Comprehensive Progress Report

Mission:

We, the administration, faculty and staff at Franklinton High School are committed to creating an educational environment conducive to maximizing academic, social, and workplace skills necessary to meet the needs of the 21st century learner.

Vision: We envision a school in which educators, parents, and the community work cooperatively to engage all students in rigorous and relevant educational experiences while fostering positive relationships among all stakeholders

Goals:

FCS has established academic performance goals for all areas. Each area is specific to those indicators found on the NC School Report Card student proficiency and growth. Goals have been established for Math 1, Math 3, Biology, English II, ACT performance, Work Keys performance, Math Rigor and Cohort Graduation Rate. Specific student goals can be found here:
https://docs.google.com/spreadsheets/d/1mUKx2AbZg3vikucTOXp0N_hWqtMNKHna1MhxggO3R8M/edit#gid=0

| ! = Past Due Objectives   KEY = Key Indicator |

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**High expectations for all staff and students**			
	A1.01 **The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	It is critical for principals to establish and maintain a positive school culture in a school. The school leadership must be active in the instructional side of the work and empower teachers as experts and leaders. School leadership will continue to provide direction for teachers and provide support for those that deliver instruction. School Leadership will provide weekly updates in communication to staff through weekly faculty meetings, participating in departmental discussions and utilizing teacher leadership to implement effective practices on the school campus. School leadership will model effective communication and maintain high standards for excellence.	Limited Development 10/28/2020		
	Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:	School Leadership will provide weekly updates in communication to staff through weekly faculty meetings, participating in departmental discussions and utilizing teacher leadership to implement effective practices on the school campus. School leadership will model effective communication and maintain high standards for excellence.	**Objective Met 11/03/22**	**Russell Holloman**	**01/23/2023**
Actions				
11/2/20	School Leadership will provide weekly updates in communication to staff through weekly faculty meetings, participating in departmental discussions and utilizing teacher leadership to implement effective practices on the school campus.	Complete 09/19/2022	Russell Holloman	09/05/2022

		Notes:				
Implementation:				11/03/2022		
	Evidence	11/3/2022 Link to new Red Ram Resources Page: https://sites.google.com/fcschools.net/red-ram-resources/home				
	Experience	11/3/2022 Red Ram Resources has been updated with a more detailed calendar of events that includes specific schedules and links for teachers. Teachers receive weekly communication related to school-based events and daily announcements to re-inforce key items.				
	Sustainability	11/3/2022 Continually update these resources and utilize staff survey data to improve support for teachers and staff.				
KEY	**A1.07**	**ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)**		**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		The Franklinton High School staff has access to an online Teacher's Handbook (Google Docs) that outlines effective classroom management strategies and target goals. Students and parents have access to a Student Handbook on the FHS website that outlines expectations for student behavior. During the first week of school each semester during the Homeroom/Advisory periods, teachers review all student expectations for behavior. This is reinforced throughout the semester through daily interactions with students and school-wide reminders. All teachers have access to Educator's Handbook to input student disciplinary incidents for administration to address in a timely manner. All teachers should post additional classroom rules posted to support the FCS Code of Conduct and FHS Student Handbook, but this is not consistent throughout the school.		Limited Development 09/26/2019		

		Priority Score: 2	Opportunity Score: 3	Index Score: 6		

				Nathan Moreschi	01/23/2023
How it will look when fully met:	When this objective is fully implemented, the faculty and staff of Franklinton High School will consistently communicate and enforce the Student Code of Conduct and Student Handbook in all classrooms while continually reinforcing instructional goals by using clear language regarding student behavior. All teachers will utilize Educator's Handbook data to improve classroom practices and procedures. Administrators will address all disciplinary incidents in a timely manner following the Student Code of Conduct and FHS Student Handbook.			

