School Improvement Plan
November 2018 to June 2020

School: Carrboro High School

Principal: Beverly Rudolph

Chapel Hill-Carrboro City Schools

Approved by School Improvement Team on: November 13, 2018
Approved by Staff on: November 16, 2018

North Carolina State Board of Education Goals

Goal 1 –Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Goal 2 – Every student has a personalized education.

Goal 3 – Every student, every day has excellent educators.

Goal 4 – Every school district has up-to- date financial, business, and technology systems to serve its students, parents and educators.

Goal 5 – Every student is healthy, safe, and, responsible.

Chapel Hill-Carrboro Strategic Plan Goals

Student Success
Student Success addresses the academic, social and emotional capacities of students. The Student Success goals will assist students in exploring, defining and solving complex problems; pursuing their unique interests, passions and curiosities; and contributing to the community through dialogue, service and/or leadership all while supporting the child's well-being.

Goal 1: Establish a district instructional framework for all grade levels PreK-12, based on high-yield best practice, culturally relevant strategies within a personalized learning environment so all children receive equitable educational experiences.
Goal 2: Empower and support all student groups to meet growth and achievement goals.
Goal 3: Build a data-driven culture to inform instruction at the teacher, Professional Learning Community (PLC), school and District levels to positively impact students.
Goal 4: Develop a continuum of services to promote the social, emotional and academic development of all students.
Goal 5: Create a culture and system of support which empowers, inspires, engages and encourages the school community to embrace diversity, inclusion and different learners.

Employee Experience

The greatest resource of any organization is its people. Employee Experience refers to all people, processes, and systems related to an organization's employees. It includes the skills, knowledge, and experience that represent an investment in people. Chapel Hill-Carrboro City Schools is committed to the growth, development, and care of its employees.

Goal 1: Actively recruit and retain a workforce that is diverse and represents the population of our students and families.
Goal 2: Create a culture and system of support to empower, inspire, and engage talent, including an inclusive work environment that embraces and values equity and diversity.
Goal 3: Create, promote, and empower an organizational environment that values development and personalized growth opportunities for all employees.

Family and Community Engagement
Schools are successful when parents, educators, and communities lock arms and work together for the benefit of students. Chapel Hill-Carrboro community stakeholders are crucial partners in student success, and, as such, will be actively engaged in productive and equitable two-way communications.

Goal 1: Engage families in the entire educational process.
Goal 2: Create meaningful partnerships by building trust, collaboration, and engagement.

Organizational Effectiveness
Education of children is the core mission of the school district. Ensuring all children's success will only be possible if the organization is completely aligned and focused on student academic needs, behavioral support, and social and emotional growth. Chapel Hill-Carrboro City Schools is committed to improving our organizational effectiveness and culture to ensure all children succeed.

Goal 1: Provide safe school environments for students and staff.
Goal 2: Directly align district resources with student needs.
Goal 3: Develop and maintain an organizational knowledge base.
Goal 4: Initiate effective, relevant, and timely communication.

School Name Carrboro High School

Year 2018

CHCCS Board Reference

3430 School Improvement Plan

3430-R Regulations School Improvement Team Operational Framework

School Improvement Plan Development

School Name: Carrboro High School

School Number: 681305

Plan Year(s): 2018-2020

Date Submitted to Board: November 2, 2018

Principal Signature: _____   **Date:** _____

Board Chair 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	Names and Date of Election to Team	Signature
Principal	Beverly Rudolph	
Assistant Principal Representative	Ed Pegues	
Teacher Representatives	Andrew Jester, Brett Stegall,Christi Augustine	
Instructional Support Representatives	John Hite	
Teacher Assistant Representatives	Tom Benrimo	
Student Representatives (MS - 3, HS - 3)	Ojas Patwardhan, Amelia Mack	
Parent Representatives	Carolyn Christians, Maripat Metcalf, Katharine Asaro, Sheryl Emch, Jennifer Newall	

School Profile

Student Description (*How can we best describe our school? Student demographic data: grade levels, ages, gender, race, total enrollment, English proficiency, special education, free and reduced lunch, attendance rates, discipline referrals*)

