



**Wheatmore High School  
School Improvement Plan  
2018-2019**

## Comprehensive Progress Report

**Mission:** Randolph County School System Mission Statement The mission of the Randolph County School System is to maximize educational opportunities for every student by focusing on continuous improvement and having high expectations for students and staff, while preparing students for multiple options to be competitive in a diverse 21st Century global society.

**Vision:** The vision of the Randolph County School System is to maximize educational opportunities for every student, based on our beliefs that: All students can learn; All students will be taught in a safe and nurturing learning environment; All students deserve a teacher who is qualified and well-prepared; All students deserve access to instructional resources managed in a fiscally-responsible manner; and All stakeholders share the responsibility and accountability for student learning.

**Goals:** By the end of the 2018-2019 school year, at least 75% of the students taking EOG tests and EOC tests in the RCSS will perform at or above “Level 3” and all subgroups of students will perform at the at the “Expected Growth” Level or higher.



! = Past Due Objectives      KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
A1.02		ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>2017</p> <p>The lead teacher conducts spot checks once a month for all teachers giving them instant feedback on what was observed. Each administrator plans on being in a classroom at least 2 hours each day. Wheatmore also has an administrative intern that will spend 2 hours each day visiting classrooms and providing feedback to each teacher. Professional Development will be provided once a month for all teachers during the regular scheduled 1st Tuesday planning period meetings.</p> <p>2018</p> <p>Each teacher will be coached on his third professional development goal for the 2018-2019 school year based on previous year's observation and spot check data. All teachers will participate in "Go and See" once a month. Each teacher will prepare weekly lesson plans for review.</p>	Limited Development 08/16/2017		
<i>How it will look when fully met:</i>		Professional development will focus on many things over the course of a year, but will always include training and coaching to improve instructional practice. Classroom observations based on indicators of effective practice help determine the instructional strengths and areas of improvement for each teacher, and when aggregated, they show patterns of practice across grade levels, subject areas for the whole faculty. Each individual teacher's personal professional plan will reflect classroom observations and document reviews, and whole faculty professional development can cover the results of a patterns-of-practice analysis. All teachers will score higher on their end of the year evaluation. Spot check data will show teachers using the suggestions and professional development in their daily routines. Lesson plans will be thorough and constantly updated depending on student needs.		Kelly Ivey	06/15/2020
<i>Actions</i>			<b>0 of 6 (0%)</b>		
8/28/18	All Wheatmore department will meet once a month.			Kelly Ivey	06/12/2019
<i>Notes:</i>					
8/28/18	All Wheatmore PLCs will meet twice a month.			Kelly Ivey	06/12/2019

		<i>Notes:</i>				
	8/28/18	All Wheatmore teachers will participate in instructional rounds during Go and See. These observations will be on a team that includes leadership, guidance and support staff.			Kelly Ivey	06/12/2019
		<i>Notes:</i>				
	8/28/18	All Wheatmore teachers will establish a syllabus for each course, within their PLC (if applicable) at the start of each semester.			Kelly Ivey	06/12/2019
		<i>Notes:</i>				
	8/28/18	All Wheatmore teachers will establish a pacing guide for each course, within their PLC (if applicable) at the start of each semester.			Kelly Ivey	06/12/2019
		<i>Notes:</i>				
	8/28/18	The lead teacher will observe all Wheatmore teachers at least once a month providing instant feedback.			Kelly Ivey	06/12/2019
		<i>Notes:</i>				
	<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		2017 - Teachers are working towards being more consistent across the board in all classrooms. School expectations have been set by administration and will be monitored throughout the school year.		Limited Development 08/16/2017		
<i>How it will look when fully met:</i>		All teachers will establish and post classroom rules and procedures. They will instruct and reinforce each student for understanding and following the rules and procedures. Positive teaching is preferable to correcting students after-the-fact. Classroom management will be more than posting a list of “dos and don’ts” on the classroom wall and expecting all students will happily and consistently follow every rule.			<b>Eric Johnson</b>	<b>06/14/2019</b>
<b>Actions</b>				<b>0 of 5 (0%)</b>		
	8/28/18	All teachers will teach Bell to Bell.			Eric Gee	06/12/2019
		<i>Notes:</i>				
	8/28/18	All teachers will be purposeful with their questioning in order for students to keep them accountable and on task.			Kelly Ivey	06/12/2019
		<i>Notes:</i>				
	8/28/18	All teachers will establish a procedure for students going in and out of class.			Eric Gee	06/12/2019
		<i>Notes:</i>				
	8/28/18	All teachers will establish a procedure for students during classroom transitions.			Kelly Ivey	06/12/2019

Notes:

8/28/18 All teachers will post rules and implement them consistently with all students.

Eric Gee

06/12/2019

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
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**Initial Assessment:**

Below is Wheatmore's current level of implementation efforts for this indicator.

2017

- \* Teachers are required to make lesson plans aligning to the state standards and share with the administrators.
- \* PLCs, based on subject, follow a county pacing guide that aligns to the state guidelines and meet on a regular basis to compare common assessments that are also based on the state standards.
- \* MDC Team for Math 1 plans lesson and assessment together within the guidelines of the county pacing guide.
- \* School based summer workshop, with a stipend, to consider the standards of Math 1, Math 2, and Math 3.
- \* LDC is being incorporated for 50% of the staff in year 2 of the program. This aligns with the literacy standards for each core and CTE class.
- \* Pacing guides and syllabi are submitted to the lead teacher to review each semester.
- \* Honors and AP contracts are developed each year for consistency.
- \* Spot Checks are conducted monthly for all teachers.

2018

- \*Go and See procedures are with a team of teachers for easier collaboration.
- \*Lesson Plans are expected weekly for leadership review.
- \* County PLT sessions are required for Core teachers.

