



**Wheatmore High School
School Improvement Plan
2023-2024**

Comprehensive Progress Report

Mission:

Committed to the mission of enduring student successes, Wheatmore High School achieves this mission by: creating a student-centered school, developing collaborative culture, modeling respect, focusing on learning not teaching, establishing a positive environment, and instilling pride and ownership.

Vision:

Wheatmore High School fosters a collaborative culture focusing on learning by modeling respect and school pride in a student-centered environment.

Goals:

By June 2024, as measured by school attendance data, Wheatmore High School will have an attendance rate of 95% or higher. (A4.01, A4.03, and C2.01)

By June 2024, as measured by school performance composite scores, Wheatmore High School will increase the school performance grade score by 3%. (A4.01, A4.03, and C2.01)

By June 2024, as measured by the FAM-S scoring summary at the school level, 50% of Wheatmore students will grow one level in vocabulary using Membean. (A4.01, A4.03, and C2.01)



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		Below is Wheatmore's current level of implementation efforts for this indicator. More teachers are using the "safe place" for cell phones this school year. Also, a behavior committee has been created to work with students who did not complete one of more of the following items. 1. Data Sheets on Mondays	Limited Development 08/03/2021			

	<p>2. Classwork/homework assignments not attached to an absence (previous week)</p> <p>3. Study Hall sessions on Fridays to make up missing work (previous week)</p> <p>4. Weekly Membean (two 15 minute sessions, previous week)</p>			
How it will look when fully met:	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.		Eric Johnson	06/30/2024
Actions		0 of 2 (0%)		
9/9/21	All Wheatmore teachers will teach bell to bell as reflected on spot check data.		Kelly Ivey	06/30/2024
<i>Notes:</i> We are not currently working on this indicator.				
9/28/23	<p>The team will meet each Thursday. Teachers will submit students who did not complete one or more of the following items:</p> <ol style="list-style-type: none"> 1. Data Sheets on Mondays 2. Classwork/homework assignments not attached to an absence (previous week) 3. Study Hall sessions on Fridays to make up missing work (the previous week) 4. Weekly Membean (two 15 minute sessions, previous week) 		Amanda Tuggle	06/30/2024
<i>Notes:</i>				

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:	<p>Below is Wheatmore's current level of implementation efforts for this indicator.</p> <ul style="list-style-type: none"> • SWAG has more procedures in place for students to get remediation/enrichment opportunities. • The lead teacher and Assistant principal are provided weekly PLC training for all staff. • A school-wide vocabulary expectation has been developed with the computer software Membean during all student's 2nd block classes. Students are expected to complete 2 - 15 minute sessions. This is 10% of all student's 2nd block grades. 	Limited Development 08/03/2021		
How it will look when fully met:	Teachers, working in teams, build the 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.		Kelly Ivey	06/30/2024
Actions		0 of 2 (0%)		
	9/26/22 All 2nd block teachers will assign a weekly grade for Membean.		Kelly Ivey	06/15/2024
	<i>Notes:</i>			
	9/9/21 All Wheatmore High School teachers will have vertical alignment with all Wheatmore Middle School teachers.		Kelly Ivey	06/30/2024
	<i>Notes:</i>			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>Below is Wheatmore's current level of implementation efforts for this indicator.</p> <ul style="list-style-type: none"> • SWAG continues to be adjusted to aid students in being successful in the classroom. Teachers are allowed to "pull" students on Tuesdays/Thursdays in order to remediate them 	Limited Development 08/03/2021		