- *Grades 9-12*

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- *879 total students*
  - *491 White (55.8%)*
  - *78 African American (8%)*
  - *55 Asian (6.3%)*
  - *200 Latino (22.7%)*
  - *55 Multi-Racial (6.25%)*
  - *403 Females (45.8%)*
  - *476 Males (54.2%)*
  - *115 ELs (13%)*
  - *106 EC (12.o)%*
  - *413 Discipline referrals in 2017-18*
  - *24.09% Free/reduced lunch 2016-17*

 School Description (*What are unique features of our school? What characteristics set the school apart? School profile: school physical plant, profile of teachers, administrators, special programs, co-curricular, etc.*)

Carrboro High School is the smallest comprehensive high school in the Chapel Hill-Carrboro School District and thus is a tightly-knit community of students, parents, and staff. The school has a deep focus on diversity and seeks to eradicate the inequities that exist. The district's high school Newcomers' Center is a vital part of our school community as is the Academy for International Studies, a school within a school, that challenges "students to think critically about and make progress on global issues in order to participate meaningfully as 21st century global citizens and leaders" (http://chsais.weebly.com/). Carrboro High was ranked the 13th best high school in North Carolina in 2018 by US News and World Report and has a 92% graduation rate. CHS also received a grade of "A" from the State of North Carolina for the 17-18 school year and had a tremendous growth index of 5.85 growth index, earning it "exceeds growth expectations" for the third year in a row. (WRAL link here).

This year, Carrboro High School has blended classes of standard and honors students together in all non-Advanced Placement English, Social Studies, Biology and Earth Science courses, resulting in less segregation of students by race. Additionally, a Freshman Academy was initiated for the 18-19 school year in an effort to wrap our new students with more supports academically, socially, and

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emotionally.

Carrboro High School has a rich Cultural Arts program that includes drawing and painting; ceramics; band; orchestra, chorus, and the theatre arts. Its Career and Technical Education (CTE) department offers a large variety of course as well as Project Lead the Way, an engineering program for high schoolers. Carrboro High athletics have dominated the NCHSAA 2A, winning its sixth consecutive Wells-Fargo Cup, which honors the best high school athletic programs in each division. CHS also offers a wide variety of clubs and service organizations that impact the school's front yard (biodiversity project) to internationally (the Dominican Republic).

The Faculty of CHS has:

22 classified staff

75 certified staff

- 11 are part-time
- 7% are National Board Certified
- 53% have master degrees
- 18% have 10 years or more experience

The average class size is 18-21 students.

Strengths and Needs Assessment

Describe the process or tool(s) used to conduct the needs Assessment: Using the CHCCS Data Protocol, a thorough review of the following data points was completed:

- 2018 EOC performance
- 2018 Teacher Working Conditions Survey
- 2018 Student surveys
- 2017-18 Attendance Data

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- 2017-18 Behavioral/SWIS Data

A. **Areas of Strength** (*What does the analysis of data tell you about your school's strengths?*)

In 2017-2018, CHS earned an A on the NC Report Card and exceeded growth expectations. Yet to be released EVAAS data will indicate which groups experienced the most growth and/or which subjects. The Teacher Working Conditions survey indicated that 91% of staff who took the survey believe that CHS is "a good place to work and learn." Student surveys indicate that over half of CHS students find school a positive climate, believe academics are rigorous, and positive relationships with their teachers. Attendance continues to be around 90% while behavioral referrals risk ratio decreased from 2016-17. Overall, many students experience academic success at Carrboro High and are surrounded by an innovative, caring staff.

B. **Areas of Need** (*What does the analysis of data tell you about your school's gaps and opportunities for improvement?*)

While many student groups are experiencing academic success at CHS, there are still student groups that are not experiencing the kind of growth needed to make strides in eliminating the opportunity gap; based on our EOC data these groups include our African-American, Latinx, ELs, EDS and EC populations. Likewise, our attendance rate for Latinx students is an area of growth as is reducing discipline disproportionality among African-American and Latinx populations.