Limited Development  
05/09/2017

<b>How it will look when fully met:</b>	Teachers, working in teams, build the taught curriculum from learning standards, curriculum guides, and a variety of resources, including textbooks, other commercial materials, and teacher-created activities and materials. Instructional Teams will organize the curriculum into unit plans that guide instruction for all students. The unit plans assure that students master standards-based objectives and also provide opportunities for enhanced learning.		<b>Kelly Ivey</b>	<b>06/19/2020</b>
<b>Actions</b>		<b>0 of 4 (0%)</b>		
8/28/17	ALL Wheatmore Departments meet monthly.		Eric Johnson	06/21/2020
<i>Notes:</i>				
8/28/17	ALL Wheatmore Professional Learning Teams meet 2 times a month to discuss data and plan accordingly.		Eric Johnson	06/21/2020
<i>Notes:</i>				
8/28/17	ALL Wheatmore teachers plan units based on data that are aligned to the state standards.		Eric Johnson	06/21/2020
<i>Notes:</i>				
8/28/18	All teachers will develop weekly lesson plans.		Kelly Ivey	06/21/2020
<i>Notes:</i>				

A2.05		ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The majority of Wheatmore teachers develop weekly lesson plans based on aligned units of instruction. In order to have this indicator at full implementation the following has been put into place.</p> <ul style="list-style-type: none"> <li>* Weekly lesson plan checks.</li> <li>* Spot checks.</li> <li>* Feedback on lessons.</li> <li>*Vertical alignment.</li> <li>* Go and See.</li> </ul>	Limited Development 09/10/2018		
<i>How it will look when fully met:</i>		All teachers will have weekly lesson plans developed prior to teaching the subject.		Kelly Ivey	06/19/2020
<b>Actions</b>			<b>0 of 3 (0%)</b>		
9/10/18	Weekly lesson plan checks by leadership.			Kelly Ivey	06/12/2019
<i>Notes:</i>					
9/10/18	Spot checks/feedback provided by lead teacher.			Kelly Ivey	06/12/2019
<i>Notes:</i>					
9/10/18	Teachers will participate in the instructional Rounds protocol each month providing feedback to all colleagues.			Kelly Ivey	06/12/2019
<i>Notes:</i>					
A2.15		Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.(5105)	Implementation Status	Assigned To	Target Date



**Initial Assessment:**

Below is Wheatmore's current level of implementation efforts for this indicator.

2017

- \* Teachers are required to make lesson plans aligning to the state standards and share with the administrators.
- \* PLCs, based on subject, follow a county pacing guide that aligns to the state guidelines and meet on a regular basis to compare common assessments that are also based on the state standards.
- \* MDC Team for Math 1 plans lesson and assessment together within the guidelines of the county pacing guide.
- \* School based summer workshop, with a stipend, to consider the standards of Math 1, Math 2, and Math 3.
- \* LDC is being incorporated for 50% of the staff in year 2 of the program. This aligns with the literacy standards for each core and CTE class.
- \* Pacing guides and syllabi are submitted to the lead teacher to review each semester.
- \* Honors and AP contracts are developed each year for consistency.
- \* Spot Checks are conducted monthly for all teachers.

2018

- \*Go and See procedures are with a team of teachers for easier collaboration.
- \*Lesson Plans are expected weekly for leadership review.
- \* County PLT sessions are required for Core teachers.

Limited Development  
09/20/2018

<b>How it will look when fully met:</b>	Wheatmore believes that effective Instructional Teams co-design units of instruction are what is best for student learning. Resulting unit plans will explicitly state student learning outcomes as determined by the accompanying standards. Effective unit plans are sequenced and layered upon previously required skills and knowledge. The unit plans will establish a means to measure student pre unit abilities followed by ways to measure post unit gains, which in turn indicates instructional success.		Kelly Ivey	06/28/2020	
<b>Actions</b>		<b>0 of 1 (0%)</b>			
9/20/18	All Wheatmore PLCs will meet every other week to develop unit lesson plans.		Kelly Ivey	06/12/2020	
<i>Notes:</i>					
	<b>A2.16</b>	<b>Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students.(5106)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Currently all Wheatmore teachers have a notebook to track progress for all EC/504/ESL students. We have not provided teachers AIG student information as of yet.	Limited Development 09/20/2018		
<b>How it will look when fully met:</b>	Wheatmore feels for full implementation the aligned IEP should change teachers' pedagogy and attitudes to ensure that students with disabilities have access to the general education curriculum. As special education students gain greater access to state content standards, their test scores should improve and the achievement gap between special education and general education should decrease.		Lauren Hedrick	06/19/2020	
<b>Actions</b>		<b>0 of 2 (0%)</b>			
9/20/18	All Wheatmore teachers will document modification and strategies for all EC/504 students in their EC notebooks.		Kelly Ivey	06/12/2020	
<i>Notes:</i>					
9/26/18	Several Wheatmore teachers will get AIG trained.		Kelly Ivey	06/12/2020	
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
A3.02		Instructional Teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs.(5111)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Student achievement will increase after interventions from data disaggregated are implemented.	Limited Development 08/16/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<b>How it will look when fully met:</b>		All teachers will make data tracking part of their routine in the classroom to guide instruction for all students.		<b>Kelly Ivey</b>	<b>06/15/2020</b>
<b>Actions</b>			<b>9 of 16 (56%)</b>		
8/16/17	September EC notebook check		Complete 09/29/2017	Kelly Ivey	09/29/2017
	<i>Notes:</i>				
8/16/17	November EC notebook check		Complete 11/30/2017	Kelly Ivey	11/30/2017
	<i>Notes:</i>				
8/16/17	December EC notebook check		Complete 12/29/2017	Kelly Ivey	12/31/2017
	<i>Notes:</i>				
8/16/17	February EC notebook check		Complete 10/01/2018	Kelly Ivey	02/28/2018
	<i>Notes:</i>				
8/16/17	March EC notebook check		Complete 03/30/2018	Kelly Ivey	03/30/2018
	<i>Notes:</i>				
8/16/17	April EC notebook check		Complete 04/30/2018	Kelly Ivey	04/30/2018
	<i>Notes:</i>				
8/16/17	May EC notebook check		Complete 05/31/2018	Kelly Ivey	05/31/2018
	<i>Notes:</i>				
10/9/17	October EC Notebook Check		Complete 10/31/2017	Kelly Ivey	10/31/2017
	<i>Notes:</i>				
9/26/18	September EC notebook Check		Complete 09/28/2018	Kelly Ivey	09/29/2018
	<i>Notes:</i>				
9/26/18	Novemeber EC notebook Check			Kelly Ivey	11/29/2018
	<i>Notes:</i>				
9/26/18	October EC notebook Check			Kelly Ivey	10/29/2018

