

LEA or Charter Name/Number: New Hanover County Schools - 650

School Name/Number: Eugene Ashley High School/ LEA 327

School Address: 555 Halyburton Memorial Parkway Wilmington, North Carolina 28412

Plan Year(s): 2017-2018

Date prepared: October 2, 2017

Principal Signature:



October 2, 2017

Date

Local Board Approval Signature:

Date

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, 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*	Name
Principal	Patrick McCarty
Assistant Principal Representative	
Chair	Jessica Embry
Teacher Representative (Science)	Giles Roberts
Teacher Representative (Physical Education)	Brian Stewart/Ryan Hauck
Teacher Representative (Social Studies)	Brian Collis
Teacher Representative (Math)	Cody Griffin
Teacher Representative (CTE)	Paige Haney
Teacher Representative (English)	Marty Heise
Teacher Representative (Exceptional Children)	Tiffany Clark
Teacher Representative (World Languages)	Soumia Paull
Teacher Representative (NJROTC)	Robert Rehder
Inst. Support Representative	Kathleen Cunliffe
Teacher Assistant Representative	Mark Triplett
Media Center Representative	Joann Absi
Parent Representative	Gina Baran
Parent Representative	Nancy Brigham
Parent Representative	Kathy Luckadoo Ross
Parent Representative	Jennifer Golonka

Committee Position*	Name
Student Representative	Jordyn Bramley
Student Representative	Andrew Harris
Student Representative	
Student Representative	
Student Representative	

School Vision and Mission Statements

Mission

Eugene Ashley High School will be recognized as a premier school known for excellence in all that we do: academic achievement, honor, and service.

Core Values

The mission of Eugene Ashley High School is to instill in all students a drive for excellence through achievement, honor, and service.

Eugene Ashley High School/ LEA 327 Executive Summary: Instructional Improvement Plan

COMMUNITY BUILDING:	CONTENT PLANNING:
<p>The PTSA and school staff will continue to grow as an organization of support for the students at Eugene Ashley High School.</p> <p>The faculty at Eugene Ashley High School will use a variety of methods including social media, other online resources, newsletters, PowerSchool, and Connect 5 calls to regularly communicate with its stakeholders regarding the progress, achievements, and needs of its students.</p> <p>The purpose of building a sense of community at Eugene Ashley High School is to help meet the goal of establishing trust in the school and the larger school community.</p>	<p>Teachers will align their lesson plans with the North Carolina Standard Course of Study, the Common Core, and the North Carolina Essential Standards.</p> <p>Teachers will continue to integrate technology and 21st century skills into lesson planning. Curriculum departments will meet monthly to discuss concerns, solutions, and progress. PLC's will continue to dedicate structured time to the vertical and horizontal alignment of the curriculum.</p>
INSTRUCTION:	ASSESSMENT FOR LEARNING:
<p>Through the use of best instructional practices, teachers will plan and execute engaging lessons prompting students to use twenty first century skills to make connections to new material.</p>	<p>Teachers will use data to guide instruction and measure student achievement.</p> <p>In addition, teachers will use a variety of formative assessments to frequently check for understanding and modify instruction when necessary.</p>

Priority Goal 1 and Associated Strategies

School Goal 1:

The proficiency of Eugene Ashley High School students will increase by a minimum of 5% in each EOC course over the course of three years.

Supports this district goal:

New Hanover County Schools will achieve 85% proficiency as measured by EOG and EOC test results within the next 3-5 years.

SMART Goal (one- to three-year projection)

By June of 2020, results for percent proficient and growth will increase as outlined in the chart below as measured by (EOC) tests.

	Overall Percent Proficient				Growth			
	2014-2015	2015-2016	2016-2017	2017-2018	2014-2015	2015-2016	2016-2017	2017-2018
Biology					-5.2	0.2	-1.5	
English II					-5.1	4.1	-2.3	
Math I					-7.2	8.2	.7	

What data supports the SMART Goal above?