School Goals and Strategies

Goal Area 1 Student Success

Group	Present Status Student Performance Data 2017 - 2018	Desired Status Target Highlighted cells are our actual essa groups	Strategies (One strategy must be Family and Community Engagement)	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
ESSA Targets are met in Reading and Math.
Reading					
All	78.4	80.3	-reading intervention	-quarterly SRI in reading	-Blended PD for teachers

Latinx (Hispanic in ESSA Goals)	46.9	49.3	-targeted study for success course with certified teacher -blended honors/standards classes for 9-12 -AIS for all 9th graders -Implementation of Freshman Academy -Daily independent reading time with reading conferences in English 1-3 -creation of minority student union with goal of increasing family engagement	intervention class -quarterly cornerstone tasks in English 1-4 -assessment of benchmarks quarterly in English 2 -midquarter & quarter check of reading conference progress	involved -Read 180 training for Reading teacher -Ongoing coaching support
White	87	92.6			
English Learner	27.3	30.3			
Students with Disabilities	33.3	36.3			
EDS	30.4	48.3			
Math					
All	66.9	78.7	-math skills course -targeted study for success course with certified teacher --targeted EL and EC math courses with collaborative support --structured study halls for students failing courses --development of common assessments and rubrics for Math 1,2, 3	-assessment of benchmark, quarterly -midquarter & quarter grade checks -at least one per quarter	**–**Ongoing coaching support -PD on the MVP curriculum --Dean of Students to oversee structured study hall -EC & ESL collaborative support
Latinx (Hispanic in ESSA Goals)	38.2	41.5			
White	87.2	91			
Students with Disabilities	9.5	12.5			
EDS	25	36.3			

Discipline Disproportionality				
Present Status Discipline Data	**Desired Status** Target	**Strategies** (One strategy must be Family and Community Engagement)	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
African American students accounted for 16.76% of referral while comprising 9% of the student	Reduce referral by 2-3% each of the next 3 years to reduce risk ration for this two populations.	--creation of minority student union with goal of increasing family engagement -continued implementation of Restorative Practices	-quarterly discipline data disaggregation to determine patterns; done by administration and school leadership team	--SWIS data entry and reporting -Equity team work including professional

| population. Latinx students accounted for 22.7% of referrals while comprising 19.9% of the student population. | | --Emphasis on being "warm demanders" for all students and defining poor classroom behavior as any behavior that disrupts class across all student populations. | | development for staff |

EL Progress in Language Acquisition				
Present Status Student Performance Data	**Desired Status** Target	**Strategies** (One strategy must be Family and Community Engagement)	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
13.5 proficiency	17 % proficiency	-Engaging ELs & families through the new Minority Student Union --use of Actively Learn in World History, Chemistry, and English I --EL teacher push in to English 1 & 2	-quarterly cornerstone tasks in English 1-4 -assessment of benchmarks quarterly in English 2 -midquarter & quarter check of reading conference progress -WIDA testing in 2nd semester	-focus use of EL teacher to support staff and students/support with differentiation --blended PD includes support for ELs

Culture/Climate				
Present Status	**Desired Status** Target	**Strategies** (One strategy must be Family and Community Engagement)	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
31.23% of CHS students report a high level of engagement in their classes according to the 2018 NC Student Survey administered Spring 2018.	51.23% will report a high level of engagement in their classes in 2019 NC Student Survey to be administered in Spring 2019.	--use of Essential Question daily as instructional tool --Social Studies collaboration with the Jackson Center & other guest speakers to increase culturally responsive curriculum --CTE and other PLCs focusing on cultural relevance and diverse	--grade checks quarterly -Student Survey Spring 2019 -analysis of PLC lessons and units for cultural relevance and diverse	-Alignment of PLC work -walk through data -AVID two-day training in Summer or August 2019

		perspectives -Media Center to diversify collection --implementation of AVID WICOR strategies in Freshman Academy	perspectives -Freshman Academy monthly PLC on effectiveness of AVID strategies	
Revise and refine current Freshman Academy transition plan enacted in August 2018 and school year 2018-19--Freshman Academy	Have 15% more of incoming Freshman Class attend August Freshman orientation Continuation of Freshman Academy program	-Work with counselors at Culbreth and McDougal Middles to communicate with 8th grade families --Advertise via connect-ed in the summer to all incoming families --Work with EL staff to increase Latinx attendance of August orientation		

Goal Area 2 Employee Experience

Retention or Culture (Based on NCTWCS Results)				
Present Status	**Desired Status** Target	**Strategies**	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
Based on the 2018 NC	Increase the "time"	-CHS leadership team to	-December 2018	-District support and input