<i>Notes:</i>				
9/26/18	December EC notebook Check		Kelly Ivey	12/29/2018
<i>Notes:</i>				
9/26/18	February EC notebook Check		Kelly Ivey	02/28/2019
<i>Notes:</i>				
9/26/18	March EC notebook Check		Kelly Ivey	03/29/2019
<i>Notes:</i>				
9/26/18	April EC notebook Check		Kelly Ivey	04/29/2019
<i>Notes:</i>				
9/26/18	May EC notebook Check		Kelly Ivey	05/29/2019
<i>Notes:</i>				
<b>Implementation:</b>		09/26/2018		
<b>Evidence</b>	8/13/2018 Exceptional Children Notebooks and accommodation documentation sheets			
<b>Experience</b>	8/13/2018 In order to meet the higher expectations of current standards-based systems, educators need information that can be used to project how students are doing against the grade-level standards throughout the course of the year so they can determine what needs to be done to accelerate student progress toward the proficiency standards and goals identified on students' IEP's. Wheatmore teachers are required to document in their Exceptional Children notebooks. Each assessment teachers are required to make sure students get their accommodations and document the details. These sheets are then submitted to their case mangers for review with all stakeholders. Meetings are held to review accommodations and decide if actions need to be changed or modified.			
<b>Sustainability</b>	8/13/2018 Teachers will still be provided an Exceptional Children notebook and notebook checks will be done weekly. Teachers will continue to keep open lines of communication with case managers and stakeholders in regards to student progress.			

	A3.03	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(5112)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>Wheatmore uses the school improvement plan (SIP) to drive professional development for teachers. Professional development plans are a part of the school improvement planning discussion and are focused on skills teachers need to support improvement areas identified during the needs assessment and plan development. Each teacher is provided one indicator to work on throughout the school year that aligns with the SIP.</p> <p>The SIP stems from evidence of research-based practices in the classroom, as determined by systematic classroom observations by the principal, lead teacher and by peers. Professional development is a means for elevating the skill and knowledge of administrators, teachers, and staff, whenever the SIP calls for new expertise to enable the school to move in a new direction or to address a particular problem. Depending on the results of the observations, professional development is geared to improve the teaching abilities across Wheatmore faculty.</p>	Limited Development 08/13/2018			
<i>How it will look when fully met:</i>	Wheatmore will show aggregate areas of strength and areas that need improvement based on classroom observations called a “patterns of practice” analysis. It will be based on observations made relative to a set of indicators of effective practice so that the pattern shows the percent of teachers exhibiting each indicator. This is especially valuable information for planning professional development and for implementation of an indicator-based improvement plan.		Eric Johnson	06/19/2020	
<b>Actions</b>			<b>0 of 4 (0%)</b>		
9/26/18	Data folders on each teachers observations		Kelly Ivey	06/16/2019	
<i>Notes:</i>					
9/26/18	Beginning of the year conferences with all teachers.		Kelly Ivey	08/31/2019	
<i>Notes:</i>					
9/26/18	End of the year conferences with all teachers.		Kelly Ivey	06/16/2019	
<i>Notes:</i>					
9/26/18	Wheatmore will provide feedback on spot checks and walk throughs given immediately to teachers.		Eric Johnson	06/16/2019	

Notes:

	A3.07	Instructional teams and teachers use fine-grained data to design for each student a learning path tailored to that student's prior learning, personal interests, and aspirations.(5116)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Wheatmore attempts to customize individual students' learning paths through data-based decision making. This is one of Wheatmore's best practices. We are constantly evaluating student performance data that allows teachers to adjust not only the instructional methods they use, but the contexts in which those methods are used.</p> <p>Wheatmore asks students and teachers to look at data in order to improve instructional practices and individual learning practices/habits. Individual conferences are held with students on attendance data, classroom achievement data, benchmark data, career goals and post secondary plans.</p> <p>Individual conferences are also held with teachers on classroom data, end of course data, gradebook data etc at the 4.5 week mark to identify areas of strength and weakness.</p>	Limited Development 08/13/2018		
<i>How it will look when fully met:</i>		Data-based decision-making can result in improvements in student achievement. Data-based decision-making focuses on ongoing monitoring of student outcomes to provide an evidence base for continued use of an intervention. At the core of data-based decision-making is the premise that successful learning can be measured in increments that then can be examined by teachers and other professionals to determine whether the supports they provided improved learning. Further, improvements in student achievement that can be produced by data-based decisions have been shown to increase student motivation for academic tasks.		Kelly Ivey	06/19/2020
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	9/26/18	All Wheatmore teachers will submit data plans at the start of the semester for student and teacher data tracking.		Kelly Ivey	06/16/2019
	<i>Notes:</i>				
	9/26/18	All teachers will assess students online throughout the semester.		Kelly Ivey	06/19/2019
	<i>Notes:</i>				

Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Wheatmore currently has the following in place towards this indicator:</p> <ul style="list-style-type: none"> <li>* SIT involves all teachers in gaining input for school decisions.</li> <li>* Communication journals, documenting parental contacts are shared with admin team.</li> <li>*Data tracker sheets allow students to reflect on their progress throughout the semester.</li> <li>* PLCs, such as Biology, meet on a regular basis to compare and discuss common assessment results, pacing progress, and sharing of ideas.</li> <li>* All levels offered (standard, honors, AP).</li> <li>*Students are placed in the level/tier that best suits each, determined by teachers collaborating vertically within departments.</li> <li>*Offering tutoring before and after school</li> <li>*Teachers of common subjects plan together. They use a common pacing guide and common categories of grading. Wheatmore plans to grow in this goal as a school by working on the following:</li> <li>* Grouping lowest level biology students together.</li> <li>* Formally establish a teacher that has taught a class in the past as the lead teacher for that subject. The lead teacher would be on call for pacing concerns and student performance concerns. This gives a struggling teacher and a teacher new to the subject a "go to" person.</li> </ul>	Limited Development 05/09/2017		