Actions		1 of 3 (33%)		
10/2/19	Establish Student Behavior Review Team. This team will meet monthly to review data from Educator's Handbook, address areas of concern, created steps for improvement, and communicate with staff adjustments in policy/procedures.	Complete 09/26/2022	Danielle Richardson	09/05/2022
Notes:				
9/26/19	Establish positive reinforcement process for students that exhibit appropriate behavior and communicate this to students and faculty members. This includes students with no disciplinary history, no tardies to class, etc.		Paul Cataline	01/26/2023
Notes:				
9/26/19	SIT and FHS Leadership Team will utilize information from the Student Behavior Team to address areas of focus and to assess and review information related to student behavior. This will be done twice per semester as an Agenda Item for the SIT.		Danielle Richardson	01/26/2023

Notes:				
Implementation:		10/20/2021		
Evidence	10/22/2021			
Experience	10/22/2021			
Sustainability	10/22/2021			

		A1.10	All teachers use online curricula with content, assignments, and activities clearly aligned to identified standards (state or national). (5307)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The shift to remote learning during the 2020-2021 school year has presented a new set of challenges and opportunities for teachers in the classroom. During this year, it is imperative that all teachers effectively use a variety of hybrid learning models as part of a larger pedagogical approach. This has been a focus since the beginning of the year as we have transitioned to a remote learning environment. Additional professional development and constant monitoring of implementation are necessary to continuously improve the learning outcomes for students.	Limited Development 10/30/2020		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			Teachers will utilize the appropriate instructional tools for remote-learning and learn to maximize student engagement in a hybrid learning model. Teachers will utilize appropriate and available staff support (ITF and DLMC) and professional development to further engage student learning and develop new learning opportunities.	Objective Met 10/29/21	Kim Heller	06/11/2021
Actions						
		11/2/20	Teachers will utilize appropriate and available staff support (ITF and DLMC) and professional development to further engage student learning and develop new learning opportunities. FHS Staff will participate in engaging Professional Development on a bi-weekly basis for instructional staff to enhance and support remote learning outcomes.	Complete 06/11/2021	Kim Heller	06/11/2021
	Notes:					
Implementation:				10/29/2021		
	Evidence		10/29/2021 Faculty and Staff provided virtual learning through a blended environment to all students. This was done utilizing video instructional methods and online Learning Management Systems.			

Experience	10/29/2021 Faculty and Staff worked with available support staff at FHS to incorporate additional resources for virtual learning.				
Sustainability	10/29/2021 Utilize some of these methods during regular instructional delivery for students during the 2021-2022 school year.				

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:	Franklin County Schools has district-level PLCs that meeting on Early Release Days and as designated on the district calendar. Subject area PLCs and Content PLCs meet at Franklinton High School on a regular basis (weekly to determine appropriate planning and pacing, develop instructional units aligned to standards, develop formative assessments, and analyze assessment data	Limited Development 09/26/2019			
	Priority Score: 2 Opportunity Score: 3	Index Score: 6			
How it will look when fully met:	Full implementation will include Subject area PLCs and Content PLCs will meeting (weekly/bi-weekly) at Franklinton High School on a to more closely align appropriate planning and pacing, develop instructional units aligned to standards, develop formative assessments, and analyze assessment data. All teachers will utilize district and subject area pacing guides/RCD Units. All teachers will utilize summative assessment data/benchmarks in all EOC subject areas. This includes the first implementation of NC TEST for Math 1.			**Kim Heller**	**01/23/2023**
Actions		**0 of 3 (0%)**			
9/27/19	Content Areas will consistently administer formative assessments (benchmarks), engage in data analysis of results, and make instructional decisions based on the shared data.			Kim Heller	01/23/2023
Notes:	Benchmarks are administered twice per semester and data will be gathered at each administration.				

9/27/19	EOC Subject Area PLCs (English II, Composition, Math I, Math III, Biology) will meet twice a month, share resources and improve instructional alignment.		Kim Heller	01/23/2023
Notes:				
9/27/19	Subject Area PLCs and Content Area PLCs (Non-EOC) will meet once a month, share resources and improve instructional alignment.		Kim Heller	01/23/2023
Notes:				
Implementation:		10/22/2020		
Evidence	10/22/2020 Monthly PLC and Department Meeting Agendas.			
Experience	10/22/2020 Teachers in each PLC area consistently worked together on an ongoing basis to improve instructional alignment. Supportive feedback was provided during meetings and reinforced in classroom observations.			
Sustainability	10/22/2020 Additional PLC sessions in grade-level/subject-area groups will be beneficial for maintaining the key structure of the instructional alignment.			

	A2.20	All teachers use appropriate technological tools to enhance instruction.(5306)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Due to the current remote-learning environment, technology has become a more centralized focus of our instructional day. Teachers have been working to make personalized learning possible using a wide array of technological tools that are available. Teachers have been utilizing additional technology resources in their teaching practices. To do this, teachers have been working on developing sustained, standards-aligned resources that promote active learning.	Limited Development 10/30/2020		
		Priority Score: 3　　　　　　Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		Teachers will utilize the appropriate instructional tools for remote-learning and learn to maximize student engagement in a hybrid learning model. Teachers will utilize appropriate and available staff support (ITF and DLMC) and professional development to further engage student learning and develop new learning opportunities.	**Objective Met 11/03/22**	**Kim Heller**	**06/21/2022**
Actions					
	11/2/20	Teachers will utilize the appropriate instructional tools for remote-learning and learn to maximize student engagement in a hybrid learning model. This must be done on a daily basis and will be monitored by department chairs and administration through walk-through observations and formal observations.	Complete 06/21/2022	Kim Heller	06/21/2022
	Notes:				
Implementation:			11/03/2022		
Evidence		11/3/2022 Transition to face-to-face learning.			

Experience	11/3/2022 Teachers utilized the appropriate technology and resources during on-line learning to ensure students had access to necessary information and instruction.			
Sustainability	11/3/2022 Continue to use the resources and tools to improve instruction during face-to-face learning in the current school year.			

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Student support services**			
	A4.09	The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome through the SSMT on a monthly basis. This information is then made available to the SIT and all departments to discuss potential improvements and additional successful outcomes. Additional data meetings are held once per semester to review complete data-sets related to all student support areas.	Limited Development 10/30/2020		
How it will look when fully met:		The Leadership Team will monitor rates of student transfer, dropout, graduation, attendance, and post-high school outcome through the SSMT on a monthly basis. This information will be made available to the SIT and all departments to discuss potential improvements and additional successful outcomes. The SIT will hold additional data meetings once per semester to review complete data-sets related to all student support areas. All team members utilize the FCS/FHS Graduation Support Plan to ensure specific areas are addressed appropriately. Graduation Support Plan 2023: https://docs.google.com/document/d/1-7i05Q7GsArQ7iuSox-N-Qz44uUaLBAIBSSpZ3XQCFg/edit		Russell Holloman	06/21/2023
Actions			0 of 1 (0%)		
	11/2/20	The Leadership Team will monitor rates of student transfer, dropout, graduation, attendance, and post-high school outcome through the SSMT on a monthly basis. This information will be made available to the SIT and all departments to discuss potential improvements and additional successful outcomes.		Russell Holloman	06/21/2023

		Notes:				
KEY	**A4.16**		**The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Fully implemented, students at Franklinton High School would be monitored for "early warning indicators" (attendance, academics, behavior) each month to determine if more targeted interventions were necessary to keep them on track for promotion and graduation. Continual development of the Advisor/Advisee Program and Red Ram Mentors will provide additional capacity building within the faculty to address students with diverse needs. This includes the utilization of a mentoring system in place for those considered highest "at-risk."	Limited Development 09/27/2019		
How it will look when fully met:			Students at Franklinton High School are monitored for "early warning indicators" (attendance, academics, behavior) each month to determine if more targeted interventions were necessary to keep them on track for promotion and graduation. Continual development of the Advisor/Advisee Program and Red Ram Mentors will provide additional capacity building within the faculty to address students with diverse needs. This includes the utilization of a mentoring system in place for those considered highest "at-risk."		**Russell Holloman**	**01/20/2023**
Actions				**0 of 2 (0%)**		
	11/2/20		Students at Franklinton High School would be monitored for "early warning indicators" (attendance, academics, behavior) each month to determine if more targeted interventions were necessary to keep them on track for promotion and graduation.		Kimberly Parks	01/20/2023
		Notes:				
	11/2/20		Continual development of the Advisor/Advisee Program and Red Ram Mentors will provide additional capacity building within the faculty to address students with diverse needs. This includes the utilization of a mentoring system in place for those considered highest "at-risk."		Kim Heller	01/20/2023
		Notes:				