	2016-2017 ELA Percent Proficient by Subgroup										
	All	American Indian	Asian	Black	Hispanic	2/more races	White	EDS	LEP	SWD	AIG
English II											

	2017-2018 ELA Percent Proficient by Subgroup										
	All	American Indian	Asian	Black	Hispanic	2/more races	White	EDS	LEP	SWD	AIG
English II											

Strengths?

Math I increased by .7%.

Opportunities For Improvement?

Math I needs to increase by 4.3% in order to meet our goal. English II decreased by -2.3%. English II needs to improve by 5% in order to meet our goal. Biology decreased by 1.5%. Biology needs to improve by 5% in

Information/Data needed that you do not have?

N/A

order to meet our goal.

Goal 1 Improvement Strategies – Identify research based strategies whenever possible.

Strategy 1:	Strategy: Implement schoolwide dedication to improving overall student literacy.	
	Action steps:	1. Teachers will use course-specific readings in each discipline to increase fluency and understanding.
		2. Faculty will use tools for close reading, analysis of texts, and reading for context across disciplines provided by the English Department, which will be accessible on the teacher page of the Ashley High School website.
		3. The media center website will serve as a resource center for English Language Learners (ELL) students and their families.
Strategy 2:	Strategy: Identify and assist students in target subgroups who are at risk of performing poorly on EOC.	

	Action steps:	1. Use of technology in STEM classes, Edmodo, SchoolNet, ALEKS, Castle Learning, and Canvas to increase student learning.
		2. Provide and publish structured opportunities for morning/lunch/after school tutoring within departments.
		3. Maintain structure of OCS class scheduling to strengthen retention of concepts as they relate to EOC testing.
Strategy 3:	Strategy: Provide EOC teachers the opportunity to work collaboratively and effectively toward a common goal.	
	Action steps:	1. Teachers will develop a common pacing guide along with four common exams (two per semester).
		2. When possible, EOC teachers will meet to collaborate.
		3. When possible, EOC classes will be capped at 30 students to allow teachers to maintain a more manageable environment for effective instruction and learning.

Identify the measures you will use to determine the effectiveness of the strategy.

A. List the measure(s) the team will use to determine if the strategy was implemented / completed? (Completion Data)		B. List the measure(s) the team will use to determine if the strategy was implemented correctly? (Fidelity)			
Measure	Reported When	Formative	Reported When	Summative	Reported When

				Measures	
Tutoring schedules	as needed	Attendance at tutoring	as needed	EOC Reports	February 2018, July 2018
Teacher reports of technology use	as needed	Grades, Benchmark testing	as needed		

Priority Goal 2 and Associated Strategies

School Goal 2:

The graduation rate of Eugene Ashley High School students will increase by a minimum of 3% for each target group over the course of three years.

Supports this district goal:

New Hanover County Schools will achieve 85% graduation rate.

SMART Goal (one- to three-year projection)

By June of 2017, results for graduation rate will increase as outlined in the chart below as measured by the percent of students who graduate with their four-year cohort.

	Overall Percent Proficient				Growth			
	2014-2015	2015-2016	2016-2017	2017-2018	2014-2015	2015-2016	2016-2017	2017-2018
Graduation Rate	75.9	84.2	81.3		-7.6	8.3	-2.9	

What data supports the SMART Goal above?

	Cohort Graduation Rate Three-Year Comparison										
	All	American Indian	Asian	Black	Hisp	2/more races	White	EDS	LEP	SWD	AIG
2016	81.3	*	*	84.3	78.4	66.7	81.4	73.1	50	66.9	>95

	2017-2018 Target Goal Graduation Data by Subgroup										
	All	American Indian	Asian	Black	Hisp	2/more races	White	EDS	LEP	SWD	AIG
Target Graduation Rate	84.2	*	*	76.2	90.9	75.0	85.2	77.8	*	63.0	>95

Strengths?

Increases were seen in the following subgroups: hispanic (12.5%), white (4.1%), 2/more races (8.3%), and EDS (4.1%). The AIG subgroup maintained >95.

Opportunities For Improvement?

The overall graduation rate dropped by 2.9%. Each target group needs to grow by 3% over the next three years.

Information/Data needed that you do not have?

N/A

Goal 2 Improvement Strategies – Identify research based strategies whenever possible.

Strategy 1:	Strategy: Evaluate current graduation cohort data to identify students at risk of not graduating with their cohort and design appropriate interventions.	
	Action steps:	<ol style="list-style-type: none"> 1. The Student Support Team (SST) will identify juniors that are at risk of not graduating in advance of scheduling for their senior year by reviewing course completions and attendance records. This includes the addition of Math Ready Course to fulfill a fourth level math requirement. 2. The SST/Multi-Tiered System of Supports (MTSS) will set interventions for all grade levels of at-risk students prior to their senior year and will meet with them at least two times per month to ensure progress is happening. 3. The SST/MTSS will utilize Apex, strategic scheduling, and/or reduced credit elective diploma for students that are at risk of not graduating or dropping out. In addition, the job coach will ensure that Occupational Course of Study (OCS) students fulfill required vocational training hours needed for graduation.
Strategy 2:	Strategy: Provide an environment where students are actively engaged in their education.	
	Action steps:	<ol style="list-style-type: none"> 1. Promote a more desirable learning environment where a variety of classes are offered to all students that will instill valuable life skills, discovery of interests, development of creativity, and preparation for life beyond high school in an effort to increase students' desire to attend school and participate actively in their classes. 2. Staff will develop relationships with students through maintaining the same homeroom, when possible, throughout the four year cycle. They will be present in the hallway, help students choose career pathways, be actively involved in clubs and other extracurricular activities. 3. Staff will make sure students gain an understanding of real world experience through engaging activities and community support, which will make staying in school more desirable to at-risk students.
Strategy 3:	Strategy: Attendance will be monitored and interventions will be utilized to assist in keeping students on track to graduate with their cohort.	
	Action steps:	<ol style="list-style-type: none"> 1. Staff will closely monitor attendance through Powerschool and maintain consistent communication with

		at-risk students and their parents.
		2. Teachers will increase student time in class by enforcing the tardy policy.
		3. Through their policies, the Attendance Council will make an effort to reach students who are at risk of not graduating due to attendance issues. The Attendance Council will interact with students in a real and personal way so that accountability is built on a relational level.

Identify the measures you will use to determine the effectiveness of the strategy.

A. List the measure(s) the team will use to determine if the strategy was implemented / completed? (Completion Data)		B. List the measure(s) the team will use to determine if the strategy was implemented correctly? (Fidelity)			
Measure	Reported When	Formative	Reported When	Summative Measures	Reported When
Attendance by teachers	Daily	Attendance and tardy records	As needed	Cohort graduation data	June 2018
Records of OCS vocational training hours; Records of meetings of SST/MTSS	As needed	Transcripts	As needed		

D. If not successful, what changes will be made? January 7, 2015 update: * Family Literacy Task Force will begin sending materials home with 7 identified Kindergarten students on 1.9.15. Students will be flagged and monitored on the virtual data wall. * The Cape Fear Literacy Council will begin English classes for Bradley Creek families on 1.13.15. Classes will meet once a week for eight weeks. * School-wide vocabulary initiative (A Very Vocabulary Adventure) begins 1.26.15 * AIG students to be added to the virtual data wall as a sub group. * UNCW students to be paired with ESL students to work on reading strategies.

We will reassess our strategies and adapt them to meet the needs of our students.

Priority Goal 3 and Associated Strategies

School Goal 3:

The proficiency of CTE-concentrator students will increase by a minimum of 5% on WorkKeys Assessments over the course of three years.

Supports this district goal:

New Hanover County Schools will achieve 85% proficiency as measured by EOG and EOC test results within the next 3-5 years.

SMART Goal (one- to three-year projection)

By June of 2017, results for percent proficient will increase as outlined in the chart below as measured by WorkKeys tests.

	Overall Percent Proficient				Growth			
	2014-2015	2015-2016	2016-2017	2017-2018	2014-2015	2015-2016	2016-2017	2017-2018
	83	80.4	82.5		6.6	-2.6	2.1	

What data supports the SMART Goal above?

	2013-2016 ACT Percent Proficient by Subgroup 4-Year Comparison										
	All	American Indian	Asian	Black	Hisp	2/more races	White	EDS	LEP	SWD	AIG
2014-2015											
2015-2016											
2016-2017											
2017-2018											

	2017-2018 ACT Target Goal Percent Proficient by Subgroup										
	All	American Indian	Asian	Black	Hisp	2/more races	White	EDS	LEP	SWD	AIG
2016-2017 ACT Targets											

Strengths?

Ashley High School reached 95% participation in the 2015-2016 school year.

Opportunities For Improvement?

Students scored lowest on the locating for information section. Steps have been put in place to help students

Information/Data needed that you do not have?

N/A

improve in this area.

Goal 3 Improvement Strategies – Identify research based strategies whenever possible.

Strategy 1:	Strategy: CTE will communicate with all stakeholders so that others can gain understanding on the importance of WorkKeys Testing.	
	Action steps:	<ol style="list-style-type: none">1. CTE Facilitator will send email to faculty outlining the ACT WorkKeys test that will include FAQ for students and staff.2. CTE Facilitator will send letter home to all parents of concentrators explaining the importance of WorkKeys Assessment.3. CTE Facilitator visit Level II classrooms to explain the benefits and importance of WorkKeys Assessment to students.
Strategy 2:	Strategy: In CTE classrooms, WorkKeys test-taking strategies and practice exams will be utilized.	

	Action steps:	1. CTE teachers will utilize sample questions from Ms. Pridgen's Website and have WorkKeys Wednesday in the classroom where they will work through sample questions with students. https://sites.google.com/a/nhcs.net/emiliepridgen/workkeys-wednesday
		2. CTE teachers will utilize Ms. Pridgen's Website to teach WorkKeys test taking tips and sample questions.
		3. CTE Facilitator will visit Level II CTE classrooms with ACT WorkKeys practice booklets provided by the county for student practice.
Strategy 3:	Strategy: Increase the percentage of students that score the state goal of silver on WorkKeys Test.	
	Action steps:	1. Teachers will utilize online WorkKeys review resources.
		2. Teachers will use WorkKeys preparation materials in all classrooms.
		3. The CTE Department will design and implement strategies for increasing WorkKeys scores.

Identify the measures you will use to determine the effectiveness of the strategy.

A. List the measure(s) the team will use to determine if the strategy was implemented / completed? (Completion Data)		B. List the measure(s) the team will use to determine if the strategy was implemented correctly? (Fidelity)			
Measure	Reported When	Formative	Reported When	Summative	Reported When

				Measures	
Communication records of CTE Facilitator	as needed	Observations by CTE Facilitator	as needed	ACT WorkKeys Data	6/1/2018

D. If not successful, what changes will be made?

We will reassess our strategies and adapt them to meet the needs of our students.

Safe School Plan

State Law SL 2011-145 (HB 200) Appropriations Act of 2011, and SL 2011-391 (HB 22) Technical corrections to the Appropriations Act of 2011, requires a school safety plan be developed by each school. The school-level plan must address any safety and discipline concerns of the school.

Name and role of person(s) responsible for implementing this plan:	Patrick McCarty
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Statement of Responsibility for the School District Superintendent

The district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

New Hanover County Schools District Safety/Emergency Operations Plan is available at: (<http://www.nhcs.net/crisisplan/>)

Statement of Responsibility for the School Principal

The school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts, and providing appropriate disciplinary consequences for disruptive students.

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

School personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s):	Colette Anderson, Colby Beamer, Stephanie Cole, Kimberly Morrissey
Teachers:	All Certified Staff
Teacher Assistants:	All Certified Staff
Other School Staff:	All Certified Staff

Services for At-risk Students

The following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

Members of the Eugene Ashley High School community employ a variety of strategies and resources to identify and serve the needs of students at-risk of academic failure, engaging in disruptive or disorderly behavior, or any behavior that will hinder their potential for greatness. The Student Services department employs five capable school counselors, two school social workers, and a graduation coach to advise students of the best plan to meet their individual needs. These team members provide guidance, support and close monitoring of student progress through the Attendance Council, Student Support Team, and Multi-Tiered System of Supports as needed. Should it be determined that a student qualifies, Eugene Ashley High School offers strategic scheduling, a reduced-credit diploma, and a math opt-out route to graduation. Eugene Ashley High School reflects a deliberate focus on developing relationships to create meaningful, trusting interactions between students and faculty. Teachers send home interim reports halfway through each grading period in order to ensure parents are aware of students' academic progress. Teachers and administrators use the ABE Referral system, the dean of students and in-school suspension to handle discipline issues. The Discipline Committee meets daily during 2nd block to address issues concerning tardies.

The following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

ABE (Alternative Behavior Educator): Designed with student success in mind, ABE places focus on behavior and social success by emphasizing its importance. Additionally, Eugene Ashley High School, in partnership with the New Hanover County Sheriff's department, hosts two full time School Resource Officers in an effort to provide assistance with those students who pose a threat to themselves or others. In addition, the school provides in-school suspension and after-school tutoring to meet the needs of these students.

The following services are provided to students assigned to an alternative school or an alternative learning program.

Administration meets with students prior to sending them alternative school and upon their return to Eugene Ashley High School. If the student is removed to the alternative school for their "Choices" program, administration provides a copy of their schedule and grades to help keep them on track. Ashley High School has a partnership and regular communications with Coastal Horizons to assist students dealing with a substance abuse issue.

The following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.)

Goal:	Fire drills
Target:	Monthly
Goal:	Lockdown drills
Target:	As requested by NHC Sheriff's Department
Goal:	Tornado and earthquake drills
Target:	Yearly

The following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures. (Alternative Learning Programs).

Target:	Daily attendance, Lunch detention, in-school and out-of-school suspension reports are shared with teachers daily.
Target:	The Student Support Team checks in with at-risk students 2-4 times per month.
Target:	Math opt-out meetings are offered to assist students who are at-risk of not graduating.

The following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed
ABE Training	Completed
Mindset Training	Completed
Rachel's Challenge	Completed
School Safety Training	Completed

Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs

Program or Strategy Being Funded	Amount of Funding	Source of Funding
WHAT Clinic		Local funds
In-School Suspension		Local funds

Title I School-wide Compliance Review and Plan

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1114(b) of Title I). Each required component is described below, with an explanation of how each contributes to the creation of a successful schoolwide program. The goals and strategies you've already developed may fulfill many of these requirements.

Schoolwide reform strategies: Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1			
	Strategy 2			
	Strategy 3			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1			
	Strategy 2			
	Strategy 3			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

High-quality and ongoing professional development: Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1			
	Strategy 2			
	Strategy 3			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

Strategies to attract highly qualified teachers to high-need schools: Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1			
	Strategy 2			
	Strategy 3			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1			
	Strategy 2			
	Strategy 3			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1			
	Strategy 2			
	Strategy 3			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

Measures to include teachers in decisions regarding the use of academic assessments: In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1			
	Strategy 2			
	Strategy 3			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1			
	Strategy 2			
	Strategy 3			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

Coordination and integration of Federal, State, and local services and programs: Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1			
	Strategy 2			
	Strategy 3			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

Compliance Review and Plan for Schools in Title I School Improvement

Each school identified for Title I School Improvement must, no later than three months after notification that the school is in Title I School Improvement, develop or revise its school plan. This plan must be developed in consultation with parents, school staff, the local education agency serving the school, and outside experts. The plan must cover a two-year period.

Professional development requirements: Schools in Title I School Improvement must 1) provide assurance that the school will spend not less than 10 percent of its Title I funds each year for high quality professional development, 2) specify how these professional development funds will be used to remove the school from school improvement status, and 3) incorporate a teacher mentor program.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1			
	Strategy 2			
	Strategy 3			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

Notification to parents: Schools in Title I School Improvement must describe specifically how the school will provide written notice about the identification of the school as a Title I School Improvement school to the parents of each student enrolled in the school.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1			
	Strategy 2			
	Strategy 3			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

School, district and state agency responsibilities: Schools in Title I School Improvement are required to clearly define the responsibilities of the school, LEA, and SEA in implementing improvement strategies. LEAs are minimally required to offer technical assistance in the form of data analysis, budget analysis, and identification and implementation of improvement strategies. State-level assistance may include provision of a state-wide system of support, including allocation of funding and other technical assistance.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1			
	Strategy 2			
	Strategy 3			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that targeted assistance programs develop strategies to involve parents of Title I students in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1			
	Strategy 2			
	Strategy 3			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

Coordination and integration of Federal, State, and local services and programs: Targeted assistance program schools are expected to coordinate and integrate services, with other Federal, State and local programs and services.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1			
	Strategy 2			
	Strategy 3			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

Plans must support and coordinate with regular education programs: Effective targeted assistance programs capitalize on strong support and coordination with regular education programs. This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. This may include transitioning students from early childhood programs such as Early Reading First and others to provide a foundation for later academic success.

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1			
	Strategy 2			
	Strategy 3			
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

Authoritative Data Source

Mathematics I (Multiple Choice, NC Extend 1 and NC Extend 2)										
Group	2016-17					2017-18				
	Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
	Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
All	22.3	17.9	11.9	37.8	10.1	20.9	15.2	10.3	39.6	14.0
Black	-	-	-	-	<5	-	-	-	-	<5
Hispanic/ Latino of any race	-	-	-	-	<5	25.5	14.5	12.7	38.2	9.1
White	16.5	14.9	12.7	43.5	12.4	14.9	14.3	9.1	44.6	17.1
Two or more races						34.6	11.5	19.2	26.9	7.7
Male	24.6	21.6	8.2	36.6	9.1	25.7	14.2	9.6	36.0	14.6
Female	20.3	14.8	15.1	38.7	11.1	15.5	16.4	11.2	43.5	13.4
Academicall y Gifted						<5	<5	<5	-	-
Economicall y Disadvanta ged Student	-	-	-	-	<5	-	-	-	-	<5
English Learner Student						66.7	13.3	6.7	6.7	6.7

Mathematics I (Multiple Choice, NC Extend 1 and NC Extend 2)										
Group	2016-17					2017-18				
	Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
	Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
Students With Disabilities	-	-	-	-	<5	-	-	<5	-	<5

Summary of Findings Based on Student Performance:

English II (Multiple Choice, NC Extend 1 and NC Extend 2)										
Group	2016-17					2017-18				
	Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
	Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
All	-	-	-	-	<5	-	-	-	-	<5
Black	-	-	-	-	<5	-	-	-	-	<5
Hispanic/ Latino of any race	-	-	-	-	<5	-	-	-	-	<5
White	-	-	-	-	<5	-	-	-	-	<5
Male	-	-	-	-	<5	-	-	-	-	<5
Female	-	-	-	-	<5	-	-	-	-	<5
Academically Gifted						<5	<5	<5	-	-
Economically Disadvantaged Student	-	-	-	-	<5	-	-	-	-	<5
Students With Disabilities	-	-	-	-	<5	-	-	-	-	<5

Summary of Findings Based on Student Performance:

Biology (Multiple Choice, NC Extend 1 and NC Extend 2)								
Group	2016-17				2017-18			
	Percent of Students Achieving Performance Level				Percent of Students Achieving Performance Level			
	Level I	Level II	Level III & IV	Average Score	Level I	Level II	Level III & IV	Average Score
All	20.8	19.7			18.1	15.5		
Black	58.6	19.0			-	-		
Hispanic/ Latino of any race	-	-			24.2	24.2		
White	13.7	19.8			12.4	11.5		
Male	21.7	17.0			20.0	11.4		
Female	20.0	22.3			16.2	19.3		
Economically Disadvantaged Student	37.2	25.0			33.7	22.3		

Summary of Findings Based on Student Performance:

EOC Composite (All EOC Subject Areas Combined) (Multiple Choice, NC Extend 1 and NC Extend 2)										
Group	2016-17					2017-18				
	Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
	Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V

Summary of Findings Based on Student Performance: