

Comprehensive Progress Report

Mission: Fike High School will partner with parents and its community to provide a trusting, engaging, and rigorous educational experience for all students.

Vision: Fike High School will graduate students who are collaborative, critical-thinkers, and ready for a career, college, and life beyond the classroom.

Goals: Every student at Fike High School will receive tiered instruction that is engaging, rigorous, and student-centered. Teachers will maximize instructional time by utilizing high-yield strategies that require students to collaborate and think deeply about the learning. With the implementation of high-quality learning focused lessons, teacher feedback, and the implementation of MTSS our overall school performance will increase 15 percentage points from 43% to 58% over the span of three years, and improve our school performance grade from C to a B.

 Activity in the last 12 months

! = 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:		Every teacher has received training on PBIS. Every classroom has PBIS expectations posted for all students to see. Students are taught PBIS expectations, and teachers consistently enforce expectations in the classroom and hallway. There is a common language used throughout the building as it relates to behavior management.		Limited Development 09/09/2017		
		Priority Score: 1	Opportunity Score: 3	Index Score: 3		
How it will look when fully met:		Strong relationships with students and staff. Teachers will submit PBIS Shout Outs weekly and students will get rewards for not getting ISS, OSS, or being sent to CHOICE.		Objective Met 04/19/21	Sonya Horton	05/29/2020
Actions						
	9/20/18	Teachers reinforce PBIS rules via class presentations at the beginning of the year.		Complete 05/31/2020	Sonya Horton	08/31/2018
<i>Notes:</i>						

9/20/18	Daily reminders of PBIS expectations via the morning announcements.	Complete 05/29/2020	Sonya Horton	05/31/2019
<i>Notes:</i>				
9/20/18	Weekly student PRIDE Shout Outs.	Complete 05/29/2020	Sonya Horton	05/31/2019
<i>Notes:</i>				
9/20/18	Nine week celebration of students who do not receive ISS, OSS, or CHOICE.	Complete 05/29/2020	Sonya Horton	05/29/2020
<i>Notes:</i>				
Implementation:		04/19/2021		
Evidence	6/12/2018 Please see discipline artifact. Referrals went from 5000 to 1700.			
Experience	6/12/2018 We had over 5000 office referrals last year and the school building was not safe and orderly.			
Sustainability	6/12/2018 We will continue to implement PBIS and MTSS. We will have school-wide expectations and teach them every 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
<i>Initial Assessment:</i>		Each teacher has a weekly 60-minute block of time to work with colleagues who teach the same content. EOC teachers have a weekly 90-minute block of time to analyze data and use that data to create highly engaging lesson plans.	Limited Development 10/19/2016		
<i>How it will look when fully met:</i>		All teachers will attend PLCs once a week during Demon Time for 60 minutes. EOC content areas have 90 minutes of PLC time. Conversations in PLCs will focus on data (CFAs, Formative, Summative Assessment) and creation of lesson plans using the Learning Focused Lesson Plan Template.		Tim Messer	06/02/2022
Actions			0 of 1 (0%)		
	9/9/20	Departments will utilize curriculum frameworks based on the standards.		Ladonna Mangum	06/02/2022
<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
<i>Initial Assessment:</i>		Teachers discuss individual student achievement during PLC meetings. We have implemented Demon Time allowing teachers an opportunity to share best practices and students to receive remediation during this time.	Limited Development 10/19/2016		
<i>How it will look when fully met:</i>		The MTSS team will create and implement academic and social interventions for students who are in Tier 2 and 3. Teachers will have remediation and intervention time during Demon Time to meet the academic needs of students, and therefore decrease the number of student retention by 10%.		Sonya Horton	06/02/2022
Actions			0 of 3 (0%)		
	2/13/19	We will create an MTSS plan that outlines training for teachers in the areas of establishing problem solving teams, understanding MTSS, and providing social-emotional support to secondary students.		Sonya Horton	06/02/2022
<i>Notes:</i>					
	8/26/20	Provide professional development for teachers on strategies to use in the creation of remediation and intervention plans for students who fall in to tier 2.		Sonya Horton	06/02/2022
<i>Notes:</i>					
	11/2/20	Professional development will be provided to teachers to help build teachers' understanding of the difference between remediation, intervention, accommodations, and modifications.		Sonya Horton	06/02/2022
<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:		The School has achieved PBIS Green Ribbon Status. We have an intervention team (MTSS) to help deal with the academic and social needs of students.	Limited Development 10/19/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		<p>All teachers will focus on building positive relationships with students in creating a safe, supportive, and engaging classroom environment. Student survey data will show 85% of the students will report having at least one staff member in the building they can go to for support by the end of the 2021-2022 school year.</p> <p>Every classroom will be attentive to the needs of every student with a full implementation of PBIS evident by posted rules and common, encouraging language. The classroom and school culture is supportive and is evident by a set of common rituals, routines, expectations, and relationships. Average student daily attendance will be 95% or better for each grade level. It is our goal to obtain PBIS Blue Ribbon Status through tier two interventions.</p>		Antonnia Carter	05/31/2022
Actions			3 of 4 (75%)		
9/18/17	School counselors will work alongside principal to identify students who are at-risk of dropping out or having significant behavioral problems to provide intervention and prevention services.	Complete 05/29/2020	Olinka Baker	05/31/2019	
<i>Notes:</i>					
10/9/18	PBIS Team will attend Module 2 and 3 training.	Complete 05/29/2020	Olinka Baker	05/31/2019	
<i>Notes:</i>					
2/10/21	Teachers, counselors, and staff will utilize a variety of communication methods to check the cognitive and emotional well-being of students on a weekly basis through weekly check-ins, google forms, polls during remote learning.	Complete 04/23/2021	Sonya Horton	06/15/2021	
<i>Notes:</i>					