	A4.19	All teachers employing blended learning methods make sure that technology and data enhance relationships, but do not pretend to substitute for them.(5317)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The shift to remote learning during the 2020-2021 school year has presented a new set of challenges and opportunities for teachers in the classroom. During this year, it is imperative that all teachers effectively use a variety of hybrid learning models as part of a larger pedagogical approach. This has been a focus since the beginning of the year as we have transitioned to a remote learning environment. Additional professional development and constant monitoring of implementation are necessary to continuously improve the learning outcomes for students.	Limited Development 10/30/2020		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		There is a continual focus on building capacity for student learning and to engage students during the remote-learning process. This has been a foundational discussion since the beginning of the school year. Although it is a necessity to focus on the use of technology during the full remote-learning portion of the semester, the implementation of the hybrid model at the mid-semester point will allow teachers to also utilize fact-to-face instructional time. All teachers employing blended learning methods are working to ensure that technology and data enhance relationships, but are not a substitute for them.	**Objective Met 10/29/21**	**Kim Heller**	**06/11/2021**
Actions					
	11/2/20	Teachers will utilize the appropriate instructional tools for remote-learning and learn to maximize student engagement in a hybrid learning model. This must be done on a daily basis and will be monitored by department chairs and administration through walk-through observations and formal observations.	Complete 06/11/2021	Kim Heller	06/11/2021
	Notes:				
Implementation:			10/29/2021		

Evidence	10/29/2021 Completion of the 2020-2021 school year.				
Experience	10/29/2021 Full implementation of the blended learning environment.				
Sustainability	10/29/2021 Continued work with teachers to integrate appropriate learning practices in face-to-face instruction.				

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:	The Franklinton High School Leadership Team will establish bi-monthly meeting dates to communicate to all team members and stake holders regarding meeting dates.	Limited Development 06/12/2019			
	Priority Score: 3 Opportunity Score: 3	Index Score: 9			
How it will look when fully met:	The School Improvement Team will meet twice each month. Evidence will include meeting notes and minutes. Times, dates and place of meetings will be set prior to the conclusion of the first week of school. Additional committee meetings will also take place to address specific areas of focus or concern.			**Kim Heller**	**06/21/2023**
Actions		**2 of 3 (67%)**			
	6/12/19 Establish School Improvement Team calendar with meeting dates and times for the fall semester.	Complete 08/13/2021		Kim Heller	08/13/2021
Notes:					
	9/26/19 Establish School Improvement Team calendar with meeting dates and times for the spring semester.	Complete 01/21/2022		Kim Heller	01/21/2022
Notes:					
	9/26/19 Provide meeting agendas to all School Improvement Team members for input and improved communication.			Kim Heller	06/21/2023

Notes:				
Implementation:		10/22/2020		
Evidence	10/22/2020 Weekly Agendas from Red Ram Resources Faculty/Staff calendar page.			
Experience	10/22/2020 Meeting Dates and Agendas were posted at the beginning of the 2019-2020 school-year. This continued as scheduled until school was placed on remote-learning March 13th 2020. At that time, we scheduled weekly SIT meetings.			
Sustainability	10/22/2020 Weekly meetings have been on our Faculty/Staff Calendar since August 2020. We will continue these throughout the 2020-2021 school-year.			

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:		Department Meetings, Subject Area PLCs and Faculty Meetings are held on a monthly basis, with emphasis on action-oriented planning for instructional improvements. All core areas have common lunch throughout the year to provide additional "Lunch Bunch" sessions.

Collaborative planning for all EOC areas (Biology, Math I, Math III, and English II) occurs on weekly basis, with common planning periods integrated into the master schedule.

Planning Period Staff Development sessions take place monthly to ensure that after-school activities do not interfere required professional development and learning opportunities.