<b>How it will look when fully met:</b>	All Wheatmore Teachers will faithfully implement effective teaching practices and align them to the same standards and skills as their peers teaching other tiers of intervention. There will be a focus on student response to instructional practices, as opposed to student deficits or failures, then Wheatmore will improve the success rates of struggling students and the accuracy of identifying students who truly have disabilities. All Wheatmore teachers will be able to disaggregate classroom data to align appropriate lessons based on student needs. All Wheatmore teachers will use daily data to guide instruction. All Wheatmore teachers will be in constant communication with parents and stakeholders on student progress. All Wheatmore students will be aware of their classroom data.		<b>Amanda Tuggle</b>	<b>06/14/2019</b>
<b>Actions</b>		<b>0 of 6 (0%)</b>		
8/28/18	Wheatmore's school improvement team involves all teachers in gaining input for school decisions.		Kelly Ivey	06/12/2019
<i>Notes:</i>				
8/28/18	All Wheatmore teachers will establish communication journals, documenting parental contacts and share with admin team, when necessary.		Eric Johnson	06/12/2019
<i>Notes:</i>				
8/28/18	All Wheatmore teachers establish a system for students to track their data in the classroom.		Kelly Ivey	06/12/2019
<i>Notes:</i>				
8/28/18	Wheatmore PLC's meet on a regular basis to compare and discuss common assessment results, pacing progress, and sharing of ideas.		Kelly Ivey	06/12/2019
<i>Notes:</i>				
8/28/18	All levels of courses are offered to all students. (standard, honors, AP)		Eric Johnson	06/12/2019
<i>Notes:</i>				
8/28/18	All Wheatmore teachers will establish a remediation schedule and offer tutoring before or after school for students.		Kelly Ivey	06/12/2019
<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
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> <li>* Teachers have professional development meetings with the guidance department to discuss methods of helping students with emotional difficulties.</li> <li>* Beginning teachers have meetings with peers to discuss procedures for guiding and supporting students during an emotional crisis.</li> <li>* Teachers have meetings with EC teachers to discuss ways to deal with students in an emotional shutdown.</li> <li>* There is a crisis team in place. Certain sensitive students are alerted and evacuated before fire drills.</li> <li>* All coaches and teams have been trained for bullying awareness.</li> <li>* Building connections and self-esteem through CTSOs and extra-curricular clubs</li> <li>* Wheatmore teachers are trained for handling behaviors with autism as well as students not formally identified to have autism.</li> <li>* Guidance Department is well-trained and proactive in particular student situations. Faculty and staff in general cares about and goes above and beyond to support students who are struggling emotionally.</li> </ul>	Limited Development 05/09/2017		
<i>How it will look when fully met:</i>			<p>The evidence review indicates that many teachers are not well prepared to foster students' social/emotional competencies. Wheatmore will need additional professional development in order to effectively assist students in identifying and managing their emotions. Teachers will also be aware of what additional services are available for students needing extra support, how best to connect students and their families with those services, and how to maintain effective communication and collaboration among all adults supporting the student.</p>		Shelia Atkins	06/14/2019
<i>Actions</i>				1 of 2 (50%)		
		9/10/18	Wheatmore Guidance department will conduct a bully training (OLWEUS) for all teachers.	Complete 09/25/2018	Shelia Atkins	09/24/2018
		<i>Notes:</i>				

9/10/18	Wheatmore Guidance Department will conduct suicide prevention training to all teachers.		Shelia Atkins	10/02/2018	
<i>Notes:</i>					
	<b>A4.09</b>	<b>The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	<p>2017</p> <p>Wheatmore has established protocols to measure and monitor its success in preparing students for college and career. Wheatmore's Guidance Department and Student Advocate track data points such as transfer, dropout, early graduation, on time and late graduation rates as well as attendance, tardiness, and post high school movements of graduates. These data points are woven into our school improvement plan to be reported out in order to inform key stakeholders.</p> <p>Wheatmore Guidance utilizes 5 year plans for students entering 9th grade. These plans required one on one conferencing with a guidance counselor and career development coordinator to map out the students high school course of study. Each new year the plan is reviewed and revised as necessary with changes in career goals.</p> <p>Our Student Advocate collaborates with Guidance and our Social Worker to monitor and track at risk students, develops plans of service to support students in need, organizes a backpack program to provide food along with various financial needs. Additionally she tracks when a student transfers out, drops, alternate educational opportunities and Randolph County Community College W2-T programs. The 4 and 5 year graduation cohort information is reviewed and shared with administrator as needed.</p> <p>The Senior class guidance counselor provides data points on all scholarship opportunities, number of students attending 2 year, 4 year institutions, military enrollment and students direct into the work force. Guidance surveys graduates to follow up on post secondary activities.</p> <p>This type of longitudinal data collection and analysis is shared among key stakeholders both in and outside of the school to determine which interventions are working to prepare and sustain students while in high school and in their college and career experiences.</p>	Full Implementation 08/13/2018			

	A4.10	The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.(5128)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>2017</p> <p>Wheatmore has a flexible responsive early warning system that identifies those students most at risk for academic and social struggle. Effective early warning systems track indicators to inform staff about student academic and social successes as well as red flagging those students in jeopardy of academic and/or social failures. Key indicators allow the school to track the progress or lack of progress of all students and in response offer specific and targeted interventions to struggling students. In doing so, dropout rates decrease and on time graduation rates increase.</p> <p>Wheatmore is constantly talking with students about academic classes, behaviors and social expectations. Teachers are required to have tutoring after school one day a week. Remediation websites have also been developed for students outside of the classroom as well as Saturday Academics are provided. The Guidance Department holds individual conferences with 9th grade students to discuss five year plans. These conferences include goals for high school and post graduation plans. Our Guidance Counselors follow up with students annually throughout high school to monitor these plans and make adjustments as needed.</p> <p>Wheatmore utilizes the Multi-Tier Support System (MTSS) team to keep students on track for graduation. The MTSS team approves, supports, and actively participates in the MTSS implementation plan. The team provides ongoing support through the use of feedback and data-based problem solving to address student barriers across content areas and grade levels. Once a student is referred to the MTSS process, the team meets to discuss the student, reviews the cumulative folder and determines appropriate interventions for the teacher to implement in the classroom. Wheatmore's MTSS Coach attends monthly meetings and is provided with clearly defined roles, responsibilities, and accountability for teachers, building leaders, and district personnel. Information and resources from these meetings are shared with teachers in the school during planning period meetings and other professional development opportunities.</p>	Full Implementation 08/13/2018		

