

Comprehensive Plan Report

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

December 01, 2016

SOUTHSIDE HIGH SCHOOL (Fort Smith) NCES - 50633000373

Fort Smith School District

School Success Indicators

Key Indicators are shown in **RED**.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator ID01 - A team structure is officially incorporated into the school governance policy.(36)

Status **Objective Met** 3/29/2016

Assess	Level of Development:	Initial: Limited Development 11/30/2015
		Objective Met - 03/29/2016
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Implementation is ongoing. Leadership Team has been established consisting of administration, department chairs, head counselor, and media specialist. In addition a Parent Involvement Committee, made up of teachers and parents meet to determine the effectiveness of the Parental Involvement Plan and make changes if warranted. Furthermore, administration and department chairs attended a conference regarding organization and implementation of Professional Learning Communities. PLCs have been formed and are currently meeting.
Plan	Assigned to:	Shiela Goodfellow
	How it will look when fully met:	Agendas will be made available to all members of identified teams.
	Target Date:	01/20/2016
	Tasks:	
	1. Create agenda template for various teams/committees to implement school wide.	
	Assigned to:	Shiela Goodfellow
	Added date:	11/30/2015
	Target Completion Date:	01/20/2016
	Comments:	Explore templates offered by Indistar. Place on Shared Google Docs.
	Task Completed:	3/29/2016 12:00:00 AM
	2. Create folder in shared Google Docs where all agendas will be uploaded.	

		Assigned to:	Shiela Goodfellow
		Added date:	11/30/2015
		Target Completion Date:	01/20/2016
		Comments:	Agenda in Indistar was not user friendly, so a new Word Doc template was created and shared in Google Doc. Agendas were sent to AP for review. Principal also reviews agendas for compliance with My Learning Plan and PD credit
		Task Completed:	3/29/2016 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		3/29/2016
	Experience:		3/29/2016 Indistar agendas were not user friendly and required duplicate work for submitting agendas for My Learning Plan. Format was simplified and template produced as a Word doc and shared through Google Doc
	Sustain:		3/29/2016 Continued monitoring in the use of the agendas.
	Evidence:		3/29/2016 Agendas were submitted to principal for professional credit and compiled by the assistant principal
Indicator	ID04 - All teams prepare agendas for their meetings.(39)		
Status	Objective Met 3/29/2016		
Assess	Level of Development:	Initial:	No development or Implementation 12/01/2015
			Objective Met - 03/29/2016
			Will include in plan
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Our Professional Learning Communities currently have agendas which are only shared within their community.
Plan	Assigned to:		Liana Bolton
	How it will look when fully met:		All meetings will be using a common agenda template for meetings. A master calendar to schedule meetings will be utilized in Google Docs. Agendas and calendar will be uploaded to Indistar for evidence of full implementation.
	Target Date:		04/15/2016
	Tasks:		
	1. Create agenda template for various teams/committees to implement school wide.		
		Assigned to:	Shiela Goodfellow
		Added date:	12/01/2015
		Target Completion Date:	01/20/2016
		Comments:	
		Task Completed:	3/29/2016 12:00:00 AM

		2. Upload agenda template to shared Google Docs.	
		Assigned to:	Shiela Goodfellow
		Added date:	12/01/2015
		Target Completion Date:	01/20/2016
		Comments:	
		Task Completed:	3/29/2016 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		3/29/2016
	Experience:		3/29/2016 Teachers frustrated with the multiple steps required to access the agenda/minutes in Indistar and the need to duplicate for My Learning Plan submissions.
	Sustain:		3/29/2016 Continued monitoring of the submitted agendas for PLC
	Evidence:		3/29/2016 Having difficulty in uploading docs to Indistar, but they have been shared with Leadership Team through Google Docs.
Indicator	ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)		
Status	Objective Met 12/1/201612/1/2016		
Assess	Level of Development:		Initial: Limited Development 12/01/2015
			Objective Met - 12/01/2016 12/01/2016
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		We have a Leadership Team consisting of administration, department chairs, head counselor, and media specialist. Implementation is ongoing with meetings being held bi-weekly.
Plan	Assigned to:		Wayne Haver
	How it will look when fully met:		Agendas and a meeting calendar will be provided as evidence of full implementation.
	Target Date:		04/15/2016
	Tasks:		
	1. Create an agenda template to be used for school-wide meetings.		
		Assigned to:	Shiela Goodfellow
		Added date:	12/01/2015
		Target Completion Date:	01/20/2016
		Comments:	Refer to template provided by Indistar as a guide. Template was provided as a Word document and shared via email and Google Docs. Meeting calendar was created by each PLC. Calendar, agendas, and minutes shared with administration.

		Task Completed:	3/29/2016 12:00:00 AM
	2. Upload agenda template to shared Google Docs.		
		Assigned to:	Shiela Goodfellow
		Added date:	12/01/2015
		Target Completion Date:	01/20/2016
		Comments:	
		Task Completed:	3/29/2016 12:00:00 AM
	3. Create a meeting calendar for scheduled meetings.		
		Assigned to:	Travis Biggs
		Added date:	12/01/2015
		Target Completion Date:	01/20/2016
		Comments:	
		Task Completed:	3/29/2016 12:00:00 AM
	4. Upload calendar to shared docs in Google.		
		Assigned to:	Travis Biggs
		Added date:	12/01/2015
		Target Completion Date:	01/20/2016
		Comments:	
		Task Completed:	3/29/2016 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		12/1/2016 12/1/2016
	Experience:		Leadership meetings are held with administration and department chairs on a regular basis.
	Sustain:		Flexibility in scheduling meeting times for multiple members within negotiated contract limitations.
	Evidence:		Agendas available via building administration.

School Leadership and Decision Making

Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly.(58)		
Status	Objective Met 3/29/2016		
Assess	Level of Development:		Initial: Limited Development 10/08/2014
			Objective Met - 03/29/2016
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	Administrators observe in classrooms.
Plan	Assigned to:	Wayne Haver
	How it will look when fully met:	1. All administrators will have conducted weekly observations, both formal and informal, post conferences, and summative and formative evaluations. Observations will be assessed based on each teacher's Professional Growth Plan and the components of the TESS Domains. Feedback and next steps will have been provided to each teacher to improve instructional and questioning strategies. Administrators will have met weekly to discuss and monitor the progress of observations and evaluations. 3. Leadership team will have met to discuss, monitor, and assess implementation of instructional and questioning strategies.
	Target Date:	04/15/2016
	Tasks:	
	1. Develop a compressive observation schedule.	
	Assigned to:	Liana Bolton
	Added date:	10/17/2014
	Target Completion Date:	08/07/2015
	Frequency:	once a year
	Comments:	An observation schedule was created and implemented. It will need to be revised for the following year to account for teacher transition between tracks.
	Task Completed:	8/7/2015 12:00:00 AM
	2. Administrator will attend monthly instructional collaboration with department chairs and counselors.	
	Assigned to:	Liana Bolton
	Added date:	10/17/2014
	Target Completion Date:	05/01/2015
	Frequency:	monthly
	Comments:	Departments meet weekly, typically during their lunch period. During this time they collaborate on common core standards, review summative test scores, and share strategies.
	Task Completed:	3/29/2016 12:00:00 AM
	3. Administration will conduct daily observation of classroom instruction.	
	Assigned to:	Wayne Haver
	Added date:	10/17/2014
	Target Completion Date:	04/15/2016
	Frequency:	daily
	Comments:	
	Task Completed:	3/17/2016 12:00:00 AM
	4. COST visits will consult with administration throughout the fall and spring semester to advise and coach principal on improving instruction through observation, conferences, and follow up.	

		Assigned to:	Wayne Haver
		Added date:	10/17/2014
		Target Completion Date:	05/06/2016
		Frequency:	four times a year
		Comments:	Principal met with COST throughout the year.
		Task Completed:	3/18/2016 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		3/29/2016
	Experience:		3/29/2016 Having calendar enabled administration to easily coordinate and manage which TESS evaluation track teachers were on, who was evaluating which teachers, and what stage of evaluation teacher was on (informal, formal, summative, etc).
	Sustain:		3/29/2016 Faculty will meet in April to develop their PGPs for the following school year based their personal interest and recommendations provided by administration based on classroom observations.
	Evidence:		3/29/2016 TESS evaluations have been submitted to District per guidelines.

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator	IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)		
Status	Objective Met 3/29/2016		
Assess	Level of Development:	Initial: Limited Development 12/01/2015	
		Objective Met - 03/29/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Professional development provided at the site level is determined by the Leadership Team with input from staff. Teachers that have attended many diverse conferences are encouraged to share their expertise by presenting to others on site and at district level.	
Plan	Assigned to:	Wayne Haver	
	How it will look when fully met:	Leadership Team will determine the professional development needs of the faculty based on PGPs and input from administrative observations. They will then select presenters based on the evaluation of professional conferences faculty members attended.	
	Target Date:	02/15/2016	
	Tasks:		

		1. Leadership Team will determine the professional development needs of the faculty based on PGPs and input from administrative observations. They will then select presenters based on the evaluation of professional conferences faculty members attended.
		Assigned to: Travis Biggs
		Added date: 03/29/2016
		Target Completion Date: 02/15/2016
		Comments:
		Task Completed: 2/15/2016 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	3/29/2016
	Experience:	3/29/2016 Faculty members have become more aware of the diverse expertise provided by their colleagues.
	Sustain:	3/29/2016 Continued evaluation of instructional needs and development of instructional leaders.
	Evidence:	3/29/2016 Professional Development Agendas for both building and district levels.
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 12/01/2015
	Evidence:	All SHS teachers develop PGPs per ADE and FSPS policies. They are uploaded and may be reviewed by appropriate administrators through Bloomboard. Classroom observations are used to develop a common school-wide goal and some departments develop personal goals together to build more esprit de corps. This process helps eliminate/decreases fragmented professional development plans. For sustainability, administration will need to monitor for fidelity.
	Added date:	
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	
Status	Objective Met 3/29/2016	
Assess	Level of Development:	Initial: Limited Development 12/01/2015
		Objective Met - 03/29/2016
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Professional development provided at the site level is determined by the Leadership Team with input from staff. Teachers that have attended many diverse conferences are encouraged to share their expertise by presenting to others on site and at district level.
Plan	Assigned to:	Travis Biggs

	How it will look when fully met:	Professional Development at the building level will reflect input from the Leadership Team and staff members. Breakout sessions will be facilitated by faculty members that have attended conferences. Faculty members will also present at District/regional trainings.
	Target Date:	02/15/2016
	Tasks:	
	1. Leadership Team will determine the professional development needs of the faculty based on PGPs and input from administrative observations. They will then select presenters based on the evaluation of professional conferences faculty members attended.	
	Assigned to:	Travis Biggs
	Added date:	03/29/2016
	Target Completion Date:	02/15/2016
	Comments:	
	Task Completed:	2/15/2016 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	3/29/2016
	Experience:	3/29/2016 Provided staff members opportunity to become more aware of the expertise of colleagues in different areas.
	Sustain:	3/29/2016 Continued participation and evaluation of building level needs and authentic presentation of research based best practices.
	Evidence:	3/29/2016 Professional Development Agendas for the building and district.

School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

Indicator IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: No development or Implementation 12/01/2015
		Will include in plan
	Index:	2 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	At this time, bell schedule does not allow extended time
Plan	Assigned to:	Not yet assigned
	Added date:	

School Leadership and Decision Making

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

Indicator	II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 12/01/2015	
	Evidence:	SHS offers a class and enrichment opportunities for high school students who are interested in pursuing a career in education. We also work closely with several universities to provide a rich and meaningful internship experience for students at various stages of their academic career. SHS works closely with Human Resources at the District level during the hiring process. Once hired, new teachers are supported through the New Teacher Mentorship Program for one year, the Professional Learning Communities established, their supervising administrator, and department chair. SHS also has a Courtesy Committee that strives to foster a sense of camaraderie and connectedness among the staff. Administration and Department Chairs meet to determine the courses that a new teacher will be teaching. This decision is based on the experiences that the teacher brings while also ensuring to minimize the number of preps a teacher has. All classroom sizes are kept equitable. While these endeavors may initially appear to focus on newly hired faculty, the overall support transfers to all staff members which is reflected by the low turn-over rate SHS experiences among all staff members.	
		Added date:	

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 12/01/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Traditionally departments have met to align curriculum vertically and horizontally. This year departments are redeveloping the PLC model to further enhance previous endeavors.	
Plan	Assigned to:	Travis Biggs	

	How it will look when fully met:	Departments have implemented the PLC model and meet regularly to realign curriculum, develop common assessments, and disaggregate data. As of Fall 2016, Departments have access to the ACT/ASPIRE results from last spring's assessments. They will use this data to further develop and align curriculum through the PLC.
	Target Date:	04/01/2017
	Tasks:	
	1. PLCs will meet to realign curriculum, develop common assessments, and disaggregate student data.	
	Assigned to:	Wayne Haver
	Added date:	03/29/2016
	Target Completion Date:	03/17/2017
	Frequency:	four times a year
	Comments:	PLCs have successfully began the process of change through the development of common assessments for quarter tests. Some departments have moved faster than others in part due to the complexity and number of courses taught within each department.
Implement	Percent Task Complete:	0%

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 12/01/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Through PLC development, common assessments are used instead of benchmark exams. STAR is also utilized. Formative assessment are evaluated and discussed during PLC meetings. PGP's focus on questioning techniques and DOL. Modifications for ELL and/or Sped students are addressed.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)		
Status	Tasks completed: 3 of 4 (75%)		
Assess	Level of Development:	Initial: Limited Development 10/08/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers are guided by their PGP's, Common Core standards, and Pacing Guides.	
Plan	Assigned to:	Liana Bolton	
	How it will look when fully met:	Professional Growth Plans will be downloaded by teachers that align with TESS model. Instructional Calendars will be developed to align with Common Core and district curriculum maps. Interim assessment data will be analyzed and disaggregated to clarify goals in instruction.	
	Target Date:	04/28/2017	
	Tasks:		
	1. All teachers will download their Professional Growth Plan. The plan will consist of components to enhance questioning strategies and techniques. When the teacher is observed, the components of the PGP will be assessed.		
	Assigned to:	Liana Bolton	
	Added date:	10/17/2014	
	Target Completion Date:	08/31/2015	
	Frequency:	once a year	
	Comments:	Teachers met after school to download their PGPs into Bloomboard.	
	Task Completed:	8/31/2015 12:00:00 AM	
	2. Develop and share template for PLCs to use when creating instructional calendars.		
	Assigned to:	Karen Davis	
	Added date:	12/01/2015	
	Target Completion Date:	01/20/2016	
	Comments:	Teachers have met regularly to discuss common core standards, implementation, and assessments. Teachers have collaborated on strategies and sharing of resources. They will need to continue developing this process. Math department has shared the Google calendar they use that designates types of department meetings(full dept, Alg I, Alg II, Geometry, etc) by color code.	
	Task Completed:	9/1/2016 12:00:00 AM	
	3. Professional Learning Communities will develop quarterly instructional calendars to align with district's curriculum maps.		
	Assigned to:	Karen Davis	
	Added date:	10/17/2014	

		Target Completion Date:	04/15/2016
		Frequency:	twice a year
		Comments:	Teachers have met regularly to discuss common core standards, implementation, and assessments. Teachers have collaborated on strategies and sharing of resources. They will need to continue developing this process as data from common assessments is compiled in order to develop instructional calendars. Teachers use the Common Core Benchmarks as a reference. They also consistently meet in PLC by grade/subject to align curriculum and share resources.
		Task Completed:	12/1/2016 12:00:00 AM
	4. Department Chairs and teachers will analyze and disaggregate interim assessment data to identify gaps in curriculum. As of Fall 2016, teachers will use assessment data from ACT/ASPIRE and Edulastic data to identify gaps and skills that need extra attention.		
		Assigned to:	Dana Goins
		Added date:	10/17/2014
		Target Completion Date:	04/28/2017
		Frequency:	four times a year
		Comments:	Teachers will need to continue developing this as the assessment data from common assessments is compiled. Teachers have access to ACT/ACT Aspire scores from last year and interim assessment from the current school year. This is an ongoing process that will need to be modified with each group of students.
Implement	Percent Task Complete:		75%
Family Engagement in a School Community			
Explain and communicate the purpose and practices of the school community			
Indicator	FE04 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)		
Status	Full Implementation		
Assess	Level of Development:	Initial:	Full Implementation 12/01/2015

Evidence:		<p>Teachers routinely contact parents on an individual basis to communicate about their child's progress.</p> <p>The school uses the student handbook, school web site, signage at the school entrance, and parent orientation meetings to communicate with parents. The school uses ParnetLink, school newsletter, and school web site to publish announcements. PTO Open House September 14, 2015: The Principal held an orientation for parents informing them of student expectations and opportunities for parental volunteer help. Parent/Teacher Conferences(October 20 and 22, 2015 and March 15 and 17, 2016): Teachers hold conferences individually with parents of children in their classrooms. Parents are given a summary of the student's test scores and an explanation of the interventions teachers are using to assist the child in reaching achievement goals. Parents will be asked to engage in discussion of how they can support these efforts. Parents will also be given suggestions for coordinating school-parent efforts and explanations of homework and grading procedures.</p> <p>The school provides a list of volunteer opportunities and solicit ideas for other types of volunteer efforts during orientation of parents. Teachers explain the requirements to parents and encourage them to become involved in the school. Brief training sessions provide parents and community members with the information they need to participate as school volunteers in order to put them at ease and make the experience pleasant and successful.</p> <p>The school works with Ramsey Jr. High and Chaffin Jr. High Schools to help provide a smooth transition from one school to the next by raising parent awareness of procedures and related activities. The school host special orientation programs for parents and students to help with the transition.</p> <p>School staff, parents, and students develop a school-parent-student compact. This compact outlines how parents, school staff, and students share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards. All stakeholders sign the compact which is located in the Student Handbook. Parents and students are on the student handbook committee. The school provides a Parent Center in the library media center. A certified staff member serves as a parent facilitator.</p> <p>The Parent Involvement Committee, made up of teachers and parents, will determine the effectiveness of the Parental Involvement Plan by survey and make changes if warranted. SHS also has an active PTO.</p>	
		Added date:	

High School: Opportunity to Learn

Ensure content mastery and graduation

Indicator HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)

Status Full Implementation

Assess	Level of Development:	Initial: Full Implementation 12/01/2015
	Evidence:	<p>In the spring, SHS hosts a parent meeting for the parents of students that will be transitioning to SHS. We share the following types of information: graduation requirements, college prep course work, how to access scholarship information, and suggested guidelines for course selections. We also offer a tour.</p> <p>In the spring, the SHS counselors meet with all of the 9th graders as a group to share scheduling information and then we return about a week later to meet with them individually to review their course selections and answer questions.</p> <p>In August, we host an orientation for new students. Orientation includes: a tour, welcome video, small group activities- ice breakers and Q and A with senior mentors. PTA provides refreshments.</p> <p>While in junior high, students begin exploring career opportunities and formulate a career plan. In their career orientation class, they take the Arkansas Works college and career planning inventories. There are three types of inventories: work values, skills, and interests. Students receive immediate feedback. On this site, they may access career information, schools with programs that have been matched to their inventory results. This access is free to students. At SHS, the counselors continue to work with the students by using these inventories and allowing students time to update/retake the inventories. We typically do this in the fall and work through the English department. We also plan to share new inventories from other providers such as ACT profile (free) and YouScience (\$49). Results from inventories are used to help students determine an area of interest and a plan is formulated around the data.</p>
	Added date:	