Teacher Working Conditions survey, time to work with students with minimal interruptions, to plan lessons, and collaborate with colleagues all decreased by 20% -25%.	elements of the Teacher Working Conditions survey by 20% for Spring 2020.	brainstorm ideas, including scheduling changes to reduce teacher preparation from 3 to 2 classes on average --Work with district on scheduling ideas and support. --decrease lunch duty from 2 to 1 day per week -One Wednesday dedicated to faculty meeting; other 3 to PLC, Project Advance, and school committees work	--CHS leadership discussions with Dr. Baldwin -January 2018 decision making	-Various stakeholder input
13.89%/10 of 72 certified staff are African-American and 1.3%/1 of 72 certified staff Latino, while our student populations are 8% and 22.7%, respectively.	Hire 2-5 more African-American and 1-2 Latino certified staff.	--Develop a 1-3 year plan for new teachers of color that has mentoring relationships and equity work sub groups --Present this plan during the interviews and with current staff to attract candidates	April-August 2019	Work with HR to recruit more staff of color through HBCUs and other teacher programs.

Goal Area 3 Organizational Effectiveness

Organizational Effectiveness Budget				
Present Status	**Desired Status** Target	**Strategies**	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
Most or many budget expenditures are related to school improvement prior and school achievement goals Set aside family engagement monies to balance instructional, PD, etc.	100% Use of state and local at- risk funds to promote family engagement.	-Budget discussion with school teams to align purchases. -Weekly meetings with financial secretary (aligned to 4 district goals).	Quarterly sharing of budget expenditures with CHS leadership team. Sharing of at-risk money expenses with SIT.	-CHS Equity Team input -CHS School Leadership Team input -CHS SGA, Minority Student Union and other student inputs. -CHS SIT input

Other Required Goals

The school will provide a duty free lunch period for every teacher on a daily basis or as otherwise approved by School Improvement Team.

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School Improvement Decision/Date	Plan for providing Duty-free Lunch
June 2018	CHS general schedule and CHS duty schedule

The school will provide a duty-free instructional planning time for every full-time assigned classroom teacher, with a goal of providing an average of at least five full hours of planning time per week.

School Improvement Decision/Date	Plan for providing Duty-free Instructional Planning
June 2018	CHS general schedule and CHS duty schedule

The school shall include a plan to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.

School Improvement Decision/Date	Plan for eliminating unnecessary and redundant reporting requirements.
August 2018	One stop doc; use of electronic forms to collect data; time in staff meetings to finish many required NCEES items.

Reference GC115C-105.27

Final Chapel Hill High School School Improvement Plan November 2018 to June 2020

School: Chapel Hill High School

Principal: Charles Blanchard

Chapel Hill-Carrboro City Schools

Approved by School Improvement Team on: November 28, 2018
Approved by Staff on: November 30, 2018

North Carolina State Board of Education Goals

School Name Chapel Hill High School

Year 2018-2020

Goal 1 –Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

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Chapel Hill-Carrboro Strategic Plan Goals

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CHCCS Board Reference

3430 School Improvement Plan

3430-R Regulations School Improvement Team Operational Framework

School Improvement Plan Development

School Name: Chapel Hill High School

School Number: 308

Plan Year(s): 2018-2020

Date Submitted to Board:

Principal Signature: ___on file_____   **Date:** _____

Board Chair Signature: ___on file_____   **Date:** _____

School Improvement Team Membership

School Name Chapel Hill High School

Year 2018-2020

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Committee Position	Names and Date of Election to Team	Signature
Principal	Charles Blanchard 7/2018	On File
Assistant Principal Representative	Anna Hipps 5/2018	On File
Teacher Representatives	Stewart Riley – Teacher Co-Chair 5/2017 Tom Stanfa – 5/2018 Thomas Soth – 5/2018	On File
Instructional Support Representative	Kara Miller – 5/2018	On File
Teacher Assistant Representative	Matthew Aug – 5/2018	On File
Student Representatives (MS - 3, HS - 3)	Noah Pettee – 5/2017 Ashlyn Tolbert – 5/2018 Sydney Runkle – 5/2018	On File
Parent Representatives	Richard Tapper – Parent Co-Chair 5/2017 Jennifer McMillan – 5/2017 Kelly Pollock – 5/2017 Christen Holly – 5/2018 Sue Duronio – 5/2018	On File

School Profile

School Name Chapel Hill High School

Year 2018-2020

Student Description (*How can we best describe our school? Student demographic data: grade levels, ages, gender, race, total enrollment, English proficiency, special education, free and reduced lunch, attendance rates, discipline referrals*)

