James Kenan High School

2026-27 School Improvement Plan

Mission:

The faculty and staff at James Kenan High School all work towards one mission - to inspire students to become lifelong learners, and to prepare those students for success in college or careers, and life.

Vision:

Graduating every James Kenan High School student prepared for success in college or careers and life.

Goals:

All students will graduate from James Kenan High School. James Kenan will increase the graduation rate to 87% by the end of the 2026-2027 school year.

James Kenan High School will increase our accountability standards to achieve a grade of B or higher on the NC School Report Card.

By the end of the 2026-27 school year will exceed school accountability growth and have a score of at least 55.4%.

! = Past Due Objectives | KEY = Key Indicator

Core Function:			**Domain 1: Turnaround Leadership**			
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**
Initial Assessment:			As of Sept. 2026, James Kenan High School will establish and maintain a Leadership Team consisting of the principal, Instructional Team leaders, and other professional staff that meets at least twice monthly to monitor the implementation of effective instructional, student-support, and school improvement practices. The team will use school data, feedback, and implementation evidence to identify areas of progress, address barriers, assign action steps, and monitor follow-through.	Limited Development		
How it will look when fully met:			By the end of the school year, the James Kenan High School Leadership Team will have conducted at least two documented meetings per month, with 90% or more of scheduled meetings occurring as planned. Meeting documentation will demonstrate that the team regularly reviews implementation of School Improvement Plan strategies, examines relevant		**Samantha Best**	**05/07/2027**

	school data, identifies barriers, assigns action steps, and monitors progress.			
Actions		**3 of 6 (50%)**		
	Assign a responsible person and timeline for each action step	Complete 09/01/2026	Wendy Lanier	10/07/2026
	Schedule Leadership Team meetings at least twice each month	Complete 09/01/2026	Wendy Lanier	10/07/2026
	Review implementation of School Improvement Plan strategies		Wendy Lanier	10/07/2026
	Have SI Team analyze student achievement and other relevant school data		Wendy Lanier	05/07/2027
	Share relevant Leadership Team decisions and next steps with faculty and staff		Wendy Lanier	05/07/2027
	Establish a Leadership Team	Complete 09/01/2026	Wendy Lanier	09/01/2027
	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:	As of September 2026, The effectiveness of these collaborative practices will be monitored through PLC documentation, lesson-tuning notes, professional development participation, and evidence of instructional strategies implemented in the classroom. School leadership will review PLC and planning-period outcomes throughout the year to ensure that identified needs are being addressed and that shared practices are resulting in improved instructional planning, teacher collaboration, and student achievement. Adjustments to professional development and collaborative meetings will be made as needed based on teacher feedback, instructional data, and student performance. As of September 2025, teachers will continue with regular meetings and lesson tuning. Teams will be in place to discuss PLC best practices and PD's will be scheduled throughout the school year. Weekly PLC meetings will be documented. We will also have planning period meetings every other week in which topics such as EVASS, lesson tuning, and shared practices will be discussed in each meeting.	Limited Development		

How it will look when fully met:	Bi-monthly PLC meeting to analyze student data is continual. 100% of departments meeting weekly with fidelity. Meeting minutes will be posted to the google drive folder for admin. to review. PLCs will have record of analyzing student common assessment data.		**Wendy Lanier**	**05/21/2027**
Actions		**0 of 4 (0%)**		
	PLCs will meet as a team and an admin. representative weekly.		Wendy Lanier	01/31/2027
	PLC minutes will be posted in Google Drive folder.			
	PLCs will analyze common assessment data biweekly.		Wendy Lanier	01/31/2027
	Data worksheet will be uploaded with minutes in Google Drive folder.			
	Lunch and Learn duties during the learn period		Wendy Lanier	05/01/2027
	Lesson Tuning will be done in each PLC for the month		Wendy Lanier	05/23/2027

Core Function:	**Domain 1: Turnaround Leadership**			
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**
Initial Assessment:	As of September 2026, James Kenan High School has made steady progress in strengthening instructional leadership. The principal and administrative team have established more consistent systems for monitoring curriculum implementation and classroom instruction through regular classroom walkthroughs, collaborative data reviews, and timely feedback to teachers. Walkthrough findings are being used to identify instructional strengths and areas for growth, while student achievement data are reviewed to inform instructional decisions and support targeted interventions. As a result, the school is building greater consistency in instructional practices and increasing accountability for using data and feedback to improve teaching and student learning outcomes.	Limited Development		

	As of September 2025, James Kenan High School will strengthen instructional leadership by ensuring that the principal and administrative team consistently monitor curriculum implementation and classroom instruction. Through regular walkthroughs, data reviews, and actionable feedback, the school will improve instructional quality and student learning outcomes.			
How it will look when fully met:	By the end of the school year, 100% of teachers will receive documented instructional feedback at least twice per month that is aligned with school-wide instructional priorities, leading to measurable growth in classroom instructional practices and student achievement.		**Michael Holton**	**05/01/2027**
Actions		**2 of 3 (67%)**		
	Conduct biweekly data review meetings with PLCs to align instructional feedback with student performance data.		Brian Jones	12/01/2026
	Establish a school-wide walkthrough and feedback schedule that ensures every teacher is observed regularly	Complete 09/16/2026	Michael Holton	12/15/2026
	Incorporate peer observation opportunities for teachers to observe model lessons and best practices.	Complete 10/05/2026	Sharnel Dixon	01/01/2027
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:	Duplin County Schools allocates resources to schools in ways that support the continuous improvement of students and staff. Financial resources are equitably distributed based on student enrollment and staff allotments. The district utilizes input from a variety of stakeholders when establishing priorities and regularly reviews district goals and the Duplin County Schools Five Year Strategic Plan, helping to ensure a focused effort in accomplishing expected outcomes. To maximize resources, the district and schools blend funding sources to have the most positive impact on our students and staff.	Full Implementation		

Core Function:	Domain 1: Turnaround Leadership			
Effective Practice:	**Practice 1C: Customize and target support to meet needs**			
B1.07	**The school's Leadership Team/ Health Council regularly reviews data which reflect the school's health, nutrition and safety policies, school environment, work-site wellness, attendance and discipline records and will use the data to make decisions about school improvement and professional development needs. (5859)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	As of Sept. 2026, James Kenan High School's Leadership Team/Health Council will regularly review and analyze data related to student and staff health, nutrition, safety, school climate and environment, work-site wellness, attendance, and discipline. The team will use this data to identify areas of need, establish priorities, develop and monitor school improvement strategies, and determine professional development and support needs that promote a safe, healthy, supportive, and academically successful school environment.	Limited Development		
How it will look when fully met:	The Leadership Team/Health Council will establish a systematic process for reviewing relevant data at least quarterly. The team will analyze trends, identify areas of need, establish measurable priorities, and implement targeted strategies to address identified concerns. Progress will be monitored throughout the school year, and strategies will be adjusted based on follow-up data.		**Lauren Norwood**	**05/07/2027**
Actions		**0 of 6 (0%)**		
	MTSS meetings will take place each month		Lauren Norwood	05/07/2027
	Below 80 list will be submitted to Dropout Prevention Coordinator after each Progress Report		Lauren Norwood	05/07/2027
	Lunch and Learn Activity Sheets submitted each month		Lauren Norwood	05/07/2027
	Required planning period meetings every other Wednesday		Lauren Norwood	05/07/2027
	SIT agenda and actions shared with school after each meeting		Lauren Norwood	05/07/2027

	By the end of the school year, at least 70% of students participating in Lunch and Learn remediation will demonstrate documented academic growth on targeted standards, as measured by common formative assessments, benchmark assessments, course grades, or EOC-related assessments.		Lauren Norwood	05/27/2027

Core Function:	**Domain 2: Talent Development**			
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**
Initial Assessment:	As of Sept. 2026, James Kenan High School will implement and maintain a systematic process for recruiting, evaluating, recognizing, developing, retaining, and replacing staff to ensure that all students have consistent access to highly qualified, effective, and supportive educators. The school will collaborate with the LEA to identify staffing needs, recruit qualified candidates, monitor staff performance and professional growth, recognize staff contributions and accomplishments, provide targeted support and professional development, and develop timely plans for filling vacancies and maintaining instructional continuity.	Limited Development		
How it will look when fully met:	By June 2027, James Kenan High School will strengthen its staff recruitment, evaluation, recognition, retention, and replacement systems by completing an annual staffing needs assessment, implementing consistent onboarding and mentoring practices for new staff, using evaluation and staff feedback data to identify professional learning needs, recognizing staff accomplishments throughout the school year, and collaborating with the LEA to fill vacancies in a timely manner. Progress will be monitored quarterly by school leadership through staffing data, evaluation data, professional development participation, staff feedback, and vacancy/turnover information.	**Objective Met 10/07/26**	**Austin Huffman**	**05/07/2027**