Evidence currently includes meeting notes and minutes. Times, dates and place of meetings are established at the beginning of each semester and are adjusted as needed throughout the year. Additional committee meetings will also take place to address specific areas of focus or concern. | Limited Development 09/26/2019 | | |

		Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	All curriculum areas will utilize action-oriented agendas to maximize efficiency and focus on consistent goal setting to improve instructional outcomes. Instructional Teams will meet to develop instructional strategies aligned to the curriculum and monitor student progress. Evidence will include meeting notes and minutes. Times, dates and place of meetings will be set prior to the conclusion of the first week of school. Additional committee meetings will also take place to address specific areas of focus or concern.		**Objective Met 11/03/22**	**Kim Heller**	**01/21/2022**
Actions					
10/22/20	Department Meetings, Subject Area PLCs and Faculty Meetings are held on a monthly basis, with emphasis on action-oriented planning for instructional improvements. All core areas have common lunch throughout the year to provide additional "Lunch Bunch" sessions. Collaborative planning for all EOC areas (Biology, Math I, Math III, and English II) occurs on weekly basis, with common planning periods integrated into the master schedule. Planning Period Staff Development sessions take place monthly to ensure that after-school activities do not interfere required professional development and learning opportunities.	Complete 06/21/2022	Kim Heller	01/21/2022
Notes:	Evidence currently includes meeting notes and minutes. Times, dates and place of meetings are established at the beginning of each semester and are adjusted as needed throughout the year. Additional committee meetings will also take place to address specific areas of focus or concern.				
Implementation:		11/03/2022			
Evidence	10/22/2020 Evidence currently includes meeting notes and minutes. Times, dates and place of meetings are established at the beginning of each semester and are adjusted as needed throughout the year. Additional committee meetings will also take place to address specific areas of focus or concern.				

Experience	10/22/2020 FHS Faculty and Staff continued to meet based on this calendar until March 13th. At that time we shifted to remote-learning and weekly department meetings were held through Google Hangouts.			
Sustainability	10/22/2020 Continued weekly department meetings have been held since the beginning of the 2020-2021 school-year. These were done through Google Hangouts initially, but moved to face-to-face meetings by "job-alike" groups.			

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	**Monitoring instruction in school**			
KEY **B3.03**	**The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Administrative staff currently establishes an observation matrix and timeline to ensure that all staff members receive the required observations in a timely manner based on DPI and FCS expectations. Beginning teachers and others on the comprehensive plan also receive a peer observation during the fall semester. Weekly classroom walkthroughs are completed by the members of the administrative team with follow-up discussions related to best practices and areas of improvement to ensure prompt and supportive feedback.	Limited Development 09/24/2019		
	Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	All observations are completed according to the DPI and FCS expectations.		**Russell Holloman**	**06/21/2023**
Actions		**0 of 1 (0%)**		
	10/22/20 All observations are completed according to the DPI and FCS expectations.		Russell Holloman	06/21/2023

	Notes:				
Implementation:			10/22/2020		
Evidence	10/22/2020				
Experience	10/22/2020 All observations were completed per NCDPI guidelines for the 2019-2020 schoo-year.				
Sustainability	10/22/2020				
B3.06	**School leaders and peer mentors regularly observe and measure instances of online, hybrid, or blended teaching to ensure instruction is implemented fully and with fidelity.(5304)**	**Implementation Status**	**Assigned To**	**Target Date**	

Initial Assessment:	The shift to remote learning during the 2020-2021 school year has presented a new set of challenges and opportunities for teachers in the classroom. Additional observations have been conducted for teachers in the online environment. This has included informal pop-ins and formal observations during remote-learning. Classroom observations will continue to take place using both face-to-face monitoring and online observations by the administration to meet all necessary guidelines.	Limited Development 10/30/2020		
	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	Additional observations will be conducted for teachers in the online environment. This includes informal pop-ins and formal observations during remote-learning. Classroom observations will continue to take place using both face-to-face monitoring and online observations by the administration to meet all necessary guidelines. All observations will be completed by the assigned due-dates as established by HR and will conclude with appropriate summative evaluations.	Objective Met 10/29/21	Russell Holloman	06/11/2021
Actions				
11/2/20	Additional observations will be conducted for teachers in the online environment. This includes informal pop-ins and formal observations during remote-learning. Classroom observations will continue to take place using both face-to-face monitoring and online observations by the administration to meet all necessary guidelines. All observations will be completed by the assigned due-dates as established by HR and will conclude with appropriate summative evaluations.	Complete 06/11/2021	Russell Holloman	06/11/2021
Notes:				
Implementation:		10/29/2021		

Evidence	10/29/2021 Completion of the 2020-2021 school year.	
Experience	10/29/2021 Additional observations were conducted throughout the virtual learning process. Faculty and Staff did an exceptional job working through specific details of blended learning to create successful learning opportunities with students.	
Sustainability	10/29/2021 Utilize specific portions of the blended learning model as we return to face-to-face learning.	