Grade Level	Total in Grade	Asian	Black or African American	Hispanic	American Indian/Alaskan Native	Two or More	Native Hawaiian/Pacific Islander	White	No ethnicities chosen	Unclassified
9	360 182 / 178	43 22 / 21	45 25 / 20	56 28 / 28	<10	16 10 / 6	<10	199 97 / 102	<10	<10
10	431 249 / 182	65 37 / 28	50 27 / 23	60 36 / 24	<10	31 19 / 12	<10	223 129 / 94	<10	<10
11	372 185 / 187	45 23 / 22	32 15 / 17	60 33 / 27	<10	24 11 / 13	<10	207 100 / 107	<10	<10
12	367 178 / 189	58 29 / 29	46 26 / 20	46 17 / 29	<10	20 7 / 13	<10	196 98 / 98	<10	<10
Total	1530 794 / 736	211 111 / 100	173 93 / 80	222 114 / 108	<10	91 47 / 44	<10	825 424 / 401	<10	<10

CHHS has 72 students identified as Limited English Proficient (or ELL, English Language Learner) who speak 9 different native languages and are

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from 13 different countries. ELLs receive ESL instruction and/or sheltered content instruction throughout the school day.

The Exceptional Children's Department at Chapel Hill High School currently employs 10 teachers and 12 teacher assistants to serve 125 students across multiple levels of service delivery. Service Delivery ranges from separate classroom settings to consultative sessions. There are three Adapted Curriculum classrooms serving 19 students. The remaining 106 students receive services within collaborative content area classes or during predetermined consultative sessions with the Exceptional Children's case managers.

The Exceptional Children's Department also offers Academic Strategies classes to provide targeted instruction in the areas of study skills, test preparation, self-advocacy, and academic skill building. The department also maintains a separate setting testing room to ensure that students receive the accommodations and modifications outlined in their Individualized Education Plans. Tutorial services are also offered throughout each level of service delivery.

The breakdown of exceptionalities among the 125 students are as follows: 21 students with Autism, <10 students with a Serious Emotional Disability, 52 students with a Specific Learning Disability, <10 students with Multiple Handicaps, 32 students with an Other Health Impairment, <10 students with a Speech/Language Impairment, <10 students with an Orthopedic Impairment, <10 students with Hearing Impairment, <10 students with Moderate Intellectual Disabilities, <10 students with Mild Intellectual Disabilities.

The Exceptional Children's Department offers many engaging and challenging opportunities for all students to become independent, life-long learners within their school and community.

122 students have 504 plans where medical issues have the potential to impact academic success.

In 2018-2019, the number of students that qualify for free and reduced price lunch is 21.6% of the student body.

School Description (*What are unique features of our school? What characteristics set the school apart? School profile: school physical plant,*

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profile of teachers, administrators, special programs, co-curricular, etc.)

Chapel Hill High School was built in 1966; it is one of the oldest facilities of the Chapel Hill-Carrboro City schools. The campus of CHHS is located on nearly 85 acres of land and has 4 separate buildings and 14 mobile units with 246,871 square feet of space. There is total enrollment of 1530 students in the 2018-2019 school year. Chapel Hill High School is currently undergoing a major construction/renovation project scheduled to be completed at the end of the 2020 calendar year. The project creates major challenges for the school around safety, student scheduling, and utilizing space.

Chapel Hill High School is recognized as one of the highest performing schools in the state based upon student performance. Top 10 school in the State of North Carolina. CHHS is currently in the Top 500 High Schools across the Nation and is nationally recognized.

A majority of CHHS graduates go on to higher education. Graduation plans for the class of 2018 include: (85%) entered four-year colleges; (10%) entered two-year colleges; (2%) entered the workforce; (1%) entered military service; the categories of other and unknown (1%) account for the remaining graduates.

CHHS offers a comprehensive high school curriculum, including categorical exceptional education programs, three remedial courses, roughly 70+ Honors courses including online sections, and 26 Advanced Placement courses, as well as extensive programs in the Visual and Performing Arts and Career Technical Education. 2017-2018 was the implementation year for a program to train Firefighters and EMTs.

The Advancement Via Individual Determination (AVID) program at CHHS has been recognized for its success; it is the oldest college readiness program in the state of North Carolina with its inception in 1996.

There are 54 AVID students in the program during the 2018-2019 school year.