		A4.12	The school provides all high school students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation.(5130)	Implementation Status	Assigned To	Target Date
		<i>Initial Assessment:</i>	<p>2017</p> <p>Wheatmore has the lowest drop out rate in the Randolph County. This is because of the programs we have put in place to keep our students on track for graduation. If a student fails a course, we work around their schedule to have that student take that class again, making sure not to interfere with their other requirements for graduation. If the student were to continue to struggle in the face-to-face setting, we then will offer them APEX credit recovery during the school day. These students are placed in a computer lab with a teacher who monitors their progress and keeps them on track. The teacher is in constant communication with the guidance department when the student is off task or not keeping up with their completion timeline. The student can be signed up for multiple courses, or can take them one at a time.</p> <p>When a credit is lost, summer school is provided to all students that qualify. This is set up similarly to the APEX credit recovering during the school year, but just takes place during the summer. Students are responsible for completing assignments at their own pace. The same teacher is in the room monitoring their progress and keeps administration up to date so they can have a conversation about completing their work.</p> <p>Remediation programs have been built online to also help students improve their academics. These are accessible on Wheatmore's website and can be accessed at any time during the year. We make the students and parents aware of these remediation programs during every open house and our teachers constantly remind their students to access for review purposes.</p> <p>Wheatmore is fortunate enough to have a very hands-on guidance department and dropout prevention coordinator. They work daily with students to come up with solutions on how to get credit for their classes, whether that is in the typical school setting, an online or offsite setting.</p>	Full Implementation 08/13/2018		
		A4.13	The LEA/School provides all high school students with opportunities to enroll in and master rigorous coursework for college and career readiness.(5131)	Implementation Status	Assigned To	Target Date

<i>Initial Assessment:</i>			Wheatmore offers a variety of classes to all students. Dual-enrollment is an option Wheatmore uses to increase the quality of rigorous instructional opportunities for students. Last year Wheatmore had 132 students dual enrolled with the local community college. Students are also given the opportunity to take several Advanced Placement Courses while enrolled at Wheatmore. Last year we had 134 students taking AP courses on campus.	Full Implementation 08/13/2018		
	<b>A4.14</b>	<b>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)</b>		<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Wheatmore provides all students with real time, hands on opportunities to investigate a variety of careers and occupations. Doing so assists students in choosing study paths aligned to future work world ambitions. Wheatmore helps students identify career interests, which in turn serves as an entry point into each of their post-secondary plans. Wheatmore also builds connections between students and outside professionals/occupation mentors as well as role model alumni. We work to assist students in understanding and acquiring the knowledge needed that will equip them with the skill sets necessary for the college and career. Wheatmore has protocols in place to assist students in choosing and applying to their best match colleges and universities.	Full Implementation 08/13/2018		
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>		<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<p><b>Initial Assessment:</b></p>	<p>Wheatmore develops, implements, and evaluates explicit and ongoing plans to support student transitions across grades and levels of schooling. Wheatmore monitors incoming students for early warning indicators and provide appropriate supports; ninth grade support , personalized learning, and ensure all students have access to highly effective faculty that are supportive structures for their transition. Wheatmore closes the social capital gap between low income students and their peers through early college programs and college/career advising. These have been proven effective for students transitioning out of high school into college/career.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• mentor program for at risk</li> <li>• spring high school visit geared toward becoming familiar with the school and curriculum/registration</li> <li>• freshman orientation</li> <li>• parent workshops</li> <li>• grade level/content PLC to discuss expectations for standard, honors etc</li> <li>• 4.5 week data reviews</li> <li>• teacher data tracking</li> <li>• student data tracking</li> <li>• attendance highlights</li> <li>• attendance contracts during orientation</li> <li>• attendance meeting at 3/5 days identify high priority students</li> <li>• parent meetings with high priority attendance students</li> </ul> <p>Wheatmore continuously reviews and refines the processes and structures of the above mentioned programs in an effort to improve the process of student support and academic enhancement. These programs and processes are built into the daily, weekly, monthly and yearly process as evidenced through the Wheatmore Faculty meeting agenda.</p>	<p>Full Implementation 08/15/2017</p>		
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<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date

<b>Initial Assessment:</b>		<ul style="list-style-type: none"> <li>• Catherine Berry, Assistant Superintendent for Curriculum and Instruction</li> <li>• Larry Chappell, Director of Middle Schools/AIG/Title II</li> <li>• Nancy Cross, Director of CTE and Innovative School Design</li> <li>• Beth Davis, Director of Testing and Accountability/PowerSchool</li> <li>• Lynette Graves, Director of Elementary Schools and Title I</li> <li>• Kim Johnson, Director of High Schools and ESL</li> <li>• Brooke Johnston, Director of Exceptional Children</li> <li>• Nan York, Director of Media and Technology</li> </ul>	Full Implementation 05/09/2017		
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	<b>B1.02</b>	<b>The Leadership Team serves as a conduit of communication to the faculty and staff.(5857)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
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<b>Initial Assessment:</b>		Wheatmore has several systems in place in order to keep all stakeholders on the same page. Examples of this is: Sunday Messages, Updated Website, Twitter Handle, parent emails, faculty meeting google docs, school improvement google docs, agendas for all meetings, Etc.	Full Implementation 08/13/2018		
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	<b>KEY</b>	<b>B1.03</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
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<b>Initial Assessment:</b>		<ul style="list-style-type: none"> <li>* Teachers share best practices in class and technology for the classroom in PD meetings.</li> <li>* Faculty senate meets once a month.</li> <li>* Administrators, lead teacher, counselors meet once a week.</li> <li>* Share best practices on a consistent weekly basis when the department eats lunch together.</li> <li>* Well-organized Leadership Team and process is in place to address concerns of all stakeholders.</li> </ul>	Full Implementation 05/09/2017		
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<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Distributed leadership and collaboration</b>
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	<b>B2.02</b>	<b>The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.(5142)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
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<b>Initial Assessment:</b>		Wheatmore has an effective leadership team which is comprised of the principal and a key department lead teachers who address, strategize, and create action plans for curricular and instruction issues. Wheatmore's team is ever mindful to represent the beliefs and concerns of the entire staff. Wheatmore allots a Tuesday each week to meet with teachers. These meetings often involve the communication of expectations and/or professional development.	Full Implementation 08/13/2018		
<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		<ul style="list-style-type: none"> <li>Faculty senate meets once a month. Members include the administrators, teacher representatives from each department, parent representative, student representative, and guidance representative.</li> <li>Whole faculty or planning period meetings are held regularly.</li> <li>Faculty Duty Assignments are made fairly and equitably, planning time is well-guarded and respected by Administration.</li> </ul>	Full Implementation 05/09/2017		

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>			
	<b>B3.02</b>	<b>The principal collects and acts on data from a variety of sources and in a timely manner.(5148)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Teachers will track student performance data and share via conference with Principal/Lead Teacher and Department members at the end of each 4.5 week period while developing a plan for each student to track his/her own data for the class.	Limited Development 08/28/2017		
<b>How it will look when fully met:</b>		All teachers will make data tracking part of their routine in the classroom to guide instruction for all students. All Wheatmore Teachers will Identify which students are at risk for difficulties with certain subjects, such as mathematics or reading, and provide more intense instruction to students identified as at risk. All Wheatmore Teachers will employ efficient, easy-to-use progress monitoring measures to track the progress of students receiving intervention services toward critical academic outcomes. All Wheatmore teachers will use formative assessments to evaluate learning and determine what minor adjustments can be made to instruction to enhance student understanding.		<b>Kelly Ivey</b>	<b>06/15/2019</b>
<b>Actions</b>			<b>0 of 6 (0%)</b>		
	8/29/17	Fall 4.5 Week Data Meeting		Kelly Ivey	06/12/2019



<i>Notes:</i>			
8/29/17	Fall 13.5 Week Data Meeting		Kelly Ivey 06/12/2019
<i>Notes:</i>			
10/10/17	Spring 4.5 Week Data Meeting		Kelly Ivey 06/12/2019
<i>Notes:</i>			
10/10/17	Spring 9 Week Data Meeting		Kelly Ivey 06/12/2019
<i>Notes:</i>			
10/10/17	Spring 13.5 Week Data Meeting		Kelly Ivey 06/12/2019
<i>Notes:</i>			
10/10/17	Fall 9 Week Data Meeting		Kelly Ivey 06/12/2019
<i>Notes:</i>			

	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>* Administration team and the Lead Teacher make regular unannounced visits into classrooms. The faculty has been apprised of the items that should be apparent at the time of any classroom visit. The visitor checks off a scorecard as to whether the items are present. The visitor also has room to leave commendation or suggestions for improvement.</p> <p>* Post observation conferences are held to discuss areas of weakness/concern and to note areas of accomplishment.</p> <p>* Administration does frequent announced and unannounced observations and informal walk-throughs. Feedback on each is given quickly and authentically. Suggestions for improvement are made as well as positive feedback.</p>	Limited Development 05/09/2017		
<i>How it will look when fully met:</i>			Improving student performance rests heavily on improving classroom instruction. Of course, a teacher's instructional practices depend upon the curriculum, the work of Instructional Teams, and the teacher's planning and preparation. The principal focuses on instruction. The Wheatmore principal will establish expectations and processes for team planning and for instructional delivery, the principal then will monitor the work, meeting with teams, visiting classrooms, and reinforcing good practice.		Eric Johnson	06/19/2020
<b>Actions</b>				<b>0 of 5 (0%)</b>		
	8/28/18	The principal will conduct all 1st round observations and pre conference meetings.			Eric Johnson	06/12/2019
<i>Notes:</i>						
	8/28/18	The principal and lead teacher will meet with each teacher on their PGP goals for the school year .			Eric Johnson	06/12/2019
<i>Notes:</i>						
	8/28/18	The principal will be in classrooms at least 2 hours each day.			Eric Johnson	06/12/2019
<i>Notes:</i>						
	8/28/18	The lead teacher will conduct spot checks once a month for all teachers leaving feedback each time.			Kelly Ivey	06/12/2019
<i>Notes:</i>						
	8/28/18	Leadership will meet every Monday to discuss the observations from the previous week and the "needs improvement" items in the school.			Eric Johnson	06/12/2019

Notes:

		<b>B3.05</b>	<b>The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			<p>Wheatmore monitors and analyzes results from a flexibly responsive early warning system that identifies those students most at risk for academic and social struggle. The dropout prevention specialist works with this system track indicators to inform staff about student academic and social successes as well as red flagging those students in jeopardy of academic and/or social failures. Key indicators allow Wheatmore to track the progress or lack of advancements of all students and in response offer specific and targeted interventions to struggling students. In doing so, dropout rates decrease and on time graduation rates increase.</p> <p>Wheatmore utilizes the Multi-Tier Support System (MTSS) team to keep students on track for graduation. The MTSS team approves, supports, and actively participates in the MTSS implementation plan. The team provides ongoing support through the use of feedback and data-based problem solving to address student barriers across content areas and grade levels. Once a student is referred to the MTSS process, the team meets to discuss the student, reviews the cumulative folder and determines appropriate interventions for the teacher to implement in the classroom. Wheatmore's MTSS Coach attends monthly meetings and is provided with clearly defined roles, responsibilities, and accountability for teachers, building leaders, and district personnel. Information and resources from these meetings are shared with teachers in the school during planning period meetings and other professional development opportunities.</p> <p>Wheatmore's Attendance Committee tracks students that are at risk for failing a class due to attendance. The team holds individual conferences with students to provide strategies to improve excessive attendance issues. Parental contacts are made to inform the parents of the attendance issue and possible consequences for additional absences.</p>	Full Implementation 08/14/2018		

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Teacher quality and experience			
	<b>C1.02</b>	<b>The principal plans opportunities for teachers to share their strengths with other teachers.(5153)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<p>More than anyone else in the building, the principal and leadership team knows each teacher’s special strengths. The principal and leadership team notes the strengths during classroom observations, team meetings, faculty meetings, and discussions with individual teachers. The principal and leadership team review lesson plans. Noting teachers who are strong in particular practices (and their indicators) is a good habit for the principal and leadership team. Making use of that information comes next. The principal and leadership team pairs teachers for coaching, asks a teacher to lead a discussion of an indicator (or cluster of indicators) during a faculty meeting, and asks teachers strong on an element of practice to prepare a workshop for the rest of the faculty. This is a huge strength of Wheatmore High School.</p>	Full Implementation 08/14/2018		
	<b>C1.06</b>	<b>The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<p>Wheatmore and Randolph County Schools offers an induction program to support new teachers in their first years of teaching. All new teachers go through a week long training with novice teachers, county office officials and directors the week before school starts. They get tips and ideas for their classroom as well as get help navigating through the paperwork of a new job. Once new teachers get into their school setting they are assigned a mentor. This mentor is trained, experienced and willing to help guide the new teacher throughout the first year. Teachers and their mentors meet monthly with the lead mentor to discuss classroom happenings and strategies. This is a time for them to collaborate with other new teachers as well as novice teachers. Wheatmore also has a lead teacher working with new teachers in their classroom. Administrators are also very supportive and hands on with new teachers.</p>	Full Implementation 08/14/2018		
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
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<b>Initial Assessment:</b>	<p>The following are already in place at Wheatmore High School for this indicator:</p> <ul style="list-style-type: none"> <li>* Each department has meetings and SIT representatives bring these questions to the SIP meeting for consideration.</li> <li>* Data tracker information is collected every 4 1/2 weeks by faculty and given to admin team for analysis.</li> <li>* EC notebooks are kept up to date for accommodations used by students.</li> <li>* Attendance meetings are held for students with multiple tardies and absences.</li> <li>* Teachers keep accurate attendance records daily.</li> <li>* Schoolnet Data from common assessments is analyzed.</li> <li>* Trends of data are noted and discussed among departments. Highlights from the discussions are then presented to the leadership team.</li> <li>* County-wide CTE PLCs to discuss testing data and best practices.</li> <li>* Data is analyzed by each teacher and presented to Administration for review and trends.</li> </ul>	Limited Development 05/09/2017		
	Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	Student performance data is disaggregated by sub-groups; for example race, ethnicity, gender, income, special education, bilingual/ELL, Section 504 plans, Homeless/McKinney Vento Act, migrant. Classroom observation data will be aggregated to show patterns of professional practice across the faculty. These data sources will be used for planning professional development. Professional development will be directly tied to classroom observations and analysis of student learning data.		<b>Eric Johnson</b>	<b>06/19/2020</b>
<b>Actions</b>		<b>0 of 5 (0%)</b>		
	9/21/17 All teachers will have a PGP goal selected by leadership based on previous years observations.		Eric Johnson	06/19/2019
<i>Notes:</i>				
	8/28/18 All teachers will meet with the principal and lead teacher on classroom data once a quarter.		Kelly Ivey	06/12/2019

<i>Notes:</i>					
8/28/18		All teachers will turn in EC/504 notebooks for review.		Kelly Ivey	06/12/2019
<i>Notes:</i>					
8/28/18		All students with 3, 5 or more absences will have an attendance meeting with the attendance committee.		Shelia Atkins	06/12/2019
<i>Notes:</i>					
8/28/18		All English, Math, History, and Science teachers will attend county office PLC meetings.		Eric Johnson	06/12/2019
<i>Notes:</i>					
<b>Implementation:</b>			09/26/2018		
<b>Evidence</b>		8/28/2018			
<b>Experience</b>		8/28/2018			
<b>Sustainability</b>		8/28/2018			
	<b>C2.02</b>	<b>ALL teachers develop individual professional development plans based on classroom observations and self-assessments.(5161)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		All Wheatmore teachers are required to complete a Professional Development plan at the beginning of the year. Teachers have an individual conference with a leadership team member to discuss what goals they will be working on and what goals the leadership team would like for them to work on based on classroom observations and spot checks. Teachers work towards these goals throughout the year and document their process at the mid year mark. At the end of the year, each teacher will have a post conference with leadership on the progress towards their goals to see if they have completed or if they will continue the goal for next year.	Full Implementation 08/14/2018		

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>				
<b>Effective Practice:</b>		<b>Talent recruitment and retention</b>				
	<b>KEY</b>	<b>C3.04</b>	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Recruiting  * Positions are advertised/posted on a variety of websites, including	Full Implementation 05/09/2017			

the RCSS and State websites. The district is beginning to use social media (Facebook, Twitter, LinkedIn).

\* The LEA participated in a Virtual Job Fair to provide national exposure for applicants.

\* LEA administrators attend in-state and out-of-state job fairs.

\* The LEA collaborates with universities, etc. \* The LEA recruits student teachers within RCSS.

\* The LEA provides possible offers of early contracts.

\* The new graduate list is shared with principals.

\* Principals make recommendations for employment Evaluating

\* All BT and new employees are trained on the NC Teacher Evaluation Model.

\* School and District level walkthroughs occur throughout the school year. \* The LEA follows district and state guidelines/laws.

\* HR meets with principals to review staffing plans. Rewarding

\* Pride Pens

\* Star 3 Recognition

\* BT of the Year

\* Teacher of the Year

\* Distinguished Educator

\* Outstanding Employee

\* Retirement Banquet

\* Bus Driver Award

\* Custodian Award

\* Recognition on Social Media Replacing

\* Recruitment plan

\* Value/utilize retirees



\* HR interviews/recommends guidelines

**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
		<p><i>Initial Assessment:</i></p> <ul style="list-style-type: none"><li>* Weekly connect edu calls to all homes each Sunday.</li><li>* Contact logs maintained online, by each teacher.</li><li>* Expectation of teachers contacting each parent before the end of the 1st quarter each semester.</li><li>* Parents of students who are in danger of failing are contacted to enlist help/support to help that child improve and pass.</li><li>* School and individual teacher websites are expected to be maintained regularly. Teachers are encouraged and supported in use of approved Social Media accounts to communicate with stakeholders.</li></ul>	Full Implementation 05/09/2017		
	E1.07	The school's documents (Parent Involvement Guidelines, Mission/Vision Statements, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents, and students. (5183)	Implementation Status	Assigned To	Target Date

