SCHOOL	FRANKLINTON HIGH SCHOOL - ACADEMIC PERFORMANCE GOALS (2022-2023)		
School Specific Goal (must be measurable) **One goal must address the TSI-identified subgroup.	**Strategies/Action Steps**	**Timeline for Monitoring**	**Evidence of Progress/Goal Mastery**
Increase the 4-Year Cohort Graduation Rate to 85% by 2023.	Continually improve with each cohort regarding record-keeping within the counseling department and by FHS Data Manager to track students entering/exiting school.	Daily monitoring with monthly reporting to SSMT	100% of records are accurate and maintained on a daily basis.
	Specifically address collection of records for all students using cohort list at each grade-level to track data and collect transfer documentation.	Daily monitoring with monthly reporting to SSMT	100% of records are accurate and maintained on a daily basis.
	Establish and utilize additional MTSS process for high at-risk students in order to monitor progress and reduce drop-outs.	Monthly SSMT and CGR Meetings	Monthly data review of enrollments, withdrawals, drop-outs and student progress to ensure that all potential graduates are on-track for graduation with their assigned cohort.
	Identify any students that are deficient in credits towards graduation and provide a detailed	Monthly SSMT and CGR Meeting	Students that are on-track for graduation will be 85% or higher based on FCS graduation

	recovery pathway to allow for graduation potential.		requirements.
Increase ACT student performance meeting NC College Readiness Indicator (18 or above) to 60% by the end of 2023.	Focused ACT preparation curriculum in all English III and Math II/III classes to implement Daily and Weekly ACT preparation activities in designated courses.	Monthly monitoring for English III, Math II and III courses with ACT Preparation PLC. (Initial meeting with PLC September 2022. January 2023 re-evaluation for spring semester.)	Weekly lesson plans in identified courses and daily monitoring will align with ACT preparation curriculum to support appropriate supplemental activities.
	Provide weekend ACT preparation session opportunities for all FHS students.	ACT Preparation with on-campus staff. December 2022 and February 2023.	Fall and Spring session rosters will be shared with SIT.
	Identify students (using English II and Math 1 EOC scores) that have benchmark potential (18 or higher ACT) and provide additional support.	October 2022	100% of students with benchmark potential will be identified for additional support.
Increase WorkKeys student performance indicator (Silver and above) to 70% by the end of 2023.	Identify all students that qualify for WorkKeys Completer status and compare them with ACT benchmark proficiency to clearly provide a list of students for targeted support.	October 2022 and January 2023	100% of students that are WorkKeys Completers will be identified and Fall and Spring session rosters will be shared with SIT.
	Specifically address students that are CTE Completers and work with them individually utilizing KeyTrain (or similar program) to	October 2022 and January 2023	100% of students that are WorkKeys Completers will be identified and Fall and Spring session rosters will be shared

	provide benchmark data to improve WorkKeys scores.		with SIT.
	Implement Weekly Work Keys item analysis review in CTE courses to provide focused review and support process for students.	Ongoing	Final WorkKeys assessments in December and February.
Increase Math 3 student performance proficiency to 40% by the end of 2023.	Clearly identify all students that are cohorted for Math 3 and create an EOC class within the course matrix to track those students for specific EOC course instruction	August 2022 & January 2023	Review of Master Schedule to ensure 100% of students are in the aligned cohort.
	Create additional course for Math 2 Honors in the spring semester to track students during their 9th grade year with the same teacher in order to provide instructional consistency to the next course.	August 2022 & January 2023	Review of Master Schedule to ensure 100% of students are in the aligned cohort.
	PLC meetings for Math 3 teachers and support staff to review data, discuss planning/pacing, and review additional resources.	Monthly (September 2022 - May 2023)	Weekly lesson plans will align with the Math 3 curriculum to support appropriate supplemental activities.
Increase Biology student performance proficiency to 55% by the end of 2023.	Continue to utilize EVAAS data in all subject areas to target student performance goals in each class.	Monthly (September 2022 - May 2023)	EVAAS Data and PLC Agendas. Initial accountability documentation to identify students and appropriate course placement.

			Biology EOC scores.
	Utilize NC Biology Check-In data with Biology teachers to review and align instructional goals.	Monthly (September 2022 - May 2023)	NC Check-In Data and PLC Agendas.
	PLC meetings for Biology teachers and support staff to review data, discuss planning/pacing, and review additional resources.	Monthly (September 2022 - May 2023)	Weekly lesson plans will align with Biology curriculum to support appropriate supplemental activities.
Increase English 2 student performance proficiency to 60% by the end of 2023.	Continue to utilize EVAAS data in all subject areas to target student performance goals in each class.	Monthly (September 2022 - May 2023)	EVAAS Data and PLC Agendas. Initial accountability documentation to identify students and appropriate course placement. English 2 EOC scores.
	Utilize NC English 2 Check-In data to review and align instructional goals.	Monthly (September 2022 - May 2023)	NC Check-In Data and PLC Agendas.
	Improve vertical alignment in the English Department to enhance pacing and planning for English 1 and Composition courses.	August 2022 and January 2023	Updated pacing guides for English I and Composition Courses.
	PLC meetings for English 2 teachers and support staff to review data, discuss	Monthly (September 2022 - May 2023)	Weekly lesson plans will align with English 2 curriculum to support appropriate

	planning/pacing, and review additional resources.		supplemental activities.
Increase Math 1 student performance proficiency to 45% by the end of 2023.	Utilize a structured sequence of mathematics courses (Introduction to Mathematics, Foundation of Mathematics & Math 1) to provide appropriate instructional level for students based on their previous academic success.	August 2022	100% of enrolled students who are identified as "low-performing" will be placed into Introduction to Mathematics or Foundations of Math 1.
	Continue to utilize available EVAAS and NC Check In data to target student performance goals using focused implementation to clearly identify performance levels.	Monthly (September 2022 - May 2023)	EVAAS Data and PLC Agendas. Initial accountability documentation to identify students and appropriate course placement. Math 1 EOC scores.
	PLC meetings for Foundations of Math 1 & Math 1 teachers and support staff to review data, discuss planning/pacing, and review additional resources.	Monthly (September 2022 - May 2023)	Weekly lesson plans will align with Math 1 curriculum to support appropriate supplemental activities.