



2016-17 & 2017-18 Weddington High School  
School Improvement Plan

Weddington High School Contact Information			
<b>School</b>	Weddington High School	<b>Date Prepared by Committee</b>	September 7, 2016
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<b>Principal</b>	Dr. Jay Jones	<b>Superintendent</b>	Dr. Andrew Houlihan



### Weddington High School Improvement Team

Committee Position	Name	Email	Date Elected
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Student Representative	Emma Horne		9/8/17



Student Representative	Ajay Kumar		9/8/17
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## 2016-17 & 2017-18 Weddington High School Improvement Plan

### Weddington High School Assessment Data Snapshot

An analysis of the data for Weddington High School reveals the following: (a) results from EOCs for the 2016-2017 school year indicate a decrease in Math I proficiency (88% proficient to 85% proficient), a flat rate in Biology proficiency (91% proficient to 91% proficient), and an increase in English II proficiency (90% proficient to 95% proficient); (b) Advanced Placement enrollment has increased by 4% since the 2012-2013 school year with a 12% increase of students scoring 3 or higher on the Advanced Placement Exams; between the 2015-2016 school year and the 2016-2017 school year, enrollment remained flat, and the % of students who scored a 3 or higher decreased by 2 percentage points; (c) Weddington High School's cohort graduation rate has exceeded 98 percent for the last nine years, and the school achieved a cohort rate of 98.9 % during the 2016-2017 school year; (d) technology hardware, software, and professional knowledge for 21st Century learners have increased in each of our classrooms through the addition of smartboards, wireless connectivity, investing in computer laptop carts, expanding resources in the computer labs, and providing all teachers with laptop computers. Additionally, all faculty have access to Canvas teacher webpages that enable them to post assignments and information pertinent to their individual courses following the Future Ready Core Curriculum; (e) students and teachers at Weddington High School participate in international travel during the summer and various intervals throughout the year. Our students and teachers have visited Europe, Central America, South America, and Asia during the summer of 2017. Students and teachers share their global travel ventures with faculty and other students at WHS; (f) WHS students have 35 extra-curricular clubs or activities available to them. Each club or organization must participate in some type of community service.

According to EVAAS reports, all students are not accomplishing their maximum potential predictor score, but we exceed expected growth as a school. School based administration will work with staff in order to better prepare students to meet their potential by sharing data and examining EVAAS returns. Areas of needed improvement are English II, Biology, Math I, WorkKeys and AP tests. Particularly, for any subgroup which exhibited a less than 90% proficiency rate on EOC assessments, a 10% growth goal will be set for the 2017-2018 school year. Our Guidance Department continues to strive to serve all students at WHS, assisting them with social, academic, and personal needs. Counselors are working to create a daily schedule to allow more face to face time with all students. Scheduling to maximize student academic success to



suit the needs of the 21st Century Learners is a continuing process which should include a push for minority students to take honors and AP classes. As a result of the teacher survey and feedback from staff members, WHS will place a focus on staff teamwork, principal relationships and rapport with stakeholders, effective communication, student college and career readiness, and, student attendance. The need to provide professional development to ensure quality lesson planning and increased rigor exists at WHS. This is evidenced from data from EOCs, AP scores, and ACT data. In order to continue to grow in our curricular, co-curricular, and extra-curricular activities, we will need to collaborate with all stakeholders in the future success of our school. Additional benefits would allow all partners to strengthen their alliances for success and student academic growth and safety. An increased focus on literacy in all content areas will also significantly contribute to increasing student academic performance.



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### Weddington High School Profile

Weddington High School has an enrollment of 1328 students. Students have the opportunity to participate in the College Board Advanced Placement program, Honors level courses, college preparatory courses, and Career and Technical courses. The average SAT score for Weddington in 2016-2017 was 1213 (combined reading, math and writing), and the average ACT score was 24 with 89.4% of the students scoring above 17. Weddington High offers a broad range of clubs which provide opportunities for students to grow in leadership and service, recognize achievement and honors, and allow for the exploration of individual interests. The FBLA team for Website Design placed 1st at the State Competition and DECA had 11 finalists in the 2015-2016 state competition. In 2016-2017, Weddington High had a graduation rate of 98.9. 79% of the class of 2017 went on to attend 4-year colleges, and 19% will attend 2-year colleges. The class of 2017 earned \$21.2 million in scholarships. Weddington High School was recognized by the NCDPI for achieving a School Performance Grade of A and has received the NCDPI Cohort Graduation Award for nine consecutive years. Weddington High was ranked first in North Carolina graduation rates in schools with a cohort size of 300-399 for school year 2015-2016. Weddington High is included in the Washington Post's Rankings of America's Most Challenging Schools and one of "America's Best High Schools" in Newsweek Magazine and The Daily Beast website. Weddington High has approximately 75 licensed staff members, and all are "highly qualified teachers" according to NCLB standards. WHS has 13 National Board Certified teachers and 27 teachers who have a Master's Degree or higher level. Weddington High School has 15 trained mentors in our building that assist our BTs (Beginning Teachers) and department chairpersons who assist and guide their colleagues in their respective subject areas.



## State Board of Education Goals

<b>Goal 1 –</b>	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship
<b>Goal 2 –</b>	Every student has a personalized education
<b>Goal 3 –</b>	Every student, every day has excellent educators
<b>Goal 4 –</b>	Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators
<b>Goal 5 –</b>	Every student is healthy, safe, and responsible



## District Goals Aligned to State Board of Education Goals

<b>District Goal 1-</b>	High achieving and globally competitive students
<b>Supports SBE Goals 1&amp;2</b> <ul style="list-style-type: none"> <li>• Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.</li> <li>• Every student has a personalized education.</li> </ul>	
<b>District Goal 2-</b>	Quality teachers, administrators, and staff providing innovative leadership for 21st century schools
<b>Supports SBE Goal 3</b> <ul style="list-style-type: none"> <li>• Every student, every day has excellent educators</li> </ul>	
<b>District Goal 3-</b>	Safe, orderly, and caring schools producing healthy and responsible students.
<b>Supports SBE Goal 5</b> <ul style="list-style-type: none"> <li>• Every student is healthy, safe, and responsible</li> </ul>	
<b>District Goal 4-</b>	21st century system operating effectively and efficiently
<b>Supports SBE Goal 4</b> <ul style="list-style-type: none"> <li>• Every school district has up-to-date financial, business, and technology systems to serve its student, parents, and educators.</li> </ul>	
<b>District Goal 5-</b>	Leadership will guide innovation in collaboration with family, business, and community members.





## 2016-17 & 2017-18 Weddington High School Improvement Plan

### Vision Statement

**District Core Values:** Excellence, Teamwork, Professionalism, Problem Solving, and Positive Attitude

**School:** Empowering students to reach their full potential

### Mission Statement

**District:** Preparing ALL students to succeed.

**School:** The mission of Weddington High School is to empower all students to meet their full potential so that they may become knowledgeable, responsible, ethical young adults who are prepared to meet life's challenges and responsibilities in a global society.

### Weddington High Shared Beliefs

- All students will have an advocate on our campus.
- All students will find a connection at WHS.
- All students can and will achieve high academic standards that will result in college and career success.



## Weddington High School Priority Goals

1. Formalize and implement with fidelity, system-wide procedures that ensure and support operation as Professional Learning Communities
2. Engage students through the Gradual Release of Responsibility instructional model to ensure achievement of learning expectations
3. Develop, implement, and evaluate policies in all schools ensuring that each student is well known by at least one adult advocate who supports their educational experience
4. Create a culture infused with a shared vision and mission that incorporates strategies, planning, distributive leadership, and the collaboration among all stakeholders
5. Implement a school-wide literacy plan based on engaging learning opportunities which empower students to reach their full potential and continue as lifelong learners



## 2016-17 & 2017-18 Weddington High School Improvement Plan

### Weddington High School Priority Goals

Priority Goal #1:	Formalize and implement with fidelity, system-wide procedures that ensure and support operation as a Professional Learning Community
Supports District Goal:	Quality teachers, administrators, and staff providing innovative leadership for 21 <sup>st</sup> Century schools
Supports State Goal:	Every student, every day has excellent educators
Data Used:	PLC Checklist, Benchmark/Common Assessment Results

Strategies	Point Person	Evidence of Success	Funding (estimated cost/ source)	Personnel Involved	Timeline
Research-based strategy and supporting action steps to address data-identified area of improvement <ul style="list-style-type: none"> <li>Action Step</li> <li>PD Action Step</li> <li>Reflection/Evaluation Action Step</li> </ul>					



<p>Strategy 1: Establish and prepare a School Leadership Team and grade-level/departmental PLCs</p> <ul style="list-style-type: none"> <li>• Select and organize team members</li> <li>• Build shared knowledge</li> <li>• Compile and analyze school data</li> <li>• Review the School Improvement Plan</li> <li>• Establish a clear structure and purpose for PLC meetings</li> <li>• Teach collaboration strategies</li> <li>• Build trust</li> <li>• Develop, administer, and review Common Formative Assessments</li> </ul>	<p>Dr. Jay Jones, Assistant Principals, Department Chair persons, Staff Development Correlate</p>	<p>By the end of 2017-2018 school year, students at WHS will earn 95 percent proficiency on state administered assessments, and the ACT average score will be a 24.5.</p>		<p>All PLC members</p>	<p>8/17 and 8/18</p>
<p>Strategy 2: Carry out the tasks of a PLC</p> <ul style="list-style-type: none"> <li>• Address the most pressing instructional challenges by studying the standards, selecting research-based strategies and assessment techniques, plan and implement lessons, agree on and collect evidence of student learning, analyze the data, reflect and adjust teaching</li> <li>• Be continuous learners</li> <li>• Focus on student success</li> </ul>	<p>Administration and PLC members</p>	<p>Minutes from monthly meetings</p> <p>Meeting with curriculum coordinators</p> <p>Benchmark data</p> <p>EOC and VOCATS data</p> <p>EVAAS Data</p>		<p>All Staff</p>	<p>(8/16-6/18)</p>



<p>Strategy 3: Support and value the work of PLCs</p> <ul style="list-style-type: none"> <li>● Provide enough time regularly throughout the year for teams to do their work</li> <li>● Monitor and give feedback on the work of the PLC in meetings and while implementing in the classroom</li> <li>● Provide learning opportunities</li> <li>● Empower teachers to be decision-makers</li> <li>● Nurture innovation</li> </ul>	Administration	<p>Meet twice per month on Wednesdays</p> <p>Classroom walkthroughs</p>		<p>Staff</p> <p>Instructional Technology Facilitator</p>	8/16-6/18
<p>Strategy 4: Evaluate the effectiveness of PLCs</p> <ul style="list-style-type: none"> <li>● Review PLC agendas and minutes</li> <li>● Admin support in PLC meetings</li> </ul>	Administration	<p>Agendas</p> <p>Reviews of PLC Meeting Notes</p> <p>Administrative Supports</p>			



## Weddington High School Priority Goals

Priority Goal #2:	Engage students through the Gradual Release of Responsibility instructional model to ensure achievement of learning expectations
Supports District Goal:	High achieving and globally competitive students
Supports State Goal:	Every student has a personalized education
Data Used:	EOC and NCFE results

Strategies	Point Person	Evidence of Success	Funding	Personnel Involved	Timeline
Research-based strategy and supporting action steps to address data-identified area of improvement <ul style="list-style-type: none"> <li>• Action Step</li> <li>• PD Action Step</li> <li>• Reflection/Evaluation Action Step</li> </ul>					



<p>Strategy 1: Prepare staff to implement the components of the Gradual Release of Responsibility model</p> <ul style="list-style-type: none"> <li>Participate in the district-provided Gradual Release of Responsibility modules on early release days</li> </ul>	Dr. Jay Jones	95% proficiency on state administered assessments	\$500 (Materials and Supplies)	All Staff	8/16-6/17
<p>Strategy 2: Support staff in the implementation of the Gradual Release of Responsibility model</p> <ul style="list-style-type: none"> <li>Conduct walkthroughs and provide feedback to teachers and PLCs to monitor the implementation of the components</li> <li>Utilize district instructional support staff to coach teachers</li> </ul>	Administration	Students routinely self-evaluate their learning as a reflective process rather than a proactive one.	\$0	All staff	8/16-6/17



<p>Strategy 3: Evaluate the effectiveness and fidelity of the implementation of the Gradual Release of Responsibility model</p> <ul style="list-style-type: none"> <li>• Faculty sign in sheets</li> <li>• Agendas from Staff Trainings</li> <li>• Feedback from trainings</li> </ul>	<p>Administration, Instructional Coach</p>	<p>95% proficiency on state administered assessments</p> <p>3% points increase in EVAAS composite growth scores</p> <p>100% of certified staff trained in use of Gradual Release Model</p> <p>100% of certified staff trained in disciplinary literacy</p>	<p>\$0</p>	<p>All staff</p>	<p>8/16-6/17</p>
<p>Strategy 4:</p> <ul style="list-style-type: none"> <li>• Grouping: small groups of 2-5 students are purposefully constructed to maximize individual strengths without magnifying areas of need</li> <li>• Mentoring Program: use of AP students to support students in growth areas as determined by common assessment data</li> </ul>	<p>All Staff Targeted Students</p>	<p>Student learning teams observable on walk through form, Tutoring Schedule, Benchmarking of student learning</p>	<p>\$0</p>	<p>All staff</p>	<p>8/16-6/17</p>





### Weddington High School Priority Goals

Priority Goal #3:	Develop, implement, and evaluate policies in all schools ensuring that each student is well known by at least one adult advocate who supports their educational experience
Supports District Goal:	Safe, orderly, and caring schools producing healthy and responsible students.
Supports State Goal:	Every student is healthy, safe, and responsible
Data Used:	Student surveys, TWC, Student Advisory Council Reports, Attendance and Tardy Info

Strategies	Point Person (Name/Title)	Evidence of Success (Student Impact)	Funding (estimated cost/ source)	Personnel Involved	Timeline (Start-End)
Research-based strategy and supporting action steps to address data-identified area of improvement <ul style="list-style-type: none"> <li>Action Step</li> <li>PD Action Step</li> <li>Reflection/Evaluation Action Step</li> </ul>					



<p>Strategy 1: Design a structure that would allow school personnel to build strong relationships with students over time, gain significant insight into the students' needs, and act as an advocate for the students</p> <ul style="list-style-type: none"> <li>Each student will meet with guidance staff at least once per semester</li> <li>Students will be encouraged to participate in recognized clubs during a Club Expo during lunches</li> <li>Develop mentoring program for students at risk of not graduating</li> </ul>	Guidance	Student schedule aligns with current levels for matriculation,	\$0	Guidance	8/16-6/18
	Dr. Daniels	Students will have access to an advocate in which each shares a common interest	\$0	Administration , Club Advisors, Student leaders	9/29/2017
	Mr. McCloskey	Meeting Logs, Progress Monitoring, Mentoring Results,		Teachers, Administration , Counselors	8/16-6/18
<p>Strategy 2: Provide the necessary supports to prepare staff to implement the advocacy structure</p> <ul style="list-style-type: none"> <li>Participate in district-wide professional learning opportunity Mental Health First Aid</li> <li>Participate in district wide professional learning for MTSS</li> </ul>	Dr. Dunlap	Students will have staff who are trained in Mental Health First Aid	\$0 Grant Funding Secured	Various Teachers, Counselors, and Administration	10/31/2016
	Dr. Jones	Students will have scaffolded layers of academic support.  Graduation Rate will continue to be >95%	\$0 District initiative	All Staff	06/2017



<p>Strategy 3: Implement the advocacy structure</p> <ul style="list-style-type: none"> <li>Utilize the Bank Days to professionally develop teachers on MTSS</li> </ul>	Administration	<p>Students will have access to teachers and staff who have received training on MTSS; Agendas from PD sessions; Student Work Samples Teacher Lesson Plans</p>	\$1500 (materials)	All Staff	10/16-3/18
<p>Strategy 4: Evaluate the effectiveness and fidelity of the implementation of advocacy structure</p> <ul style="list-style-type: none"> <li>Staff sign in sheet and/or CEU Log</li> <li>Faculty Meeting Agenda</li> <li>Observations</li> </ul>	Admin Team	<p>Students will have access to a culture of advocacy focused teachers and staff; Walk through analysis results; Review of PD goals and accomplishments</p>	\$0	All Staff	06/2017-06/2018



### Weddington High School Priority Goals

Priority Goal #4:	WHS will create a culture infused with a shared vision and mission that incorporates strategies, planning, distributive leadership, and the collaboration among all stakeholders.
Supports District Goal:	Leadership will guide innovation in collaboration with family, business, and community members.
Supports State Goal:	Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators
Data Used:	Surveys (Student, TWC, and Parent)

Strategies	Point Person	Evidence of Success	Funding	Personnel Involved	Timeline
Research-based strategy and supporting action steps to address data-identified area of improvement <ul style="list-style-type: none"> <li>● Action Step</li> <li>● PD Action Step</li> <li>● Reflection/Evaluation Action Step</li> </ul>					2016-2018



<p>Strategy 1: WHS will utilize data from the NTWCS to continue to improve morale within the school.</p> <ul style="list-style-type: none"> <li>• PTSO appreciation events for staff, monthly teacher/staff recognition programs, Faculty tokens of appreciation, casual Fridays</li> <li>• Increased transparency in the decision making process</li> <li>• Increased use of correlates to make site based decisions</li> </ul>	<p>Administration, teachers, students, and parents.</p>	<p>Improved morale of staff, thus improving instructional/ best practices, and improving student achievement; Increased results in areas regarding professional development and staff input in school based decisions; Collaboration with student, family, business, and community members.</p>	<p>\$2,000: PTSO, school funds</p>	<p>Administration, staff/faculty, parents, students</p>	<p>2016-2018</p>
<p>Strategy 2: WHS will use the SIP to drive Improved classroom instruction based on the Future Ready Core Curriculum.</p> <ul style="list-style-type: none"> <li>• Teacher awareness of the goals of the SIP</li> <li>• Stakeholder input on SIP</li> </ul>	<p>Administration</p>	<p>Improved classroom instruction based on the Future Ready Core Curriculum.</p> <p>Improved student growth by total (from 2.28 in 2016 to 5.28 in 2017 ; from 4.25 in 2017 to 7.25 in 2018)</p>	<p>TBD</p>	<p>Administrative Team, staff/faculty</p>	<p>2016-2018</p>



<p>Strategy 3: WHS will collaborate with community to meet the needs of all stakeholders.</p> <ul style="list-style-type: none"> <li>• PTSO sponsored events</li> <li>• Club sponsored community service</li> <li>• Partnerships with community groups</li> <li>• Weekly newsletters to all stakeholders</li> </ul>	<p>PTSO Cabinet members, Administration, WHS Club advisers, Dr. Jay Jones</p>	<p>Collaboration with student, family, business, and community members.</p>	<p>PTSO, Clubs, and school funds</p>	<p>Staff, Administration Club advisers.</p>	
<p>Strategy 4: Gather data of surveys to continue collaboration of all stakeholders.</p> <ul style="list-style-type: none"> <li>• Develop Student Advisory Council for Student feedback</li> <li>• Utilize Correlates to provide ongoing feedback for admin to use in assisting in school decision making process</li> </ul>	<p>Administration, Correlates, Students</p>	<ul style="list-style-type: none"> <li>• Survey results- teachers, parents, and students</li> <li>• Correlate meeting notes</li> </ul>	<p>\$1000 for supplies</p>		



## Weddington High School Priority Goals

Priority Goal #5:	Implement a school-wide literacy plan based on engaging learning opportunities which empower students to reach their full potential and continue as lifelong learners.
Supports District Goal:	High achieving and globally competitive students
Supports State Goal:	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship <b>OR</b> Every student has a personalized education
Data Used:	

Strategies	Point Person	Evidence of Success (Student Impact)	Funding	Personnel Involved	Timeline (Start-End)
Research-based strategy and supporting action steps to address data-identified area of improvement <ul style="list-style-type: none"> <li>Action Step</li> <li>PD Action Step</li> <li>Reflection/Evaluation Action Step</li> </ul>					
Strategy 1: <ul style="list-style-type: none"> <li>Implement a training module which equips all teachers to understand the meaning of disciplinary literacy and its importance for student achievement.</li> </ul>	Administration	Department specific plans for discipline-specific literacy		School Administration, Disciplinary Literacy Team	August, 2017 Teacher Workdays



Strategy 2: <ul style="list-style-type: none"> <li>Subject area departments collaborate to create department based plans which include at least one reading component, one writing component, one thinking component, and one collaboration component .</li> </ul>	Jones Grexa Dunlap Daniels	Consistent implementation of literacy strategies which are aligned with department plans		Administrators, Teachers	August, 2017- August, 2018
Strategy 3: <ul style="list-style-type: none"> <li>Administrators and instructional coach support teacher implementation of department plans through classroom walkthroughs and PLC and department collaboration.</li> </ul>	Jones Grexa Dunlap Daniels Williams	Walkthrough data, teacher survey feedback		Jones Gore Dunlap Daniels, Williams	August, 2017-June, 2018





## 2017-2018 Weddington High School School Improvement Plan Report

### Checklist of State-required On-going Operational Activities

All Schools		
Does this school:		
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Implement strategies for improving performance of all students?</li> </ul>
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?</li> </ul>
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Plan use of staff development funds?</li> </ul>
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Plan for use of assessments to monitor student progress?</li> </ul>
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Provide daily duty-free lunch to teachers?</li> </ul>
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Provide at least five hours of planning time for teachers each week?</li> </ul>
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Implement strategies for involving parents and the community in the educational program?</li> </ul>
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Amend the School Improvement Plan when AYP is not met for two consecutive years when missing one or more targets in the same subject area?</li> </ul>