Core Function:	Dimension C - Professional Capacity			
Effective Practice:	**Teacher quality and experience**			
C1.06	**The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)**	Implementation Status	Assigned To	Target Date
Initial Assessment:	FHS provides a New Teacher support program for all teachers that are in years 1-3 of teaching. This program also supports all teachers that are new to FHS or need additional support from veteran teachers. The New Teacher Support Program meets on a monthly basis and supportive veteran teachers are utilized as mentors for new staff.	Limited Development 10/30/2020		
How it will look when fully met:	Continual support of beginning teachers on a monthly basis. Retention of new teachers to the teaching profession. Supportive mentors to help ensure quality instructional practices are taking place in classrooms.		Maria Styers	05/08/2023
Actions		0 of 1 (0%)		
11/2/20	FHS will provide a New Teacher support program for all teachers that are in years 1-3 of teaching. This program also supports all teachers that are new to FHS or need additional support from veteran teachers. Meetings will occur on a monthly basis and support will be monitored through SIT.		Maria Styers	05/08/2023
Notes:				

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Primary Goal posted in NC STAR with all indicators: Specific Goals provided: https://docs.google.com/spreadsheets/d/1mUKx2AbZg3vikucTOXp0N_hWqtMNKHna1MhxggO3R8M/edit#gid=0 Current Implementation Efforts (Goal Setting): https://docs.google.com/document/d/1kSV1_f4CgbDY5Vf2yxJbb0dXNPJG6BzGtRLGgO-E4Os/edit	Limited Development 09/27/2019		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			Primary Goal posted in NC STAR with all indicators: FCS has established academic performance goals for all areas. Each area is specific to those indicators found on the NC School Report Card student proficiency and growth. Goals have been established for Math 1, Math 3, Biology, English II, ACT performance, WorkKeys performance, Math Rigor and Cohort Graduation Rate. Specific Goals provided: https://docs.google.com/spreadsheets/d/1GnNhSUq-5OVBd3cdePLBMPYoFEsSLB0eCK_6WNRCvbY/edit#gid=0 Current Implementation Efforts: https://docs.google.com/document/d/12jRpGxucVSwLEJ_RpbxrWBvVxiaC4PL0PrKzugeRWOg/edit		Russell Holloman	06/12/2023
Actions				1 of 5 (20%)		
	10/4/19		Clearly identify all students that are cohorted for Math 3 and create an EOC class within the course matrix to track those students throughout the fall semester for specific EOC course instruction and aligned pacing to ensure consistent teaching for EOC.	Complete 01/24/2022	Erin Joyner	01/22/2022

	Notes: (Establish Math 3 Baseline for EOC proficiency to 80% by the end of 2020.) Create additional course for Math 2 Honors in the spring semester to track students during their 9th grade year, looped with the same teacher in order to provide instructional consistency to the next course.			
10/4/19	Specifically address students that are CTE Completers and work with them individually utilizing KeyTrain to provide benchmark data to improve WorkKeys scores. Continue to work with students in all CTE classes on WorkKeys assessment questions.		Kim Heller	01/23/2023
	Notes: (Measurable Impact: Increase WorkKeys student performance indicator (Silver and above) to 70% by the end of 2023.) Work with students 9-12 to better align CTE programming to include support for Completer Pathways.			
10/4/19	Focused ACT preparation curriculum in all English 3 and Math 2 & 3 classes. Including daily and weekly ACT preparation activities. Monthly monitoring for English III, Math II and III courses with ACT Preparation PLC.		Russell Holloman	02/15/2023
	Notes: (Measurable Impact: Increase ACT student performance meeting NC College Readiness Indicator (18 or above) to 60% by the end of 2023.) Implement ACT Preparation Schedule for current 11th-grade students through Sylvan Learning Center or Mathnasium. Continue to provide weekend ACT preparation sessions for all FHS students.			
10/4/19	Continue to utilize EVAAS data in all subject areas (English 2, Biology and Math 1) to target student performance goals in each class with weekly PLC meetings to review data, discuss planning/pacing, and review additional resources.		Russell Holloman	06/12/2023

Notes:	Measurable Impact: Increase Math 1 student performance proficiency to 45% by the end of 2023; Increase Biology student performance proficiency to 55% by the end of 2023; Increase English 2 student performance proficiency to 60% by the end of 2023.			
10/4/19	Focused effort on improved record-keeping and accountability through Student Services and FHS Data Manager to track students through the enrollment and transfer process to improve Cohort Graduation Data. Specifically, address the collection of records for all students using the cohort list at each grade-level to track data and collect transfer documentation.		Russell Holloman	06/12/2023
Notes:	(Measurable Impact: Increase the 4-year Cohort Graduation Rate to 85% by 2023.) Additional At-Risk services for students that are not on track with their cohort for graduation. MTSS for students that need additional resources or promotion planning. Early identification process for students that are At-Risk or may qualify for the 22 Credit Program.			
Implementation:		10/22/2020		
Evidence	10/22/2020 It was not possible to fully meet this goal due to the lack of testing in EOC areas during the 2019-2020 school-year.			
Experience	10/22/2020 All EOC areas were a continual focus for staff in all core areas throughout the year. Due to limited data from the 2019-2020 school-year, we were not able to appropriately address any specific areas of concern or track data appropriately.			
Sustainability	10/22/2020 Continued work using this plan of focus and working with teachers to improve their instructional delivery. This will be severely hindered during the 2020-2021 school-year due to the remote-learning instructional focus.			

Core Function:	Dimension D - Planning and Operational Effectiveness			
Effective Practice:	**Resource Allocation**			
D1.02	**The LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	FCS provides funding for instructional areas and superficially identifies area of need for school resources. The SIT, Leadership Team, FHS Finance Officer and administration all work together with all stakeholders to ensure that appropriate funding has been utilized for student instructional needs, curricular needs, professional development need and facility needs.	Limited Development 10/30/2020		
How it will look when fully met:	The SIT, Leadership Team, FHS Finance Officer and administration all work together with all stakeholders to ensure that appropriate funding has been utilized for student instructional needs, curricular needs, professional development needs and facility needs. All resources should be planned and appropriately allocated by February 2023.		**Russell Holloman**	**02/28/2023**
Actions		**0 of 1 (0%)**		
11/2/20	The SIT, Leadership Team, FHS Finance Officer and administration all work together with all stakeholders to ensure that appropriate funding has been utilized for student instructional needs, curricular needs, professional development needs and facility needs. All resources should be planned and appropriately allocated by February 2023.		Russell Holloman	02/28/2023
Notes:				

Core Function:	Dimension D - Planning and Operational Effectiveness			
Effective Practice:	**Facilities and technology**			
D2.01	**ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology.(5173)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The shift to remote learning during the 2020-2021 school year has presented a new set of challenges and opportunities for teachers in the classroom. During this year, it is imperative that all teachers effectively use a variety of hybrid learning models as part of a larger pedagogical approach. This has been a focus since the beginning of the year as we have transitioned to a remote learning environment. Additional professional development and constant monitoring of implementation are necessary to continuously improve the learning outcomes for students.	Limited Development 10/30/2020		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	This objective may not be fully implemented by all teachers at the beginning of the year, but all teachers must show growth and improvement at an early point in the semester. Ultimately, all teachers should be comfortable with the implementation of online learning and feel comfortable with the transition to a hybrid model that will be instituted at the mid-semester point.	**Objective Met 11/03/22**	**Kim Heller**	**06/12/2021**
Actions				
11/3/22	During this year, it is imperative that all teachers effectively use a variety of hybrid learning models as part of a larger pedagogical approach. This has been a focus since the beginning of the year as we have transitioned to a remote learning environment. Additional professional development and constant monitoring of implementation are necessary to continuously improve the learning outcomes for students.	Complete 06/12/2021	Kim Heller	06/12/2021
Notes:				
Implementation:		11/03/2022		

				Implementation Status	Assigned To	Target Date
Evidence		11/3/2022 Finalization of the schedule and grades for the 2020-2021 school year.				
Experience		11/3/2022 All teachers provided blended learning opportunities to students during the year. Additional resources and guidance were provided to teachers in order to facilitate this approach.				
Sustainability		11/3/2022 None are required, but utilization of the practices and resources will still be used in daily instruction.				
	D2.05	**The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)**		**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		Typically, the school environment is a welcoming and safe place for students to learn. During this school-year the focus on COVID and additional cleaning protocols makes this a much more carefully targeted issue for our faculty and staff. Additional cleaning protocols must be in place for students to return to school, but additional guidelines for class transitions, lunches and daily schedules must also be implemented. This is a weekly discussion for our SIT and our faculty and staff.		Limited Development 10/30/2020		
		Priority Score: 3 Opportunity Score: 2		Index Score: 6		
How it will look when fully met:		Daily cleaning protocols are in place and have been implemented with fidelity. All students and staff feel the appropriate measures have been instituted and followed throughout the year. Appropriate and timely discussions have taken place to ensure all students and staff feel that the learning environment is a safe and productive place to teach and learn.		**Objective Met 11/03/22**	**Russell Holloman**	**06/10/2022**
Actions						
	11/2/20	Daily cleaning protocols are in place and have been implemented with fidelity.		Complete 06/10/2022	Russell Holloman	06/10/2022
	Notes:					

11/2/20	Appropriate and timely discussions have taken place to ensure all students and staff feel that the learning environment is a safe and productive place to teach and learn.	Complete 06/10/2022	Russell Holloman	06/10/2022
Notes:				
Implementation:		11/03/2022		
Evidence	11/3/2022 NCDHHS guidelines have changed.			
Experience	11/3/2022 All daily COVID cleaning protocols were followed and we are now on a regular cleaning schedule using NON-COVID protocols.			
Sustainability	11/3/2022 None. No additional COVID cleaning protocols are necessary at this time.			

	D2.08	All teachers receive initial and ongoing training and support in effective use of blended learning methods.(5312)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Due to the current remote-learning environment, technology has become a more centralized focus of our instructional day. Teachers have been working to make personalized learning possible using a wide array of technological tools that are available. Teachers have been utilizing additional technology resources in their teaching practices. To do this, teachers have been working on developing sustained, standards-aligned resources that promote active learning.	Limited Development 10/30/2020		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		Teachers will utilize the appropriate instructional tools for remote-learning and learn to maximize student engagement in a hybrid learning model. Teachers will utilize appropriate and available staff support (ITF and DLMC) and professional development to further engage student learning and develop new learning opportunities.	**Objective Met 10/29/21**	**Kim Heller**	**06/12/2021**
Actions					
	11/2/20	Teachers will utilize appropriate and available staff support (ITF and DLMC) and professional development to further engage student learning and develop new learning opportunities. FHS Staff will participate in engaging Professional Development on a bi-weekly basis for instructional staff to enhance and support remote learning outcomes.	Complete 06/11/2021	Kim Heller	06/11/2021
	Notes:				
Implementation:			10/29/2021		
Evidence		10/29/2021 Additional training was provided throughout the 2020-2021 school year for all staff.			
Experience		10/29/2021 Additional training was provided throughout the 2020-2021 school year for all staff.			

Sustainability		10/29/2021 Continual integration of blended instructional methods into the current classroom environment.			

Core Function:		**Dimension E - Families and Community**			
Effective Practice:		**Family Engagement**			
KEY	E1.06	**The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		Teachers are required to communicate information to parents on a weekly basis and contact parents if there are specific concerns related to student progress.	Limited Development 09/24/2019		
How it will look when fully met:		TBD		**Kim Heller**	**06/12/2022**
Actions					
		Notes:			