	<p>for 30 minutes. More opportunities have been added to SWAG for enrichment opportunities as well. On Friday students are not allowed to attend their club if they have missing work. Every 4.5 weeks teachers are allowed to "switch" students in their classes based on student needs.</p> <ul style="list-style-type: none"> • The guiding coalition is working within their PLC/department on common assessments and essential standards. Leadership then provides feedback on their agendas that are submitted online. A new schedule has been proposed to the county to allow teachers time during the workday to work together. • Membean is still an expectation for 30 minutes a week. Students are expected to complete 2 - 15 minute sessions. This is 10% of all student's 2nd block grades. 2nd semester we may increase the training time to 3 - 15 minute sessions. 			
<p>How it will look when fully met:</p>	<p>At-Risk students will be monitored throughout the school year. Teachers will notify the MTSS coordinator when students are not meeting established goals. The MTSS team will review the data and discuss if more data is needed. The MTSS team will look for strategies to determine what is the best course of action to improve student learning.</p>		<p>Kelly Ivey</p>	<p>06/30/2024</p>
<p>Actions</p>		<p>1 of 4 (25%)</p>		
<p>9/3/21</p>	<p>All teachers will report classroom data every 4.5 weeks.</p>	<p>Complete 06/10/2022</p>	<p>Amanda Tuggle</p>	<p>08/20/2022</p>
<p><i>Notes:</i> 9.23.21 data meetings occurred with all students. 9.30.21 SWAG classes changed based on MTSS Tier 1 interventions. 9.30.21 Tuesday/Thursday Study Hall. 5 Math teachers, 2 English teachers, 4 EC teachers, and 1 Science teacher are now scheduled to work with students on MTSS Core interventions.</p> <p>10.29.21 - 9 Week data mark. Teachers moved students to their SWAG that need extra help.</p> <p>12.3.21 - Teachers wanted students moved based on their readiness for their final exam.</p> <p>1.28.22 - Instead of waiting for Mrs. Tuggle to move students based on grades teachers took the initiative to move kids in their swag based on performance on the first few days of instructions.</p> <p>2.28.22 - The movement of students is more fluid at this point and teachers are pulling students prior to them needing MTSS strategies.</p>				

	1.22.22 - Math 1 students were put in a special pre-teach SWAG group to work on math 1 topics prior to learning the material in class.			
9/3/21	All teachers will use SWAG for enrichment/remediation opportunities for all students to fidelity.		Kelly Ivey	06/30/2024
	<p><i>Notes:</i> 9.30.21 Tuesday/Thursday Study Hall. 5 Math teachers, 2 English teachers, 4 EC teachers, and 1 Science teacher are now scheduled to work with students on MTSS Core interventions.</p> <p>10.29.21 - 9 Week data mark. Teachers moved students to their SWAG that need extra help.</p> <p>12.3.21 - Teachers wanted students moved based on their readiness for their final exam.</p> <p>1.28.22 - Instead of waiting for Mrs. Tuggle to move students based on grades teachers took the initiative to move kids in their SWAG based on performance on the first few days of instructions.</p> <p>2.28.22 - The movement of students is more fluid at this point and teachers are pulling students prior to them needing MTSS strategies.</p> <p>1.22.22 - Math 1 students were put in a special pre-teach SWAG group to work on math 1 topics prior to learning the material in class.</p>			
9/3/21	All teachers will have a vocabulary focus in each class and require all students to use Membean 2 times a week for 15-minute sessions.		Kelly Ivey	06/30/2024
	<p><i>Notes:</i> 9.30.21 All students have signed up for Membean. Prizes have been given out and donations have been asked for.</p> <p>1.22.22 - The expectation for Membean was changed from 3 days to 2. This is a priority now for the school and all students are expected to complete otherwise detention will be served.</p> <p>9.26.22 - Membean is now a graded expectation in all 2nd block classes. It counts for 10% of the student's grade.</p>			
9/26/22	All students will use the online data tracker each Monday to review grades, tardies, attendance, missing assignments, etc.		Kelly Ivey	06/30/2024
	<i>Notes:</i>			

	A4.03	Instructional teams utilize student learning data to determine whether a student requires a referral for special education services.(5121)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>In addition to what we have done in previous years the following procedures have been put into place.</p> <ul style="list-style-type: none"> All teachers will submit the names of students who are not submitting their assignments to the behavior committee. All teachers will assist students in tracking their data each Monday. When a concern arises teachers will seek out the leadership team for further review. The attendance committee will meet with all students at 3,5, and 8 absences to assess the student's attendance and academics. Adjustments will be made accordingly. Each 4.5 weeks SWAG teachers will have an hour to work with students individually on classroom concerns based on progress report data. 	Limited Development 09/03/2021			
<i>How it will look when fully met:</i>	At-Risk students will be monitored throughout the school year. Teachers will notify the MTSS coordinator when students are not meeting established goals. The MTSS team will review the data and discuss if more data is needed. The MTSS team will look for strategies to determine what is the best course of action to improve student learning.		Kelly Ivey	06/30/2024	
Actions		2 of 7 (29%)			
9/3/21	All teachers will report classroom data every 4.5 weeks.	Complete 06/10/2022	Amanda Tuggle	08/20/2023	
<p><i>Notes:</i> 9.23.21 All teachers submitted data and parent contacts to Mrs. Tuggle. All teachers had data meetings with SWAG students at the 4.5 week mark.</p> <p>9.30.21 Tuesday/Thursday Study Hall. 5 Math teachers, 2 English teachers, 4 EC teachers, and 1 Science teacher are now scheduled to work with students on MTSS Core interventions.</p> <p>10.29.21 - 9 Week data mark. Teachers moved students to their SWAG that need extra help.</p> <p>12.3.21 - teachers wanted students moved based on their readiness for their final exam.</p>					

1.28.22 - Instead of waiting for Mrs. Tuggle to move students based on grades teachers took the initiative to move kids in their swag based on performance on the first few days of instructions.

2.28.22 - The movement of students is more fluid at this point and teachers are pulling students prior to them needing MTSS strategies.

1.22.22 - Math 1 students were put in a special pre-teach SWAG group to work on math 1 topics prior to learning the material in class.

9/3/21 All teachers will have a vocabulary focus in each class and require all students to use Membean 2 times a week for 15-minute sessions.

Complete 06/10/2022

Kelly Ivey

08/20/2023

Notes: 9.30.21 Students have had 3 rounds of Membean.

1.22.22 students' expectations were moved from 3 trainings to 2 trainings a week. Students that did not meet the expectations were given detention and not allowed to go to club on Fridays.

9.26.22 - Membean is now a graded expectation in all 2nd block classes. It counts for 10% of the student's grade.

9/3/21 All teachers will use SWAG for enrichment/remediation opportunities for all students to fidelity.

Kelly Ivey

06/30/2024

Notes: 9.30.21 Teachers were required to submit data based on missing assignments, attendance, and comprehension level on all students with a grade of 70 or below.

9.30.21 Tuesday/Thursday Study Hall. 5 Math teachers, 2 English teachers, 4 EC teachers, and 1 Science teacher are now scheduled to work with students on MTSS Core interventions.

10.29.21 - 9 Week data mark. Teachers moved students to their SWAG that need extra help.

12.3.21 - Teachers wanted students moved based on their readiness for their final exam.

1.28.22 - Instead of waiting for Mrs. Tuggle to move students based on grades teachers took the initiative to move kids in their swag based on performance on the first few days of instructions.

2.28.22 - The movement of students is more fluid at this point and teachers are pulling students prior to them needing MTSS strategies.

1.22.22 - Math 1 students were put in a special pre-teach SWAG group to work on math 1 topics prior to learning the material in class.

9/26/22	All students will use the online data tracker each Monday to review grades, tardies, attendance, missing assignments, etc.		Kelly Ivey	06/30/2024
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Notes:

9/28/23	All teachers will submit the names of students who are not submitting their assignments to the behavior committee.		Amanda Tuggle	06/30/2024
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Notes:

9/28/23	The attendance committee will meet with all students at 3,5, and 8 absences to assess the student's attendance and academics. Adjustments will be made accordingly.		Amanda Tuggle	06/30/2024
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Notes:

9/28/23	Each 4.5 weeks SWAG teachers will have an hour to work with students individually on classroom concerns based on progress report data.		Kelly Ivey	06/30/2024
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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
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Initial Assessment:

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

- Behavior and Attendance committees were created to talk with students about what is going on to cause them to no be successful at Wheatmore.
- Departments are meeting weekly to discuss common assessments and essential standards.
- Department meetings and PLC meeting agendas are being monitored by the leadership team weekly.
- Every 4.5 weeks students have individual data meetings with their SWAG teacher in order to reflect on their progress reports.
- Every 4.5 weeks teachers can request students to be moved to their SWAG group permanently in order to assist the student to be more successful in their class.

Limited Development
08/03/2021

How it will look when fully met:		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.		Leslie Jessup	06/30/2024	
Actions			0 of 4 (0%)			
	9/9/21	All Wheatmore teachers will be fully trained through the SEL Canvas course developed by the county office.		Kelly Ivey	06/30/2024	
	<i>Notes:</i> We are currently not working on this indicator.					
	9/28/23	More enrichment opportunities have been created during SWAG for students based on their requests.		Kelly Ivey	06/30/2024	
	<i>Notes:</i>					
	9/28/23	The attendance committee will meet every Tuesday with students in danger of losing credits due to attendance.		Amanda Tuggle	06/30/2024	
	<i>Notes:</i>					
	9/28/23	The behavior committee will meet every Thursday with students in danger of suspension due to being insubordinate.		Amanda Tuggle	06/30/2024	
	<i>Notes:</i>					
	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:		Transitions from Middle to High School	Full Implementation 10/27/2021			
		Wheatmore uses research-supported strategies for helping students transition to high school including summer "information" programs, which provide students with outlines of coursework, a chance to navigate the school, and a chance to make friends with new peers prior to school starting. 9th/10th-grade enrichment groups (SWAG) have been established, which physically separate 9th/10th-grade students from the rest of the student body and provide intensive, engaging transition supports. One recently implemented model that has been				

put into place during SWAG, is a data-driven, tiered intervention that is intended to transform middle and high school students' academic experience and provide more targeted intervention of students with "early warning indicators" that place them at risk for dropping out. Preliminary results suggest positive impacts in terms of reducing the percentages of students with early warning indicators of failing classes.

Transitions from High School to College/Career

Wheatmore recognizes that students need supportive and informative networks as they plan their transition out of high school. There is a significant "social capital gap" between students who have access to critical information and support on how to prepare and effectively participate in college/career decision-making, and those who do not. Successful initiatives that Wheatmore implements include early college programs that allow students to pursue college credit during high school. Wheatmore counselors also spend a great deal of time advising/mentoring students on their next steps after college. Students start thinking about these options during their freshman year.

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
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<i>Initial Assessment:</i>	<p>Wheatmore has the following in place for this indicator:</p> <ul style="list-style-type: none"> • Teachers share best practices in class and technology for the classroom in Professional development meetings. • The faculty senate/School Improvement Team meets once a month. • MTSS teams meet once a month to discuss student data trends. 	Full Implementation 10/27/2021		
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	<ul style="list-style-type: none"> Administrators, lead teacher, counselors meet once a week. Teachers share best practices on a consistent weekly basis when the department eats lunch together. A well-organized Leadership Team and process are in place to address the concerns of all stakeholders. Agendas are maintained for all meetings 			
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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
<i>Initial Assessment:</i>		The faculty senate meets once a month. Members include the administrators, teacher representatives from each department, parent representatives, student representatives, and guidance representatives. Whole faculty or planning period meetings are held regularly. Faculty Duty Assignments are made fairly and equitably, planning time is well-guarded and respected by Administration. Agendas and minutes are taken during all meetings.	Full Implementation 10/27/2021		

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Monitoring instruction in school
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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>		Below is Wheatmore's current level of implementation efforts for this indicator. <ul style="list-style-type: none"> Departments are meeting weekly to discuss common assessments and essential standards. Department meetings and PLC meeting agendas are being monitored by the leadership team weekly. 	Limited Development 08/03/2021		
<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		Eric Johnson	06/30/2024

	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, meet with teams, visit classrooms, and reinforce good practice.			
Actions		0 of 3 (0%)		
9/9/21	The principal will be in a classroom for 2 hours a day.		Eric Johnson	06/30/2024
	<i>Notes:</i> We are currently not working on this indicator.			
9/28/23	Departments will meet weekly to discuss common assessments and essential standards.		Kelly Ivey	06/30/2024
	<i>Notes:</i>			
9/28/23	Department meetings and PLC meeting agendas will be monitored by the leadership team weekly.		Eric Johnson	06/30/2024
	<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
Initial Assessment:			Below is Wheatmore's current level of implementation efforts for this indicator. <ul style="list-style-type: none"> All teachers submit names in order to group students for remediation during SWAG. Student online data trackers were developed and students look at their data every Monday to make a plan each week in order to be successful. 	Limited Development 08/03/2021		
How it will look when fully met:			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, and 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		Amanda Tuggle	06/30/2024

be directly tied to classroom observations and analysis of student learning data.

Actions		1 of 4 (25%)		
9/3/21	All teachers will report classroom data every 4.5 weeks.	Complete 06/10/2022	Amanda Tuggle	08/20/2023
	<p><i>Notes:</i> 9.30.21 Tuesday/Thursday Study Hall. 5 Math teachers, 2 English teachers, 4 EC teachers, and 1 Science teacher are now scheduled to work with students on MTSS Core interventions.</p> <p>10.29.21 - 9 Week data mark. Teachers moved students to their SWAG that need extra help.</p> <p>12.3.21 - Teachers wanted students moved based on their readiness for their final exam.</p> <p>1.28.22 - Instead of waiting for Mrs. Tuggle to move students based on grades teachers took the initiative to move kids in their swag based on performance on the first few days of instructions.</p> <p>2.28.22 - The movement of students is more fluid at this point and teachers are pulling students prior to them needing MTSS strategies.</p> <p>1.22.22 - Math 1 students were put in a special pre-teach SWAG group to work on math 1 topics prior to learning the material in class.</p>			
9/3/21	All teachers will have a vocabulary focus in each class and require all students to use Membean 2 times a week for 15-minute sessions.		Kelly Ivey	06/30/2024
	<p><i>Notes:</i> 9.30.21 All students have signed up for Membean. Prizes have been given out and donations have been asked for.</p> <p>1.22.22 - The expectation for Membean was changed from 3 days to 2. This is a priority now for the school and all students are expected to complete otherwise detention will be served.</p> <p>9.26.22 - Membean is now a graded expectation in all 2nd block classes. It counts for 10% of the student's grade.</p>			
9/26/22	All students will use the online data tracker each Monday to review grades, tardies, attendance, missing assignments, etc.		Kelly Ivey	06/30/2024
	<i>Notes:</i>			
9/3/21	All teachers will use SWAG for enrichment/remediation opportunities for all students to fidelity.		Kelly Ivey	06/30/2024

Notes: 9.30.21 Tuesday/Thursday Study Hall. 5 Math teachers, 2 English teachers, 4 EC teachers, and 1 Science teacher are now scheduled to work with students on MTSS Core interventions.

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2.28.22 - The movement of students is more fluid at this point and teachers are pulling students prior to them needing MTSS strategies.

1.22.22 - Math 1 students were put in a special pre-teach SWAG group to work on math 1 topics prior to learning the material in class.

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>		Evidence was provided by the central office.	Full Implementation 10/27/2021		

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Funding provides training for ESL teachers <ul style="list-style-type: none"> • Elevations-Used to track data and make decisions • ESL Coordinator • Parent Liaison • Provide ESL teachers and additional supports • Elevations Strategies 	Full Implementation 09/28/2023		

Funding to purchase various subscriptions to meet the unique needs of our EL student population

- EC Funding- Used to support staff, instructional materials, and adaptive materials needed to best serve students with disabilities
 - Funding for additional EC teachers
 - Funding for iLearn Randolph course development and teachers. iLearn supports a variety of students by offering asynchronously taught courses to all students.
 - Funding also provides funds to support AVID in 6 schools within the district.
- AVID provides scaffolded support that educators and students need to encourage college and career readiness and success. AVID's mission is to close the opportunity gap by preparing all students for college and career readiness and success in a global society
- Funding used to implement Professional Learning Communities within all schools. Collaboration, common formative assessments, and data driven decisions are key to Collaborative Team Time in the Randolph County School System.
 - Funding provides professional development and leadership development
 - Provide 2 district lead teachers for elementary and 2 district lead teachers for secondary for core areas
 - Funding provides Interpreters in 3 of 4 quadrants in the Randolph County School System

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:	<p>The following is Wheatmore's evidence of implementation and sustainable efforts for E1.06:</p> <ul style="list-style-type: none">• Weekly connected calls to all homes each Sunday.• Contact logs are maintained online, by each teacher.• The expectation of teachers contacting each parent before the end of the 1st quarter each semester.• Parents of students who are in danger of failing are contacted to enlist help/support to help that child improve and pass.• School and individual teacher websites are expected to be maintained regularly. Teachers are encouraged and supported in the use of approved Social Media accounts to communicate with stakeholders.• Instagram and Facebook are used often to disperse information to all stakeholders.• The school website is constantly being updated with new information.	Full Implementation 10/27/2021		
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School: Wheatmore High School

School Year: 2023-2024

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

From GS §115C-105.27: *“The principal of each school, representatives of the assistant principals, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot...Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff.”*

Committee Position	Typed Name	Signature	Date
Principal	Eric Johnson		
Assistant Principal	Amanda Tuggle		
Lead Teacher	Kelly Ivey		
History Teacher	Burton Kesler		
Math Teacher	Cayce Norris		
English Teacher	Heidi Varner		
Science Teacher	Janine Kube		
EC Teacher	Laura Leonard		
Cultural Arts Teacher	Lemar Martin		
Media Specialist	Andrea Davis		
CDC	Kyle Spencer		
Guidance Counselor	Sheila Atkins		
Assistant Principal	Larry Hill		
Parent	Melissa Mullinex		



NCStar/SIP Mandatory Components

School Name: Wheatmore High School

School Year: 2023-2024

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 four 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 5th 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.

An Enrichment/Remediation block has been scheduled daily in order to assist students with the transition to high school. Also, vertical alignment is taken place with Wheatmore Middle School in order to assist the At-Risk Students.