<b>Initial Assessment:</b>	<p>Wheatmore offers an ongoing conversation between parents and teachers around key documents and events connecting the home and school that builds reciprocal trust and a sense of common purpose.</p> <p>Wheatmore constantly keeps parents up to date on:</p> <ul style="list-style-type: none"> <li>* how their children are doing,</li> <li>* what the school is doing,</li> <li>* what the school expects of parents, and</li> <li>* how parents may contribute to the operation and improvement of the school.</li> </ul>	Full Implementation 08/14/2018		
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<b>Core Function:</b>	<b>Dimension E - Families and Community</b>
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<b>Effective Practice:</b>	<b>Community Engagement</b>
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		<b>E2.02</b>	<b>The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
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<b>Initial Assessment:</b>	<p>Wheatmore feels as though positive two-way communication between home and school and/or community, which involves listening as well as informing, sets the stage for developing a relationship built on trust and respect with all stakeholders. Wheatmore works hard on updating their websites, twitter handle, email updates etc. Two-way school-home communication that is linked to students ' learning is a key component for Wheatmore in effective family engagement, and we must have candid and supportive ongoing conversations with families about how they support their student's learning outside the school day.</p>	Full Implementation 08/14/2018		
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## NCStar/SIP Mandatory Components

School Name: Wheatmore High School

School Year: 2018-2019

### Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

All WHS Teachers are provided a duty free lunch daily. During all 4 lunches, leadership and support staff monitor students.

### Duty-Free Instructional Planning

Duty-free instructional planning will be provided for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week. Please describe the plan below.

All WHS teachers are allotted 7.5 hours a week (1.5 hours a day) for planning. The master schedule was developed in order for coaches to have 4th block planning during their sports' season. On occasion, teachers will be asked to cover a lunch duty to allow the leadership team and/or support staff to attend workshops and meetings. This will be the only duty these teachers have throughout the semester.

### Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

The following programs have been put in place for at risk students at Wheatmore High School: Low Priority Attendance Agreement, High Priority Attendance Agreement, and Student Mentor Program. The low priority attendance agreement was given to all students and their parents that had been given one attendance waiver for the 2017-2018 school year. The high priority attendance agreement went to all students and their parents that had had multiple attendance waivers and excessive absences. Meetings were held during the summer where students, parents and administration went over the agreement and signed. Credits were taken from these students. The Mentor program was produced from the "love list" given to Wheatmore by the middle school. Students were paired with a Wheatmore teacher in order to give more support throughout the school year.

**Safe School Plan for**

**Wheatmore High School**

Pursuant to General Statute 115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

**Statement of Responsibility for the School District Superintendent** – In accordance with General Statute 115C-105.47 (b) (2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal’s performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by law, the following disciplinary consequences may occur:

***If the superintendent fails to carry out the above mentioned responsibilities, the superintendent may be subject to a reprimand in his personnel file, or withholding of the superintendent's salary or both.***

**Statement of Responsibility for the School Principal** – In accordance with General Statute 115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

***If the principal fails to carry out the above mentioned responsibilities, the principal shall be subject to disciplinary action including a reprimand in the principal's personnel file and disciplinary proceedings under General Statute 115C-325.***

**Statement of the Roles of Other Administrators, Teachers, and Other School Personnel** – In accordance with General Statute 115C-105.47 9b) (4), other school personnel are tasked as follows with restoring, if necessary and maintaining a safe, secure, and orderly school environment:

**Assistant Principal(s):**

**Teachers:**

**All school personnel are responsible for maintaining a safe, secure, and orderly school environment in accordance with RCSS and school developed crisis management plans.**

**Teacher Assistants:**

**Other School Staff:**

**Services for At-risk Students** – Pursuant to General Statute 115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both:

**The Randolph County School System utilizes the Multi-Tiered System of Support (MTSS).**

Pursuant to General Statute 115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary:

**The Randolph County School System utilizes the Mutli-Tiered System of Support as well as the RCSS Code of Conduct to assist students as needed.**

Pursuant to General Statute 115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program:

**Short-Term (less than 15 days):**

Middle and high school students are provided an educational alternative setting. During this setting, students are provided assistance with their class work which is expected to be completed prior to returning into the regular education setting.

**Short-Term (minimum of 15 days):**

Middle and high school students assigned to Intervention Center Aggression Replacement Training (ICART) receive a minimum of 15 days (30 sessions) of character education sessions. During this time, students are also provided assistance with their class work. Students must successfully fulfill the expectations of ART as well as complete school assignments to begin the transition back into the regular education setting.

**Long-Term Suspended:**

Schools will follow the Randolph County School System Alternative Education Options procedures.

In accordance with General Statute 115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. *(Copy as needed depending upon the number of goals.)*

Goal: **Promote a safe and orderly environment conducive to learning while maintaining a safe and orderly campus**

Target: **Increase staff awareness and implementation of safety procedures throughout the campus**

Indicator: **Rosters of staff trainings; safety drill logs; visitor logs**

Milestone Date: **Quarterly**

Goal:

Target:

Indicator:

Milestone Date:

Goal:

Target:

Indicator:

Milestone Date:

In accordance with General Statute 115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs):

Goal: **Promote a safe and orderly environment conducive to learning by maintaining a secure campus**

Target: **Decrease disciplinary referrals and suspensions while utilizing strategies provided through the MTSS team**

Indicator: **Discipline data, attendance data, suspension data, MTSS logs**

Milestone Date: **Quarterly**

Goal:

Target:

Indicator:

Milestone Date:

In accordance with General Statute 115C-105.47(b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed			
<b>Safe School Training</b>				
<b>MTSS Training</b>				
<b>Data Analysis</b>				

Pursuant to General Statute 115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials:

**Maintain the Sheriff's Department as a community partner as it continues to provide:**

- **one SRO's (School Resource Officers) at each of the six traditional high schools**
- **one SRO (School Resource Officer) for each of the six middle schools**
- **one SRO (School Resource Officer) for the one sixth grade school**
- **two SRO's (School Resource Officers) are assigned to Randolph Community College, which also serve our Randolph County Early College High School**
- **one full time and one part-time DARE (Drug Abuse Resistance Education) Officer to work with our seventeen elementary schools**
- **two full time CARE (Child Abuse Reduction Education) Officers to work with our seventeen elementary schools**

**Maintain established protocol for communication and collaboration with community agencies that provide support to students.**

Pursuant to General Statute 115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community:

- **The Randolph County School System will use communication tools including the website and social media to provide safety updates and vital information when appropriate. The RCSS Public Information Officer will assist with facilitating communication needs throughout the system.**
- **District and school level safety meetings will be held quarterly to provide information updates and training.**
- **A separate detailed Crisis Management Plan is maintained per facility.**