	2/10/21	Teachers, counselors, and staff will utilize a variety methods to check the cognitive and emotional well-being of students weekly through google forms, verbal conversations, check-in/check-out and exit tickets.		Sonya Horton	06/15/2022
<i>Notes:</i>					
Implementation:			02/03/2021		
	Evidence	6/12/2018 Please see documents uploaded.			
	Experience	6/12/2018 We did not have a PBIS team in place that consistently met and implemented PBIS.			
	Sustainability	6/12/2018 The PBIS team will attend Module 2 training and continue to provide staff training on PBIS implementation.			
	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
Initial Assessment:		Counselors visit middle schools and share expectations of transition to high school. We hosted a freshman open house prior to the start of the school year.	Limited Development 09/09/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:		We will host a yearly middle school night that will allow parents and prospective students to learn about course offerings and what it takes to earn a high school diploma. There will be ongoing communication with our feeder schools from our counseling department. The Counseling Department will also meet with all retained Freshman.	Objective Met 08/20/20	Tim Messer	05/29/2020
Actions					
	9/9/17	Host a middle school night for parents and students to learn about course offerings and transition to high school	Complete 03/12/2021	Jeannie Lyndon	05/29/2020
<i>Notes:</i> View parent powerpoint in artifacts.					
	9/9/17	Coordinate a day visit to our campus from feeder middle schools.	Complete 03/12/2021	Jeannie Lyndon	05/29/2020
<i>Notes:</i>					
	10/9/18	Meet with retained students quarterly to monitor progress of academic goals.	Complete 03/12/2021	Jeannie Lyndon	05/29/2020
<i>Notes:</i>					
	8/14/19	Meet with retained students quarterly to discuss progress.	Complete 03/12/2021	Jeannie Lyndon	05/29/2020

Notes:

Implementation:		08/20/2020		
Evidence	8/17/2020			
Experience	8/17/2020			
Sustainability	8/17/2020			

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>		Wilson County Schools has organized an 11 member Low Performing District Coach Team. Each member has no more than three school assignments. Two Executive Directors oversee the team and plan monthly meetings and offer trainings on an as needed basis. Coaches are required to make comments on the school plans at least twice a month and attend School Improvement Team meetings at least twice a year. All coaches have been trained in Indistar and in writing SMART goals.	Limited Development 10/19/2016		
		Priority Score: 1 Opportunity Score: 3	Index Score: 3		
<i>How it will look when fully met:</i>		The Executive Directors will hold monthly trainings to give district coaches support and guidance. Coaches will make comments on the school plans at least twice a month and attend School Improvement Team meetings at least twice a year. Coaches will monitor plans for effectiveness and ensure deadlines are met and agendas and minutes are kept. They will assist school teams in setting SMART goals, creating tasks in order to meet the goals, and monitoring progress to meet the goals. In the event that goals aren't met, the district team will provide additional resources and support for improvement. We will lead the necessary change for improvement. Each school will have a School Improvement Coach who serves as the Indistar process manager. In addition, our priority schools will have a School Improvement Grant Coach who will also play a vital role by ensuring the School Improvement Grant goals are achieved. They will analyze data on a regular basis and provide support to teachers for improved instruction. We have provided teachers with a K-12 district Curriculum Frameworks for all core content areas. An online curriculum resource is available for parents.	Objective Met 04/23/21	Sonya Horton	06/02/2021
Actions					
	9/9/17	The LEA will require all district team members to attend monthly meetings and trainings.	Complete 08/26/2019	Steve Ellis	08/25/2019
<i>Notes:</i>					
	9/9/17	District team members will comment on school plans at least once a month and attend School Improvement Team meetings at least twice a year.	Complete 04/23/2021	Amy Nichols	06/02/2021

<i>Notes:</i>						
9/9/17	School Improvement/MTSS Coaches will serve as the Indistar process manager and will keep progress and artifacts current in the system.			Complete 04/23/2021	Sonya Horton	06/02/2021
<i>Notes:</i>						
Implementation:			04/23/2021			
Evidence	4/23/2021 Documentation can be provided that Mrs. Nichols provided feedback and also attended some meetings. Ms. Horton serves as the process manager and inputs artifacts.					
Experience	4/23/2021 Mrs. Nichols provided feedback on our school improvement plan while also attending a few leadership team meetings.					
Sustainability	4/23/2021 It is necessary and helpful to continue to receive feedback on the SIP. I am sure Mrs. Nichols will also continue to attend our meetings.					
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:		We have representation from all departments within the building. We submit minutes of every meeting.		Limited Development 10/19/2016		
		Priority Score: 1	Opportunity Score: 3	Index Score: 3		
How it will look when fully met:		We have a functional School Leadership Team that meets bi-monthly. Members of the Leadership Team will be voted upon by school teachers. The team will consist of representation from the staff and external stakeholders.			Sonya Horton	06/02/2022
Actions				0 of 1 (0%)		
11/29/16	The SIT team will meet at least twice a month.				Sonya Horton	06/02/2022

Notes:

Implementation:		10/13/2017		
Evidence	10/13/2017 Agendas and minutes will serve as evidence of completion.			
Experience	10/13/2017 We had every department determine who was going to serve on the leadership team. Most members remained the same because they had just begun serving their term.			
Sustainability	10/13/2017 We will meet twice a monthly. At the end of each member's term we will vote for their replacement			

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:		All teachers have a 75-minute planning period per day and help with duties approximately once every 7 weeks per semester.	Limited Development 10/19/2016		
		Priority Score: 1 Opportunity Score: 3	Index Score: 3		
How it will look when fully met:		Staff are divided up by PLC groups and have a set time to meet on a weekly basis. Evidence includes PLC agendas, data worksheets, minutes, and schedules. As a result of intentional, collaborative planning teachers will see an increase in student engagement as evidenced from walkthrough data.		Antonia Carter	06/02/2022
Actions			0 of 1 (0%)		
	8/26/20	Teachers will hold weekly PLCs.		Department Chairs	06/02/2022

Notes:

Implementation:		10/01/2018		
Evidence	6/12/2018 Please see Demon Time schedule artifact.			
Experience	6/12/2018 Teachers did not meet regularly for PLCs.			
Sustainability	6/12/2018 We will update our Demon Time schedule ad provide teachers more planning time.			

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:		<p>Teachers are observed by administration and peers. Walkthrough data is shared with the classroom teachers. During this virtual time there is a schedule set up to visit google meets daily.</p> <p>Based on the 2018-2019 EVAAS Data, teacher status indicate the following overall data:</p> <p>Teachers who exceeded growth - 2</p> <p>Teachers who met growth - 37</p> <p>Teachers who did not meet growth - 14</p> <p>*2019-2020 EVAAS Data is currently not available.</p>	Limited Development 10/19/2016			
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		<p>The principal and assistant principals will be visible during transitions, lunch, and during classroom instruction. All administrators will conduct daily walkthroughs of classrooms to encourage rigor and highly engaging instructional practices. All administrators will conduct observations and give timely feedback to teachers on professional practices. We will conduct walkthroughs 40 times a week.</p> <p>Teachers will increase from “Not Met Growth” to” Meets Growth “ by 75%</p>		Tim Messer	06/02/2022	
Actions			0 of 3 (0%)			
	10/1/18	Walkthrough (google meets) and Snapshot data will be shared with staff at faculty meetings.		Nelson Johnston	06/02/2022	

<i>Notes:</i>				
10/1/18	NCEES Evaluation data will be shared with teachers quarterly.		Nelson Johnston	06/02/2022
<i>Notes:</i>				
10/9/18	Teachers will submit bi-monthly lesson plans and receive feedback from the administrator assigned to review their plans.		Nelson Johnston	06/02/2022
<i>Notes:</i>				
Implementation:		06/12/2018		
Evidence	6/12/2018 See walkthrough artifact.			
Experience	6/12/2018 Teachers needed feedback from admin regarding walkthrough.			
Sustainability	6/12/2018 Continued support in walkthrough template and data.			

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:

Data is looked at on a regular basis at both the school/leadership team level and at the PLC/department level.

There was no data for the 2019-2020 school year. Due to COVID 19 and students not being physically in the building our scores have dropped. In 2018-19 we were 57% proficient in Biology and 2020-2021 school year we were 34%, which is a 23% decrease. In 2018-2019 we were 51.5% proficient in English 2 and 2020-2021 school year we were 48.9%, which is a 2.6% decrease. In 2018-19 we were 20.4% proficient in Math 1 and 2020-2021 school year we were 6.6%, which is a 13.8% decrease.

Based on the 2018-19 proficiency data in the EOC areas there was a significant increase in Biology and a significant decrease in English 2. In 2018-19 we achieved 57% proficient in Biology, which was a 7% increase from from the 2017-18 school year where we achieved 50% proficient. In 2018-19 we achieved 51% proficient in English 2, which was a decrease from 56% proficient in 2017-18. Currently, Math 1 is at 20.4%, a decrease of five points and Math 3 is at 33.6% (First year scores reported).

Fike's graduation cohort percentage was 76% for the 2018-2019 school year.

Fike's graduation cohort percentage was 78.2% for the 2019-2020 school year, a two point increase in one year.

Limited Development
10/19/2016

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>The School Leadership Team will review the school's overall data at the beginning, middle, and end of year and make decisions on the focus and direction of the school. The outcomes from that meeting will be shared with teachers at monthly staff and departmental meetings. Teachers will know the school's data and be able to articulate the school's focus on improvement. We will share benchmark data with teachers and monitor ways to improve student performance. The school will work to improve it's overall performance by 3% by June 2021.</p> <p>Fike High School will observe the following increases in performance data for the 2021 - 2022 school year:</p> <p>Biology proficiency will increase from 34% to 57%</p> <p>English 2 proficiency will increase from 48.9% to 55%</p> <p>Math 1 proficiency will increase from 6.6% to 20%</p> <p>FHS graduation rate will increase from 76.4% to 80%</p>			Tim Messer	06/02/2022
Actions			1 of 3 (33%)		
10/9/18	Share semester benchmark data with teachers.		Complete 04/23/2021	Tim Messer	06/02/2021
	<i>Notes:</i>				
10/19/16	Share school performance data with leadership team and assess strengths and weaknesses.			Nelson Johnston	06/02/2022
	<i>Notes:</i>				
9/11/17	Share walkthrough and observation data and create professional development opportunities based on analysis of student data.			Tim Messer	06/02/2022
	<i>Notes:</i>				
Implementation:			06/12/2018		
Evidence	6/12/2018 See school-wide data				
Experience	6/12/2018 Teachers were unaware of school-wide data.				

Sustainability		6/12/2018 Continued transparency on school data.			
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
Initial Assessment:		We will provide district level beginning teacher support and onsite support for mentoring. Professional development is provided at the district level and onsite.	Limited Development 08/26/2020		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		School will provide monthly beginning teacher support meetings. They will have met established criteria for the beginning teacher program through the district and at school level.	Objective Met 04/23/21	Antonia Carter	06/02/2021
Actions					
	8/26/20	Mentor coordinator will provide monthly beginning teacher meetings.	Complete 04/16/2021	Olinka Baker	06/02/2021
Notes:					
Implementation:			04/23/2021		
Evidence	4/23/2021	Documentation can be provided of mentor meetings and BT meetings with BT coordinator.			
Experience	4/23/2021	This program has been beneficial to our beginning teachers. Teachers were able to share ideas and meet with their mentors on a regular basis for feedback and assistance. Mrs. Baker also provided monthly meetings that incorporated some PD for the beginning teachers and where they were able to also share ideas.			
Sustainability	4/23/2021	These monthly meetings with Mrs. Baker will continue. The BTs will also continue to meet with their mentors.			

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>		Weekly phone calls are made to the entire school population with updates and announcements. Parent Portal is available to all parents. Teachers have classroom websites or utilize google classroom to communicate with students and parents regarding classroom activities. Weekly updates of the PowerSchool grade books will be completed. Social Media sites are updated weekly. Grade level parent meetings will occur throughout the year.	Limited Development 10/19/2016		
<i>How it will look when fully met:</i>		Parents and students will be aware of academic standards and school events and will have access to information to help their child succeed in school. We will utilize social media outlets, Blackboard Connect, and our school website to inform and celebrate the accomplishments of our school on a weekly basis.		Joy Edwards	06/02/2022
<i>Actions</i>			1 of 2 (50%)		
	8/26/20	Teachers should keep Google Classroom update during this virtual period.	Complete 04/23/2021	Sonya Horton	06/21/2021
<i>Notes:</i>					
	11/29/16	Every teacher will have a web page setup.		Joy Edwards	06/02/2022
<i>Notes:</i>					