with the community and stakeholders will move to a quarterly forum, to be held on campus. This cannot happen until COVID-19 restrictions are lifted. | Complete 06/10/2022 | Chad Parker | 06/10/2022 |
| | <i>Notes:</i> Cannot begin such forum until lifting of COVID-19 restrictions. | | | |
| 8/25/22 | Teachers will utilize the Parent Contact Log to contact parents. | Complete 06/12/2023 | Chad Parker | 06/09/2023 |
| | <i>Notes:</i> Restart - Budget flexibility will be used to provide incentives for teams that contact the most parents | | | |
| 8/25/22 | The community committee will host two Open House events to ensure parents are informed about their student's progress | Complete 06/12/2023 | Christopher Scholl | 06/09/2023 |
| | <i>Notes:</i> Restart - Budget flexibility will be used to provide refreshments | | | |
| 1/19/23 | School clubs will partner with community organizations to engage stakeholders. | Complete 06/12/2023 | Cheryl Klaft | 06/10/2023 |
| | <i>Notes:</i> | | | |
| 6/13/23 | The community committee will assist with quarterly parent meetings to help support student success | Complete 05/24/2024 | Andrew Collins | 05/24/2024 |
| | <i>Notes:</i> | | | |
| 6/13/23 | Teachers will utilize the parent contact log to document all parent contacts | Complete 05/24/2024 | Lisa Tucker | 05/24/2024 |
| | <i>Notes:</i> | | | |
| 6/3/24 | Teachers will utilize Ed Handbook to document contact with the parents/guardians of students to assist admin with potential ODR consequences. | | Lisa Tucker | 12/20/2024 |
| | <i>Notes:</i> | | | |
| 6/3/24 | The Community Committee will host the following events: Open House, School-wide showcase, Underclassman Awards Ceremony, and Curriculum Nights to engage all stakeholders. | | Regina Rhodes-Steele | 05/20/2025 |
| | <i>Notes:</i> | | | |
| 6/13/23 | A weekly message will be sent in multiple languages, twice a week, to all families to provide timely updates to ensure families are informed of: current events within the school, upcoming deadlines, athletic events, as well as reminders of school policies. | | Chad Parker | 05/30/2025 |

Notes:

6/3/24 Staff will attend monthly Parent and Athletic Booster Club meetings to deepen the connection with our supporters and the school

Regina Rhodes-
Steele

05/30/3025

Notes: