

Comprehensive Progress Report

Mission:

The Mission of Louisburg High School is to provide meaningful learning experiences that prepare students for a productive life.

We envision a school where:

All students feel welcome and safe

All students are enthusiastically engaged in their own learning

Vision:

All students are instructed by competent and nurturing faculty & staff

All students develop an appreciation of what is necessary to compete in our global community

Goals:

By June 2023 English Proficiency will meet or exceed 55%

By June 2023 Math 1 Proficiency will meet or exceed 58%

By June 2023 Biology proficiency will meet or exceed 60%

By June 2023 Math 3 Proficiency will meet or exceed 40%



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Current implementation includes the district level Student Code of Conduct; beginning teachers and STEM teachers being trained on effective classroom management strategies; an LHS Social Contract developed by the LHS faculty and staff; a school wide flow-chart for teachers to follow for classroom disruptions; and a walk-through instrument for administration to use to provide feedback to teachers after the walk-through.	Limited Development 09/04/2019		
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	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>In order to reduce classroom referrals by 5% from the 2018-2019 school year LHS staff will develop specific common language, common expectations, and receive on-going monitoring/feedback. Teachers will receive tailored opportunities to expand their management tool belt. These learning opportunities will feature practices that are research based. All classroom observations (formal and informal) will in part provide feedback on classroom management strategies observed and be accompanied by intentional feedback geared towards maximizing positive student interactions. Best practices will be introduced and revisited during staff meetings and internal professional developments. Evidence of full implementation will include the LHS social contract, examples of informal classroom observations, LHS best practices, discipline data, and an admin walk-through instrument to provide feedback to teachers.</p> <p>Due to the current circumstances LHS is not able to fully work towards all of the current Indicators. We are still focusing on meeting with PLCs now once a week rather than every two weeks. We are focused on providing lessons that are based on the standards. We are no longer able to focus on classroom management, walkthroughs, or benchmark and EOC data.</p> <p>Covid- Amendment (virtual learning)</p> <p>Increase virtual engagement, that would include, but not limited, to google meet attendance and completion of classroom assignments.</p>		Objective Met 01/26/21	Christopher Cullom	05/29/2021
Actions					
9/4/19	The School Improvement Leadership team will create a social contract for all teachers to follow.		Complete 08/20/2019	Christopher Cullom	08/20/2019
<i>Notes:</i>					
9/4/19	The School Improvement Leadership team members will gather information about best practices from their departments		Complete 10/04/2019	Shelbi Wheeler, Tanyetta Robbins, Mary Monaco, Kat	10/04/2019

<i>Notes:</i>				
9/4/19	School Improvement Leadership team will compile best practice common themes	Complete 11/18/2019	Becky Frisbie, Tanyetta Robbins	10/28/2019
<i>Notes:</i>				
9/4/19	The School Improvement Leadership team will establish common expectations and language for LHS teachers.	Complete 12/09/2019	Becky Frisbie Tanyetta Robbins	12/09/2019
<i>Notes:</i>				
9/4/19	School Improvement Leadership Team reviews virtual walk through tool to provide feedback to teachers for virtual learning.	Complete 09/03/2020	Chris Cannady, Tanyetta Robbins	09/03/2020
<i>Notes:</i>				
12/18/19	The School Improvement Leadership team will update the virtual walk-through tool based on data gathered from September to October.	Complete 10/23/2020	Melissa Thomas	10/23/2020
<i>Notes:</i>				
Implementation:		01/26/2021		
Evidence	1/26/2021 Copy of virtual walk through tool added to evidence folder.			
Experience	1/26/2021 Administration updated the walk through tool to meet the new virtual teaching during the fall and were aware of the stress the teachers were under with this new way of teaching.			
Sustainability	1/26/2021 Walk through tool will have to continue to be revisited based on changes made due to the pandemic data and what plan we are following as far as face to face and virtual instruction or a hybrid.			

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:		Currently LHS administration have asked teachers to make lesson plans based on their standards a high priority and they have been asked to give common assessments with at least half of the questions coming from SchoolNet which will allow for data analysis of student learning. Teachers and administration have been trained on SchoolNet which will be a focus for data meetings during PLCs. Teachers have been asked to post their standards in the classroom to inform students of learning objectives. Lesson plans are designed to align with the standards for that subject.	Limited Development 09/04/2019		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>Teachers will meet twice a month with their PLC to develop standards-aligned units of instruction for their subjects. They will develop common assessments and will use schoolnet to create tests aligned with the standards. Standards aligned units of instruction include objectives and criteria for mastery. Unit plans include both pre- and post-tests to gauge student mastery, and the results are used to adjust instruction as necessary. Units of instruction include a variety of differentiated learning activities for each unit objective. Materials are developed, well organized, and readily shared among teachers. Special education and ELL teachers are included on instructional teams as teams work to create standards-aligned instructional units. Evidence of full implementation will include a master schedule, PLC calendar, PLC minutes, sample units of instructions, examples of common assessments, Schoolnet Training, Schoolnet assessment, Schoolnet data, examples of differentiated learning, and benchmark data.</p> <p>Due to the current circumstances LHS is not able to fully work towards all of the current Indicators. We are still focusing on meeting with PLCs now once a week rather than every two weeks. We are focused on providing lessons that are based on the standards. We are no longer able to focus on classroom management, walkthroughs, or benchmark and EOC data.</p> <p>Covid-Amendment (virtual learning)</p> <p>Teachers will meet weekly for virtual PLCs to develop standards-aligned units of instruction for their subjects. They will develop common assessments and will use schoolnet to create tests aligned with the standards. PLCs will also discuss benchmark data (if applicable) and schoolnet data.</p>		Objective Met 08/16/22	Kim Wood	06/10/2022
Actions					
	9/16/19	All Teachers and administration will be trained on SchoolNet and SchoolNet reports.	Complete 09/20/2021	Melissa Thomas	09/20/2019

<i>Notes:</i>				
11/19/19	School Improvement Leadership Team will meet to analyze Benchmark data and address concerns / goals from the new data.	Complete 01/27/2020	Kim Wood	01/27/2021
<i>Notes:</i>				
9/4/19	Master schedule created so that more than one teacher is teaching a subject as much as possible.	Complete 08/08/2021	Romney Woodley	08/08/2021
<i>Notes:</i>				
9/4/19	PLC dates established for the school year and the calendar shared with the teachers.	Complete 08/15/2021	Melissa Thomas	08/15/2021
<i>Notes:</i>				
11/19/19	School Improvement Leadership Team will meet to analyze Benchmark data and address concerns / goals from the new data.	Complete 12/07/2020	Kim Wood	12/07/2021
<i>Notes:</i> There is no benchmark data this school year because we are not giving benchmarks during Plan A or B of the pandemic. We have incomplete EOC data at this time and we will be going over that once it is more complete. There are still students that need to be tested because they were not able to come to the school during exam week.				
11/19/19	School Improvement Leadership Team will meet to analyze Benchmark data and address concerns / goals from the new data.	Complete 12/09/2019	Kim Wood	12/09/2021
<i>Notes:</i>				
9/8/20	School Improvement Leadership Team will meet to analyze Benchmark data and address concerns / goals from the new data.	Complete 05/02/2022	Kim Wood	04/30/2022
<i>Notes:</i>				
9/4/19	PLCs will analyze the benchmark data in order to drive instruction based on the results and will provide necessary feedback to the students.	Complete 05/02/2022	Kim Wood	05/19/2022
<i>Notes:</i>				
9/4/19	Special education and ELL teachers will collaborate with PLCs as needed as PLCs work to create standards-aligned instructional units.	Complete 05/02/2022	Kim Wood	05/29/2022
<i>Notes:</i>				
9/4/19	PLCs meet weekly to develop common pre and post assessments for each standard. Schoolnet will be utilized to develop the assessments. PLCs will record meeting minutes.	Complete 06/09/2022	Kim Wood	06/12/2022
<i>Notes:</i>				

9/4/19	PLCs will meet weekly to disaggregate the assessment data to gauge student mastery in order to differentiate the instruction as necessary. Teachers will provide feedback to the students based on the assessments	Complete 06/09/2022	Kim Wood	06/12/2022
<i>Notes:</i>				
Implementation:		08/16/2022		
Evidence	8/16/2022			
Experience	8/16/2022			
Sustainability	8/16/2022			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		LMHS is in the beginning stages of implementing MTSS school wide. LMHS is continuing to focus on all teachers teaching the standards in every classroom with quality instruction which is part of Tier 1. Remediation is provided each day for students who are struggling in class based on grades. PLCs are required to use common assessments and and to review the data for all students. Focused intervention for EOC classes based on student's grades and assessments is provided during FLEX remediation time and the process is evaluated each semester in order to better meet the needs of students. EOC students are offered after school tutoring prior to exams with bus transportation provided through the use of ESSER funds.	Limited Development 09/03/2019		
<i>How it will look when fully met:</i>		Once this goal is fully met all teachers will teach the NC standards and will use common assessments with data reviews after each assessment in order to determine which students have mastered concepts and which students need additional support. All students will be provided extra support through flex time and all EOC students will be offered after school tutoring prior to exams with bus transportation provided.		Melissa Thomas	06/09/2023
Actions			1 of 3 (33%)		
	11/7/22	LMHS will apply for a grant through ESSER funds which will enable teachers to be paid for after school EOC tutoring and which will allow bus transportation to be provided to those students who attend after school tutoring.	Complete 11/10/2022	Melissa Thomas	11/18/2022
<i>Notes:</i>					
	11/7/22	Teachers will reach out to all EOC students who are invited to attend EOC review prior to the EOC for the spring semester.		Cynthia Mills	01/05/2023
<i>Notes:</i>					
	11/7/22	Teachers will reach out to all students who are invited to attend after school tutoring for EOC classes for the spring semester prior to the EOC exams.		Cynthia Mills	05/25/2023
<i>Notes:</i>					

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			LHS is focusing on student relationships which will allow the adults in the building to help students manage their own emotions when needed. Staff had training in August 2019 which allowed them to take a bus tour of many of our neighborhoods followed by an Aces video. This led to a staff wide discussion on how we as a staff need to understand other perspectives, understand that often a students behavior is driven by emotions outside of school, and that we as a staff should model how we want our students to respond to both negative and positive situations. The staff then worked together to agree on a social contract which emphasizes respect, communication, compassion, positive behavior, and high expectations. Each staff member has a copy of the social contract in their room. Staff will view a second video on Aces in October.	Limited Development 09/16/2019		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:			Staff will take the bus ride, view the ACES video, and will implement the social contract.	Objective Met 11/07/22	Rommy Woodley	06/05/2020
Actions						
	11/7/22	Staff take a bus tour of our district.		Complete 06/05/2020	Chris Cullom	08/22/2019
<i>Notes:</i>						
Implementation:				11/07/2022		
	Evidence	11/7/2022 During the 2019-2020 school year office referrals were reduced by nearly 50%				
	Experience	11/7/2022 LHS Staff did take the bus ride and watched the ACES Video along with maintaining the social contract in their classrooms				
	Sustainability	11/7/2022 Staff will need to continue to follow the social contracts and LHS should revisit the video and contract when needed				
	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:

Within the Student Services we currently we have a partnership with NCSTATE through the College Advising Corps, counselors review transcripts for classes needed to be promoted and or graduate as well as classes for remediation. We check for student credits to ensure they can We also have an attendance team and a drop out prevention coordinator to track students who are at risk.

Each grade level is served by an academic team which focuses on checking in with at risk students on a regular basis by meeting with them every two weeks, contacting parents, and helping students work on their academic goals.

We offer a flex to focus on student remediation.

Students mentoring with faculty guidance.

Pre-requisites for classes are adhered to.

Provide CTE courses to become a CTE completer. (Career readiness courses)

Limited Development
08/20/2019

<p>How it will look when fully met:</p>	<p>1. Freshmen bootcamp: summer "bridge" programs / Building relationships with students (form connections friendships) 2. A chance to navigate the school to get used to the layout of the school and find their classes. 3. Their base will be the freshmen building (homeroom and majority of their classes in the freshmen building) 4. Meeting with counselors at all middle school that feed into LHS. 5. Working with guidance in both locations to identify students who may need specific transitional plans (at risk students, students with 504s and IEPs, ELL students, students with social and emotional needs that should be addressed)</p>		<p>Rommy Woodley</p>	<p>06/09/2023</p>
<p>Actions</p>		<p>1 of 2 (50%)</p>		
<p>11/7/22</p>	<p>Student Services counselors will review each student's transcript to ensure they are properly placed in the correct class during the spring semester and have registered for all classes needed to progress to the next grade level or to graduate on time.</p>		<p>Carin Duncan</p>	<p>06/02/2023</p>
<p><i>Notes:</i></p>				
<p>11/7/22</p>	<p>Student Services counselors will review each student's transcript to ensure they are properly placed in the correct class during the fall semester and have registered for all classes needed to progress to the next grade level or to graduate on time.</p>	<p>Complete 10/14/2022</p>	<p>Carin Duncan</p>	<p>10/09/2023</p>
<p><i>Notes:</i></p>				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		LHS currently follows the district guidelines for teams and leadership within the school. The principal meets with district leadership for grade span meetings, principal meetings, and Assistant Principal meetings per the district calendar. Other staff meet with district wide PLCs per the calendar, and other departments such as Guidance, the data manager, bookkeeper, and registrar meet with district leadership following the districts calendar. LHS administration works with district leadership to implement district initiatives as required.	Limited Development 09/16/2019			
<i>How it will look when fully met:</i>						
<i>Actions</i>						
<i>Notes:</i>						
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	
<i>Initial Assessment:</i>		Current implementation includes a leadership team consisting of administration, department chairs, SIP team members, ITF, STEM coordinator, media specialist, Student Services, and PLC leaders meeting twice a month. This team operates with agendas in order to stay focused.	Limited Development 06/12/2019			

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>When fully implemented the School Improvement Leadership Team will meet twice a month with the common goal of improving student achievement through effective practices. The team will be guided by agendas, minutes kept, focus on the indicators and action steps, and follow through on the plans they make. Team members that are assigned to an indicator will check with team members assigned to action steps to ensure that progress is being made on each action step by the date assigned. The evidence from the other indicators will be examined in order to follow through with the goals and plans of the School Improvement Leadership Team. PLCs will also meet bi-monthly to analyze data in order to create standard-aligned units, common assessments and best practices. The School Improvement Leadership Team will review the PLC records during their meetings. Evidences for this indicator will include a LHS calendar establishing School Improvement Leadership team meeting dates, agendas and minutes for SILT meetings, SchoolNet training, school grading practices, SchoolNet data, AP College Board assessments, and benchmarks data.</p> <p>Due to the current circumstances LHS is not able to fully work towards all of the current Indicators. We are still focusing on meeting with PLCs now once a week rather than every two weeks. We are focused on providing lessons that are based on the standards. We are no longer able to focus on classroom management, walkthroughs, or benchmark and EOC data.</p>		Objective Met 08/16/22	Becky Frisbie	06/10/2022
Actions					
	9/4/19	Leadership team established and calendar dates set up with meeting twice a month for the school year.	Complete 09/08/2020	Chris Cannady	09/11/2021
	<i>Notes:</i>				
	9/4/19	Agendas created and minutes kept for the bi-monthly meetings.	Complete 05/26/2022	Becky Frisbie	05/26/2022
	<i>Notes:</i>				

9/4/19	NCStar Create Worksheets maintained for each indicator by team members to ensure that action steps are being met by the assigned team members and by the target date.	Complete 05/26/2022	Chris Cannady	05/26/2022
<i>Notes:</i>				
9/4/19	School Improvement Leadership Team reviews the PLC meeting records to inform them of progress towards meeting their goals.	Complete 05/20/2022	Chris Cannady	05/26/2022
<i>Notes:</i>				
Implementation:		08/16/2022		
Evidence	8/16/2022 - Agendas			
Experience	8/16/2022 - The SIP/Leadership Team met twice a month and kept agendas			
Sustainability	8/16/2022 - The SIP/Leadership team will continue meeting twice a month for the 2022-2023 school year			

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Distributed leadership and collaboration			
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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:		LHS staff is organized by departments such as English, Math, Social Studies, Science, CTE, Fine Arts, and Healthful Living. Within each department teachers are also set up in PLCs based on common teaching assignments. PLCs are organized and meet on a regular basis in order to plan lessons, review data from common assessments, and make adjustments to their instruction as needed. There is a SIP/Leadership team which meets twice a month, a Student Services team, an attendance team which reviews students with attendance concerns, MTSS team, and an at Risk team which focus on juniors and seniors who are at risk of not graduating. This team mentors each of these students who are at risk. This past summer staff were invited to be on teams which review the practices of PLCs and Flex and made recommendations for changes or improvements to both.	Limited Development 09/16/2019		
How it will look when fully met:					
Actions					
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently the principal and assistant principals are visible in the school in many ways including regular walk throughs in classrooms using a tool that allows them to send immediate feedback to staff along with questions that can be discussed. All staff receive walk throughs, however, there is a focus on beginning teaches, teachers new to LHS, and all EOC teachers. This allows the principal and APs to see what is happening in classrooms on a regular basis and not just during evaluations. The principal and APs are trained on SchoolNet so that they can monitor common assessment data and have conversations regarding the data with staff during PLCs. All core PLCs meet together in the Media Center with administration present in order to have open dialogue regarding instruction and assessments.	Limited Development 09/16/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			

	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
			<p><i>Initial Assessment:</i></p> <p>We currently have PLC meetings by department twice a month to address best practices and analyze data in order to make instructional decisions. We also utilized remediation groups to address standards that students needed additional instruction based on assessments and quizzes. We implemented a school wide Flex schedule to incorporate remediation time during the school day. Administration completed periodic walk-throughs to provide feedback on instruction within the classroom.</p>	<p>Limited Development 09/03/2019</p>		
			<p>Priority Score: 3</p>	<p>Opportunity Score: 2</p>	<p>Index Score: 6</p>	
			<p><i>How it will look when fully met:</i></p> <p>When this is fully implemented our performance composite scores according to ABC school data our school performance grade score will remain above a 70 with English II proficiency being 55%, Math 1 being 55%, and Biology being 60% proficient, Math 3 being 40%. In order to achieve this PLCs will meet weekly in the Media Center with Administration to review student progress, SchoolNet data, and to discuss remediation needs. All EOC teachers will meet with administration monthly as a team to discuss Benchmark Data, SchoolNet data, and student progress as predicted by EVAAS. All teachers and administration will be trained on SchoolNet and SchoolNet reports. Administration will conduct weekly walkthroughs for all EOC teachers and BTs based on a schedule. Evidence of full implementation will be found in the agendas for SchoolNet training, Core PLC meetings, and Data meetings with EOC teachers as well as the ABC data from DPI.</p>		<p>Melissa Thomas</p>	<p>06/30/2023</p>
<p>Actions</p>				<p>0 of 3 (0%)</p>		
		<p>9/3/19</p>	<p>All core subject PLCs will meet weekly virtually with Administration to review student progress, SchoolNet data, and to discuss remediation needs.</p>		<p>Melissa Thomas</p>	<p>05/26/2023</p>

<i>Notes:</i> PLCS will continue to meet weekly for planning and data review				
9/3/19	All EOC teachers will meet with administration monthly as a team to discuss Benchmark Data (if applicable) and SchoolNet data.		Shelbi Wheeler, Mary Monaco, Kathleen Harrison,	05/26/2023
<i>Notes:</i>				
9/3/19	Administration will conduct weekly walkthroughs for all EOC teachers and BTs based on a schedule.		Melissa Thomas, Kent Elbert, Rommy Woodley, Cynthi	05/26/2023
<i>Notes:</i>				
Implementation:		08/16/2022		
Evidence	8/16/2022			
Experience	8/16/2022			
Sustainability	8/16/2022			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Currently LHS administration follows Franklin County School guidelines for posting new positions when there is a need. Administration reviews applicants and then contacts prospective candidates who appear to be a good fit for interviews. Interviews are always team interviews normally consisting of administration, staff in the area being hired such as Social Studies, and other staff who might interact on a regular basis with the candidate. LHS administration attends the FCS Job Fair each spring and interviews and recommends candidates. Additionally, LHS held a job fair in the spring for the two openings that administration new needed to be filled for the following school year. During this job fair current students, teachers, department chairs, and community members spoke to the prospective candidates about why LHS is a great choice, interviewed the candidates, and make recommendations for hiring. Administration follows North Carolina and FCS requirements for staff evaluations with a focus on providing meaningful feedback as well conducting walk throughs on all staff allowing for additional support. The Beginning Teacher program allows for additional support for new teachers.</p>	Limited Development 09/16/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently LHS uses SchoolMessenger to communicate with parents with a weekly message from the Principal. Additionally, all staff were trained on how to use SchoolMessenger last year and have been encouraged to use SchoolMessenger along with email to communicate with parents. Currently many of these messages share what students are doing in class and how parents can assist their students by making homework and studying a priority. Resources are also often shared through these messages, however, this is not consistent for all teachers. LHS holds several parent meetings each year including Open House, Curriculum Expo, and Senior Night in the fall. During each of these meetings information has been shared with parents regarding how to be successful in the following areas: needed credits to graduate, options for electives, requirements for a four year college admission, Advance Placement, and how to be successful as a rising 9th grader.	Limited Development 09/03/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					