Actions				
	Conduct an annual staffing needs assessment	Complete 09/04/2026	Austin Huffman	05/07/2027
	Work with the LEA to advertise vacancies through district recruitment efforts, educator job fairs, colleges/universities, educator preparation programs, and professional networks.	Complete 09/04/2026	Austin Huffman	05/07/2027
	Provide new staff with school procedures, curriculum expectations, technology support, classroom management resources, and key contacts.	Complete 08/28/2026	Austin Huffman	05/07/2027
	Have BT's work with mentor to ensure the BT is staying on task with their discipline, school procedures, and professional growth	Complete 08/28/2026	Austin Huffman	05/07/2027
	When staff vacancies occur, communicate promptly with the LEA, identify qualified candidates.	Complete 08/28/2026	Austin Huffman	05/07/2027

Core Function:			**Domain 2: Talent Development**			
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**
Initial Assessment:			As of Sept. 2026, JKHS is implementing this indicator by regularly reviewing school performance data and trends from classroom observations during PLCs and leadership meetings to identify instructional needs, align professional learning opportunities to those needs, and provide teachers with targeted strategies, resources, and support that strengthen instructional practices and improve student outcomes. As of September 2025, JKHS will strengthen its talent development by using school performance data and aggregated classroom observation data to identify areas of need, inform professional learning, and guide decisions that support continuous school improvement. Through targeted professional development opportunities, teachers will be equipped with strategies and resources to improve instructional	Limited Development		

	practices and enhance student learning outcomes.			
How it will look when fully met:	SIT analyzes data to determine the areas needing improvement. This will in turn help our teachers and staff to understand and implement different areas of instruction that we as a school need to fully utilize our resources to help instruction, attendance and behavioral needs. Professional development will be scheduled and provided for staff in areas needing improvement.		**Wendy Waters**	**04/25/2027**
Actions		**0 of 7 (0%)**		
	Teachers will participate in professional development every other Wednesday in order to gain the tools needed to be successful this school year.		Wendy Waters	04/30/2027
	MTSS meetings the first Monday of each month to help monitor student progress who have been identified by teachers needing help with attendance, academics, and/or behavior		Wendy Waters	05/01/2027
	Lunch and Learn will be added to the school schedule. For students that have an 80 or above in class, no discipline referrals, no more that 3 tardies, and less than 4 absences can be released from the learn period and have an hour long lunch		Wendy Waters	05/01/2027
	Conduct weekly meetings with key teachers to go over data from EOC's, Benchmarks, and common assessments within each department		Wendy Waters	05/01/2027
	Planning period meetings planned and conducted every other Wednesday		Wendy Waters	05/01/2027
	Below 80 list submitted to DOP Coordinator after each progress report		Wendy Waters	05/01/2027
	Tiger Card celebrations every 9 weeks based on academics, behavior, and attendance		Wendy Waters	05/01/2027

Core Function:	**Domain 2: Talent Development**
Effective Practice:	**Practice 2C: Set clear performance expectations**

		C3.01	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(5165)	Implementation Status	Assigned To	Target Date
Initial Assessment:			As of Sept. 2026, James Kenan High School will establish and maintain a culture of recognition and celebration in which the principal acknowledges individual staff members, instructional teams, and the school community for their contributions to student success. Through regular recognition of academic growth, improved student achievement, effective instructional practices, and collaborative accomplishments, the school will promote staff morale, strengthen teamwork, and encourage continuous improvement in student learning outcomes.	Limited Development		
How it will look when fully met:			By the end of the school year, James Kenan High School will implement a consistent system for recognizing individual, team, and schoolwide accomplishments, with documented celebrations occurring throughout the year. Staff feedback and school improvement data will be reviewed quarterly to determine whether recognition practices are supporting collaboration, staff morale, and continued progress toward student learning goals.		**Tonu Lee**	**05/07/2027**
Actions				**0 of 4 (0%)**		
			Employee of the Month recognition for excellence in the classroom		Tonu Lee	05/07/2027
			Success-sharing during planning period meetings		Tonu Lee	05/07/2027
			Picture and write up for EOM on the Tiger digital sign		Laura Swinson	05/07/2027
			Establishment of Hospitality Committee to do faculty celebrations each month		Tonu Lee	05/07/2027

Core Function:			**Domain 3: Instructional Transformation**			
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**

Initial Assessment:	As of Sept. 2026, James Kenan High School is implementing this indicator through a consistent, schoolwide MTSS process that uses student data to identify needs, provide targeted support, and monitor progress. Professional Learning Communities (PLCs) regularly analyze formative assessments, benchmark data, attendance, behavior, and other student performance indicators to identify students who may need additional academic or behavioral support. Based on this analysis, teachers provide differentiated core instruction and targeted interventions aligned to specific student needs. Students requiring additional support are placed in appropriate MTSS tiers, with interventions documented and monitored through established progress-monitoring practices. Intervention teams and teachers regularly review student data to determine whether interventions are effective and make adjustments as needed. Collaboration among classroom teachers, intervention staff, counselors, administrators, and families ensures that students receive coordinated support. The school also monitors outcomes across student subgroups to identify performance gaps and ensure that interventions are addressing the needs of all learners. Through ongoing data analysis, progress monitoring, collaborative planning, and instructional adjustments, James Kenan High School is working to ensure that MTSS is implemented consistently and that students receive timely, evidence-based support to improve academic and behavioral outcomes. As of September 2025, James Kenan High School has implemented a comprehensive Multi-Tiered System of Support (MTSS) that ensures all students receive evidence-based, differentiated instruction aligned to their individual academic and behavioral needs. Through consistent data analysis, collaborative planning, and targeted interventions, the school will improve student achievement and close performance gaps across all subgroups.	Limited Development		
How it will look when fully met:	By the end of the school year, James Kenan High School will demonstrate increased proficiency rates on state assessments, improved growth data for all subgroups, and documented implementation of tiered interventions with fidelity across all content areas.		**Terijo Davis**	**05/01/2027**

Actions		**0 of 8 (0%)**		
	School social worker will have support groups for students in need during Learn each day		Terijo Davis	01/01/2027
	Learn will be used each day for students to get extra instructional time for extra support for academics		Terijo Davis	01/15/2027
	MTSS meetings will be conducted once a month with teachers during planning periods		Terijo Davis	01/15/2027
	A spreadsheet will be used for teachers to put any students they feel need extra attention in the areas of attendance, academics, and behaviors		Wendy Lanier	01/15/2027
	Provide Professional Development for teachers to get		Terijo Davis	05/25/2027
	Provide professional development to teachers on effective strategies and interventions for supporting MTSS students, including data-informed instruction, progress monitoring, differentiation, and appropriate instructional adjustments.		Terijo Davis	05/27/2027
	After school tutoring will be used for at risk students in core classes.		Terijo Davis	05/27/2027
	MMT committee meetings each month to update ESL students' progress in the MMT process		Terijo Davis	05/27/2027

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**
Initial Assessment:			As of Sept. 2026, James Kenan High School will establish consistent, proactive classroom management practices in which all teachers explicitly teach, model, practice, and reinforce classroom rules, procedures, and behavioral expectations. Teachers will use positive	Limited Development		

	reinforcement, clear communication, and consistent responses to promote a safe, respectful, and supportive learning environment that maximizes instructional time and student engagement.			
How it will look when fully met:	By the end of the school year, all James Kenan High School teachers will demonstrate consistent implementation of positively taught classroom rules, procedures, and expectations. Classroom walkthrough data will show evidence of explicit instruction and reinforcement of expectations, while discipline and behavior data will be reviewed regularly by the Leadership Team to identify areas for additional support and improvement.	**Objective Met 10/07/26**	**Harley Loomis**	**05/07/2027**
Actions				
	Teachers will teach and model classroom expectations through Learn in each class period	Complete 10/07/2026	Harley Loomis	05/07/2027
	Tiger Cards will address behavior, attendance, and academics to increase test scores at the end of the year	Complete 10/07/2026	Harley Loomis	05/07/2027
	Student of the Month will be displayed on Tiger Wall of Fame and also on Digital sign outside	Complete 10/07/2026	Harley Loomis	05/07/2027
	Administrators will conduct classroom walkthroughs to monitor evidence that classroom expectations and procedures are being taught and reinforced.	Complete 10/07/2026	Harley Loomis	05/07/2027
A2.24	**All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes objectives for student management of their learning.(5330)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	As of Sept. 2026, James Kenan High School will ensure that all teachers and teacher teams collaboratively plan and deliver instruction aligned to the expanded curriculum and state standards, incorporating clear learning objectives, success criteria, and opportunities for students to monitor, reflect on, and take ownership of their learning.	Limited Development		
How it will look when fully met:	By the end of the school year, 100% of teacher teams will demonstrate evidence of standards-aligned collaborative planning, and classroom walkthroughs will show increased use of clearly		**Tumira Middleton**	**05/07/2027**

	communicated learning objectives, success criteria, formative assessment, and student progress-monitoring strategies.			
Actions		**1 of 5 (20%)**		
	Conduct regular PLC curriculum and instructional planning meetings every other Wednesday		Tumira Middleton	05/07/2027
	Use the new Lesson Plan Briefing that will be linked in Tiger Tracks each week	Complete 10/07/2026	Tumira Middleton	05/07/2027
	Conduct administrative walkthroughs to monitor implementation and provide feedback		Michael Holton	05/07/2027
	Use common formative assessments to monitor student mastery.		Tumira Middleton	05/07/2027
	Analyze student work and assessment data during monthly PLC meetings.		Tumira Middleton	05/07/2027

Core Function:	**Domain 3: Instructional Transformation**			
Effective Practice:	**Practice 3C: Remove barriers and provide opportunities**			
A4.14	**The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits).(5132)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	As of Sept. 2026, School leadership and instructional teams will continue to monitor the implementation and effectiveness of MTSS strategies through ongoing data analysis, progress monitoring, and collaborative review of student outcomes. Teachers will use this information to make timely instructional adjustments and provide targeted support based on individual student needs. As of September 2025, James Kenan High School is committed to preparing all students for success beyond graduation by removing barriers to postsecondary opportunities. The school will provide structured supports, resources, and guidance to ensure that every student is equipped with the knowledge, skills, and experiences necessary to pursue their chosen college and career pathways.	Limited Development		
How it will look when fully met:	By the end of the 2026-27 school year, the school will have 100% of seniors apply to college		**Terijo Davis**	**05/01/2027**

	and attend post-secondary institutions, the military, or workforce. We are scheduling each grade level to attend a 2 or 4 year college. We are also scheduling colleges and various career industries to visit the schools at lunch each week (for example, one month we may do all agriculture jobs and colleges to visit, another health care, etc.).			
Actions		**0 of 11 (0%)**		
	Senior Parent night scheduled in the 1st semester to give information to all seniors about Finical Aid, college applications, and opportunities for seniors this school year		Sharnel Dixon	12/01/2026
	ACT word walls will be added to each teacher's classroom		Sharnell Dixon	12/15/2026
	ACT word of the day will be announced each morning during morning announcements		Michael Holton	12/15/2026
	Each teacher will have to incorporate an ACT problem each day on lesson plans.		Sharnell Dixon	12/15/2026
	ACT Blitz will be done starting in January for Juniors		Sharnel Dixon	03/15/2027
	ACT Blitz will be done 2 weeks prior to taking the ACT. It will be done every day during Learn		Sharnell Dixon	03/30/2027
	Juniors will take a Mock ACT pre-test to prepare for March administration. Sophomores will take the Pre-ACT to prepare for the ACT.		Michael Holton	05/01/2027
	Guidance and College Advisor will work with all seniors individually to apply to colleges		Sharnel Dixon	05/01/2027
	College Field trips and career ready field trips for all grade levels		Sharnel Dixon	05/01/2027
	RDS family night will be scheduled for seniors and their parents		Sharnel Dixon	05/01/2027
	Adding more students to do JSCC courses that are vocational, not just academic		Sharnel Dixon	05/01/2027

Core Function:	Domain 4: Culture Shift			
Effective Practice:	**Practice 4A: Build a strong community intensely focused on student learning**			
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:	As of Sept. 2026, James Kenan High School will establish and maintain a systematic process for tracking the post-secondary placements and experiences of graduates, including college/university enrollment, community college, career/technical education, military service, employment, apprenticeships, and other post-secondary pathways. The school will analyze and communicate post-secondary outcomes annually to the faculty, school leadership, school board, students, parents, and school community to identify trends and use the information to strengthen college and career readiness initiatives.	Limited Development		
How it will look when fully met:	James Kenan High School will systematically track and analyze the post-secondary placements and experiences of graduates and annually communicate the results to school leadership, faculty, the school board, students, families, and the community. The school will use graduate outcome data to identify trends and strengthen college, career, and post-secondary readiness opportunities for students.		**Wendy Waters**	**05/07/2027**
Actions		**0 of 4 (0%)**		
	Conduct a Senior Exit Survey		Richard McNeil	05/07/2027
	Partner with Postsecondary Institutions and Community Agencies		Richard McNeil	05/07/2027
	Compile data showing the percentage of graduates entering 2-year/4-year colleges, CTE programs, military, workforce, apprenticeships, and other pathways		Richard McNeil	05/07/2027
	Review post-secondary outcomes to determine whether additional supports, courses, CTE opportunities, career exploration, internships, dual enrollment, or college-readiness activities are needed.		Wendy Waters	05/07/2027

Core Function:	Domain 4: Culture Shift			
Effective Practice:	**Practice 4B: Solicit and act upon stakeholder input**			
E2.01	**Parent and/or Community representatives advise the School Leadership Team on matters related to family-school relations.(5188)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	As of Sept. 2026, James Kenan High School will establish and maintain meaningful opportunities for parents, families, and community representatives to advise the School Leadership Team on matters related to family-school relations. The school will actively seek and use stakeholder feedback to strengthen communication, family engagement, student support, and partnerships between the school, families, and the community.	Limited Development		
How it will look when fully met:	**James Kenan High School will engage parent and community representatives as active partners in the School Leadership Team by providing regular opportunities to advise the school on family-school relations, communication, family engagement, and student support. The school will collect, analyze, and use stakeholder feedback to improve family engagement practices and will communicate how stakeholder input influences school improvement decisions.**		**Laura Swinson**	**05/07/2027**
Actions		**0 of 5 (0%)**		
	The JKHS PTO will provide input to the SIT		Laura Swinson	12/07/2026
	Create Parent Feedback System with QR codes that go to the Media Coordinator to bring suggestions to SIT meetings		Laura Swinson	12/07/2026
	Provide Accessible Opportunities for Participation – Offer meetings and communication opportunities that consider family schedules and accessibility needs and provide understandable information to families through the use of incentives for our Tiger Cards		Laura Swinson	05/07/2027
	Have a report card pick up night each semester		Laura Swinson	05/07/2027
	Hold Regular Family/Community Advisory Meetings, such as FAFSA night, Senior Parent Meeting, Title 1 yearly meeting, monthly PTO Meetings		Laura Swinson	05/07/2027

Core Function:	Domain 4: Culture Shift			
Effective Practice:	**Practice 4C: Engage students and families in pursuing education goals**			
E1.03	**ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives.(5179)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	As of Sept. 2026, the commitment is being implemented through consistent communication of student progress, regular standards-based updates, parent and family conferences, and timely outreach from teachers when students need additional support. Teachers use student performance data to identify areas of strength and need, communicate progress with families, and collaborate with students and parents to develop strategies that promote continued academic growth. As of September 2025, James Kenan High School is committed to fostering a culture of collaboration between teachers, students, and families by ensuring clear and consistent communication about student progress. All teachers will systematically report mastery of standards-based objectives so that parents and guardians are informed, engaged, and empowered to support their child's academic growth.	No Development 09/20/2023		
How it will look when fully met:	Every student will have some type of feedback from each of their teachers. The feedback will be logged and turned in to the principal at the end of each month.		**Wendy Lanier**	**05/01/2027**
Actions		**1 of 7 (14%)**		
	Parent workshops, particularly Hispanic parents, will be offered to help families understand report cards, progress reports, and academic standards	Complete 09/15/2026	Wendy Lanier	09/15/2026
	Establish a school-wide expectation for teachers to communicate with parents at regular intervals (every 3–4 weeks).		Wendy Lanier	12/01/2026
	Updated contact logs turned in each month		Wendy Lanier	12/01/2026
	Students who are enrolled in EOC courses will take assessments using NC Check-ins 2.0. Teachers will have access to data related to		Wendy Lanier	04/30/2027

	student tests and will be able to share that data with parents. Data includes which standards students have met.			
	Progress reports sent home every 9 weeks		Wendy Lanier	04/30/2027
	MTSS meetings will be held the 1st Wednesday of each month to determine student needs in the areas of grades, attendance, and behavior		Sharnell Dixon	05/01/2027
	Social worker is implementing attendance contracts with students who have more than 8 unexcused absences.		Wendy Lanier	05/25/2027