

Comprehensive Progress Report

Mission: Our students will be locally grown, globally prepared.

Vision: Smoky Mountain High School will empower students to make positive contributions to our community, make meaningful additions to our community workforce, and they will fulfill their civic responsibilities.

Goals:

To improve academic performance (through ACT scores) and student attendance (through tardies). Specific tasks for these goals will be documented through A4.01.

To improve English 2 EOC scores. This will be completed through cross-curricular implementation of informational text reading strategies. (Measured through tasks A2.22)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Beginning of school: homerooms & classroom procedures & PBIS video for students PBIS Implementation Team - currently working on Module 2 training Developed a PRIDE Matrix with expectations for student behavior PBIS Professional Development for all staff - currently working on Module 1 training Positive Behavior - Tardy Implementation Focus Positive Behavior Management Training (Crisis Management Prevention) Educator's Handbook - discipline referral system	Limited Development 10/11/2017		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
Notes:						

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

11/14/17			Departments developed a timeline for completion of tasks: standards-based pacing guides, essential vocabulary, teacher resources, student resources, common benchmarks, and data analysis. The School Improvement Team will progress monitor each department's timeline.	Complete 04/25/2018	SIT Chair	04/02/2018
Notes:						
		A2.14	Units of instruction include specific learning activities aligned to objectives.(5104)	Implementation Status	Assigned To	Target Date
Initial Assessment:			PLC Planning (instructionally-aligned standards), Variety of assessments - performance based in addition to written assessments	Limited Development 08/13/2018		
How it will look when fully met:						
Actions						
Notes:						

		A2.22	All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.(5321)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Last year, SMHS worked in PLCs to enhance curriculum alignment through pacing guides, essential vocabulary development, teacher resources, student resources, common assessments, and data analysis. While departments provide explicit instruction in reading or vocabulary within their content areas, this objective will enable SMHS to take PLCs to the next level by narrowing their focus to enhance student learning through a more common language between departments.	Limited Development 07/16/2018		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			Teachers will collaborate within their PLCs and as a faculty to evaluate their current curricular resources for reading, writing, memorization, and vocabulary development. Our instructional materials should be rigorous, rich, and enhance the curriculum. Teachers will share reading, writing, memorization, and vocabulary strategies that are utilized in their classrooms during PLC time and faculty meetings. The need for professional development will be evaluated and scheduled based upon the needs of the staff. Evidence of completion will include: sample texts that have been added and instructional objectives met through these texts, minutes from PLCs/faculty meetings, and documentation of Professional Development trainings in these areas.		Evelyn Graning	06/15/2021
Actions				9 of 10 (90%)		
	8/13/18	Professional Development will be provided by Bekah Mulligan on SIMS (Strategic Instructional Models) Strategies.		Complete 10/17/2018	Bekah Mulligan	10/31/2018
Notes:						
	7/16/18	At PLC meeting, review Wise Ways document and establish PLC goals within one or two areas of reading, writing, memorization, and vocabulary.		Complete 11/30/2018	April Bryson	12/14/2018
Notes:						
	7/16/18	At each faculty meeting, one department will share a best practice within the area of vocabulary.		Complete 05/17/2019	Evelyn Graning	06/15/2019
Notes: Departments will rotate sharing best practice --one department will share during first 5 minutes at every faculty meeting.						

7/16/18	In PLCs, evaluate standards listed in Standard Course of Study. Determine 3 standards within each course where we can provide intentional reading instruction in the area of informational text.	Complete 08/16/2019	April Bryson	09/01/2019
<i>Notes:</i>				
7/31/19	Teachers provide evidence of sample reading assignments that were utilized in enhancing reading instruction for informational text.	Complete 12/04/2019	April Bryson	12/11/2019
<i>Notes:</i>				
2/6/20	SMHS will host an ACT Boot Camp for any interested students. Marty and Donna Talbert will introduce ACT test taking strategies. This event will be on February 17th. This is an opportunity for students to pay for a more in-depth ACT prep course.	Complete 02/17/2020	Evelyn Graning	02/17/2020
<i>Notes:</i>				
2/6/20	SMHS will host an ACT Mini-Boot Camp for all juniors. The junior class will be divided into two groups. Marty and Donna Talbert will conduct mini-sessions throughout the day on ACT test taking strategies. This event will be on February 19th & 24th.	Complete 02/24/2020	Evelyn Graning	02/24/2020
<i>Notes:</i>				
2/6/20	Kim Bryson and Stefanie Eckard will run an ACT Prep camp. This camp will be offered to students that are on the bubble of achieving a College Readiness score of 17, based upon their Pre-ACT scores. The Prep camp will be afterschool for six weeks and will utilize the Kaplan ACT resource book.	Complete 02/25/2020	Evelyn Graning	02/26/2020
<i>Notes:</i>				
2/5/20	At each faculty meeting, one department will share a best practice within the area of rich reading.	Complete 08/14/2020	Evelyn Graning	08/17/2020
<i>Notes:</i>				
9/30/20	Creation of online, digital instructional sites and resources by department. Each department would create a database of sites that support reading and vocabulary specific to their content areas.		Carol Lee	10/30/2020
<i>Notes:</i> -Each department having a shared Sandbox course in Canvas. -Supporting students using the immersive reading feature in Canvas to help EL/ struggling readers.				
Implementation:		08/04/2020		
Evidence	8/4/2020 Data reflects improved ACT scores for students since initial actions to meet this indicator.			

Experience	8/4/2020 This was the first year the entire junior class was involved in ACT Boot Camp instruction. Utilized more reading/writing/memorization/vocabulary strategies across all courses than previous years.			
Sustainability	8/4/2020 Continued utilization of ACT Boot Camp and related programs to prepare students and improve ACT scores. Continued focus on incorporating information-rich text throughout students' educational careers.			

Core Function:	Dimension A - Instructional Excellence and Alignment
-----------------------	---

Effective Practice:	Student support services
----------------------------	---------------------------------

	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Pockets of excellence in tiered instructional systems are present; PEP process is in place and student management team works to establish tiered based instructional supports for students. SMART lunch has been restructured this school year to provide the opportunity for additional instructional time during the day focused on interventions to promote academic success in the classroom.	Limited Development 07/25/2016		
How it will look when fully met:			Full implementation of MTSS. It will include providing opportunities for students to receive remedial and supplemental instruction. Sufficient opportunities will be in place for students to receive this instruction and additional supports.		Evelyn Graning	06/30/2021
Actions				17 of 20 (85%)		
	7/26/16		A district-level team will be selected and progress through MTSS Module 1: Strengthening Core during the 2016-2017 school year.	Complete 06/30/2017	Kelly Doppke	06/30/2017
			Notes: Kelly Doppke and Adam Holt will lead the district team. Jake Buchanan will be the representative for Smoky Mountain High School.			
	7/26/16		A group of teachers will be selected to serve on the PBIS Implementation Team. The task of this team is to gain an understanding of the PBIS process, to develop a PBIS Matrix, to visit another PBIS school, and to make plans for implementation at SMHS beginning the 2017-2018 school year.	Complete 06/01/2017	April DeBord	06/30/2017
			Notes:			

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

Notes:

ACT BOOT CAMP

Instructors: Donna & Martin Talbert

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

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

Enrollment: Register in the Front Office

Cost: \$145; make checks payable to SMHS

Overview

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

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

Instructors

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

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

2/18/19 Professional Development - Faculty Meeting

Complete 02/18/2019

Evelyn Graning

02/18/2019

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

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

Complete 02/26/2019

Kaye Anderson-Dengler

03/10/2019

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

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

7/31/19	<p>The MTSS Leadership team, in collaboration with Adam Holt and Kelly Doppke, will facilitate refresher Professional Development in Module 2 of MTSS. Topics will include:</p> <p>(2.1) Establishing Readiness and Sustainability for Building an Intervention System for School Teams</p> <p>(2.2) Building a Literacy Component to an Intervention System for School Teams</p> <p>(2.3) Building a Math Component to an Intervention System for School Teams</p> <p>(2.4) Building a Behavior/Social-Emotional/Attendance Component to an Intervention System for School Teams</p>		Evelyn Graning	10/30/2020
<i>Notes:</i>				
7/31/19	<p>The MTSS Leadership team, in collaboration with Adam Holt and Kelly Doppke, will facilitate Professional Development in Module 3 of MTSS. This will be a flipped PD, where EC department & MTSS team will watch videos or complete canvas work prior to a face-to-face meeting. Topics to cover:</p> <p>(3.1) Readiness: System Requirements of Beliefs, Knowledge, Tools, and Skills for SLD Eligibility</p> <p>(3.2) Defining a System of Evaluation and Eligibility</p> <p>(3.3) Design and Delivery of Specially Designed Instruction within an MTSS</p> <p>(3.4) Assessing Readiness and Planning for Implementation</p>		Emory Rhoads	10/30/2020
<i>Notes:</i>				
12/4/19	<p>Based on BASC results and discipline referrals, students identified in Tier 2 for behavioral needs will be connected with a staff member for check-in/check-out to provide support for daily activities. PBIS team will identify qualifying students to implement check in/check out supports.</p>		Steven McRae	01/08/2021
<i>Notes:</i>				

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Prior school improvement team goal identified students having a "go-to" person for emotional support. Freshmen Academy offers a fantastic support structure for student's emotional support within the school building. Challenges exist within current school structure to promote a student-responsibility driven culture. Creating opportunities for students such as SMART lunch clubs that will provide a "connection" for students has created an opportunity for students to have emotional needs met.	Limited Development 07/25/2016		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			Every student will self-identify one adult staff member that they feel comfortable to seek out support. All staff will identify signs that students need additional emotional support through Jackson Psychological Services or the Student Support Center at SMHS. Teachers know where and how to guide students to provide support or resources necessary for success. Student Management Team identifies behaviors and emotional states of at-risk students and seeks out interventions and services. Student morale will be increased, all students will feel safe at school, and less student discipline referrals will be reported. The PBIS implementation will contribute to fulfilling this objective.	Objective Met 07/31/19	Evelyn Graning	06/28/2019
Actions						
	7/26/16	De-Escalation Training will be offered at the beginning of the school year during teacher workdays.		Complete 08/17/2016	Todd Sessoms	08/17/2016
<i>Notes:</i> Training provided to all staff which will help in de-escalating student behavior and emotional response for students in crisis.						
	2/15/18	HERO (Helping Everyone Respect Others) is a club that is devoted to helping make Smoky Mountain High School a safe, welcoming environment for everyone and provide students with knowledge and tools to help make good life decisions. The club was developed in August 2017. Sponsors are Mrs. Henson and Mrs. Orr.		Complete 09/01/2017	Mary Henson	09/01/2017
<i>Notes:</i>						

2/15/18	<p>A GTO Team (Giving to Others) is being implemented for the 2017-2018 School Year.</p> <p>Goals To make a place for new students here at SMHS. Receive training in how to give student tours and how to make new students feel comfortable and safe. Provide student tours for upcoming freshman and new students at orientation and during day in the life. Grow as individuals and as a team in how we care for and give to others.</p> <p>Activities from this year This year GTO team members volunteered to give t-shirts to all freshmen when students came to get their books and lockers . GTO team members provided tours when students picked up their schedules. GTO team members gave tours to new and incoming students as needed. GTO team members have been training to give freshman tours for day in the life in the Spring when we host over 200 upcoming freshman for a day, students attend class with a GTO team.</p>	Complete 09/01/2017	April DeBord	09/01/2017
<i>Notes:</i>				
2/27/18	Due to recent events, SMHS will host a safety assembly. This assembly will focus on reviewing lockdown procedures and discuss how to respond during class changes, lunch, etc in an emergency event. The importance of situational awareness will be emphasized.	Complete 02/26/2018	Jacob Buchanan	02/26/2018
<i>Notes:</i>				
7/16/18	A guidance counselor position will be added to the SMHS staff. Their focus will be mental health and student development.	Complete 08/01/2018	Jimmy Cleaveland	08/01/2018
<i>Notes:</i>				
7/26/16	Multiple clubs, athletics, and extracurricular activities will be offered. Student participation in these opportunities will provide a place for students to connect with an adult on campus. A schedule for these clubs will be created and presented to students after the first progress report (approximately 4.5 weeks into the school year).	Complete 09/28/2018	April Bryson	10/01/2018
<i>Notes:</i> Staff and administration will review and provide opportunities to students taking into consideration interests, talents, career aspirations, and limitations.				

11/28/18	Tobin Lee, Regional Tobacco Prevention Manager, will host an educational session on the dangers of tobacco and addiction, with a specific focus on e-cigarettes. He will discuss the health effects, risks, and deceptive marketing strategies. A presentation was given to SMHS faculty (with an invite for all county employees to attend) and a community/parent session.	Complete 11/28/2018	Evelyn Graning	12/06/2018
<i>Notes:</i>				
11/14/18	<p>The PBIS committee will design videos for students reviewing the 5 components of the PBIS PRIDE Matrix. Each video will exemplify the 5 expectations in our matrix: Positivity, Respect, Integrity, Dedication, and Excellence.</p> <p>Teachers will receive a document with 5 quotes for morning announcements, 5 songs for the afternoon dismissal, classroom strategies for implementing that expectation.</p> <p>Teachers will also utilize a Google form to give feedback to the PBIS committee for the following school year.</p>	Complete 05/01/2019	Brittany Cunningham	05/01/2019
<i>Notes:</i>				
11/14/18	Staff will participate in a PBIS Module 1 refresher course through Canvas. This module includes: Introduction to PBIS, Identifying Core Values, Keys to Effective Behavior Instruction, Using Data to Make Decisions, and Conducting Effective Data Meetings.	Complete 05/01/2019	Brittany Cunningham	05/01/2019
<i>Notes:</i>				
7/31/19	The School Safety Committee met to revise the Student Code of Conduct with regards to vaping. Students will now receive a consequence of two days of In-School Suspension. On day one, students will complete a Canvas course regarding vaping and tobacco cessation. On day two, students will complete their class work from missed classes.	Complete 06/10/2019	Evelyn Graning	06/30/2019
<i>Notes:</i>				
Implementation:		07/31/2019		
Evidence	7/31/2019 See document upload - A4.06 Evidence of Completion			
Experience	7/31/2019 Working through objective reminded us of the importance of focusing on the whole student, not just academics. It was challenging and rewarding.			

Sustainability			7/31/2019 Our PBIS committee will continue to create a positive school culture. We will continue to have Steve McRae as our rock star counselor. Vaping cessation will continue to be a priority.			
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			- Freshman Academy (PLC & support from Freshman Coordinator) - Day In The Life: 8th grade visitations - Grade level meetings - Beginning of the Year - Student Support Center: one-on-one student meetings for advisement - Student Support Center: Parent meetings for College transition (FAFSA, applications/essay writing) - Career Development Coordinator - CTE student meetings/class meetings for career counseling - CTE Post-graduate survey - Progression Plan - on track for graduation (credits, parent meetings) - College/Career Days (SCC career fair, WCU tours, CTE field trips, UNCA) - SMHS Graduates - returning to share experiences - EC Department - Voc Rehab, transitions for students/interest surveys, post-secondary survey, work site visitations - CTE/EC Internship Program	Limited Development 10/11/2017		
How it will look when fully met:			Procedures will be in place to support student transitions between grade levels (with a specific focus on 8th to 9th transition). Support will be provided academically, emotionally, and socially. Internship/Apprenticeship (CTE and EC work study) opportunities will be provided for upperclassmen. Evidence will include procedures and expectations, documentation of meetings. Data sources include cohort graduation rate, internship assessments.		Amy Fahey	06/30/2022
Actions				4 of 11 (36%)		
	9/25/19	Establish Freshmen Ambassadors. These will be 10th-12th grade students, who are selected through an application process. They will serve in leadership roles by giving tours to incoming freshmen, be paired with freshmen homeroom classes, and work with Mrs. Macke to support our incoming students.		Complete 08/14/2019	Stacy Macke	08/14/2019
Notes:						
	9/25/19	Students will create a Major Clarity account to complete an interest inventory. Major Clarity can be used to create resumes, search for college scholarships, and to increase college-readiness.		Complete 09/10/2019	Traci West	09/10/2019
Notes:						

9/16/19	A random sampling of homerooms will complete CTE survey regarding what internships they are interested in and which they would like to participate in. Students can write in ideas that are not present on survey.	Complete 09/13/2019	Josh Watson	09/13/2019
<i>Notes:</i>				
9/25/19	Students completed Behavior Screening (BASC) to find and aid at-risk or in-need students that would need emotional support so that these students can receive help from Student Support Services	Complete 09/24/2019	Student Support Services	09/24/2019
<i>Notes:</i>				
7/31/19	Counselors and student support have created and continue to utilize the Freshmen Focus program to aid incoming freshmen in academics as well as behavior in which freshmen teachers meet to discuss successes and avenues for improvement.		Stacy Macke	01/08/2021
<i>Notes:</i>				
9/25/19	Create an application and interview process for student placements in CTE internships/apprenticeships (IT & maintenance) using specific course codes for their pathways.		Stacy Macke	01/08/2021
<i>Notes:</i>				
9/25/19	Student Personnel will go to elementary schools to speak to 8th grade about CTE opportunities and have students create Major Clarity accounts to facilitate their transition to 9th grade at SMHS.		Traci West	03/20/2021
<i>Notes:</i>				
9/25/19	In the Freshmen Focus "Day in the Life" Program 8th grade students will come to SMHS to experience a 2 hour tour of the high school such as lunch, class drop-in, and final debriefing to be able to prepare for the 8th to 9th grade transition.		Stacy Macke	04/20/2021
<i>Notes:</i>				
9/25/19	Personnel will talk with local businesses and other school system departments (criminal justice, mechanics, medical personnel) to find 2-3 additional placements for students in CTE internships.		Emory Rhoads	06/04/2021
<i>Notes:</i>				
9/25/19	EC program students will complete interest inventory, legal procedures for careers, and job applications through Pre Employment Services/We Care to prepare them for future careers		Emory Rhoads	06/04/2021
<i>Notes:</i>				

7/31/19	The EC program has created and will continue to utilize Pre-Employment Transition Services through Webster Enterprises to help students through career exploration and hands on activities to facilitate student transition to post secondary careers and employment.		Emory Rhoads	06/08/2021
<i>Notes:</i>				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Challenges exist to document current meetings and agendas. Many different school improvement pieces are in place currently; the school will work to align these items to focus on total school improvement.	Limited Development 07/25/2016		
How it will look when fully met:						
Actions						
Notes:						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The Master Schedule is designed with teacher input on courses, electives, teaching preferences, and common planning for teacher who are co-teaching. The schedule is designed to be conducive to PLCs, activities/clubs, athletics, and other school-specific opportunities. The duty roster is designed to allow for PLC times during the school day. Teachers planning time is protected for instructional planning (90 minutes/day).	Full Implementation 01/17/2019		

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

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

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

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