  9th grade - 12   11th grade - 12

 10th grade - 21   12th grade - 9

AVID's vision is that AVID students will enroll in the most rigorous curriculum. AVID students in grades 9-12 filled 125 seats in honors courses and 31 seats AP courses. All 9th & 11th grade AVID students take the PSAT in October of every year. All 12th grade AVID students take the SAT twice their junior year and the ACT in Spring.

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Strengths and Needs Assessment

Describe the process or tool(s) used to conduct the needs Assessment:

Attended Data Summit

Reviewed student achievement data, student survey data

SLT met on these dates to review goals and strategies.

EVAAS Data

Discipline Data

District Data Protocol to disaggregate data by subgroup, including race and gender.

NC Teacher Working Conditions Survey Data

A. **Areas of Strength** (*What does the analysis of data tell you about your school's strengths?*)

Chapel Hill High School is a nationally recognized school of excellence. It boasts an impressive roster of strengths among its staff, student body, and overall achievements. The community values high academic achievement and success for the entire student body. CHHS benefits from a strong sense of community within and surrounding the school. The parent community is highly involved with an active PTSA and multiple Parent Booster Clubs that supports all programs, teachers, athletics, and other extra-curricular activities. The school community values education, diversity, and respect for differences. The dedication and skill of the CHHS teachers and staff are the foundation of the school's success.

1. 98% of our teachers are fully licensed and highly qualified as defined by federal law, and 43.48% have an advanced degree.

2. The district provides strong support for teachers working to earn National Board Certification. Presently, CHHS has 16 National Board Certified Teachers.

3. The majority of teachers have 3 or more years of teaching experience

4. 100% of classrooms have access to the internet and laptop computer carts.

5. CHHS offers a wide range of Advanced Placement (26) and Honors (70+) classes as well as a number of classes geared to students with special needs.

6. Students benefit from research based best practices, including AVID, an Arts Academy, Academy of Information Technology, and other Career and Technical Education offerings which help students cultivate their interests in multiple 21st Century areas.

7. Our Arts Department focuses on nurturing students' creativity in Visual Arts, Dramatic Arts, Dance, Choral Music, Orchestra, and Band.

8. Our Career and Technical Education program prepares our students for the workforce of tomorrow. Students have access to career resources and planning, opportunities to earn certifications, complete internships, and participate in Career Technical Education Organizations (CTSO's) and the National Technical Honor Society. Students can choose courses in 13 Career Clusters: Agriculture, Food and Natural Resources; Architecture and Construction; Arts, AV Technology and Communications; Business Management and Administration; Finance; Health Science; Hospitality and Tourism; Human Services; Information Technology; Manufacturing; Marketing; Science, Technology, Engineering and Mathematics; and Transportation. The Biomedical Science courses, which are part of Project Lead the Way (PLTW), a national program whose mission is to ensure that high school students become the most innovative and productive in the world. PLTW's programs emphasize critical thinking, creativity, innovation and real-world problem-solving. The hands-on learning engages students on multiple levels, exposes them to areas of study they may not otherwise pursue, and provides them with a foundation and proven path to post-secondary training and career success in STEM-related fields. The CHHS PLTW Biomedical Science Program was named a School of Distinction for the 2017-18 school year. CTE also participates in the College and Career Promise program, through which students can obtain certifications and college credits that can transfer to colleges and universities.

9. Students benefit from having a Career and Information Center (CIC) that is available for career and college exploration, enrichment, financial opportunities, job information, scholarships, test prep and career planning materials, tutoring, military information, and labor market skills (resumes, interviewing, etc.) during study periods and lunch time. The CIC provides guest lectures and college representatives from across the country. The CIC continues parent and community relationships by using parent volunteers to support its programs. One Career Development Coordinators runs the CIC.

10. Students benefit from having a common, school-wide lunch period during which they can get extra help from teachers and participate in club activities.

11. Students benefit from a wide range of co-curricular activities that cultivate student interests and provide enrichment opportunities. CHHS has over 91 clubs that provide avenues for students to explore their interests. There is massive school-wide participation in our very successful and competitive athletic program.

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B.   **Areas of Need** (*What does the analysis of data tell you about your school's gaps and opportunities for improvement?)*

Chapel Hill High School has a strong tradition of academic excellence; however, within the context of its overall achievements and success, areas of need exist. We continue to strive for balance in creating a climate for all stakeholders that is more supportive and nurturing, while ensuring high standards are achieved for ALL students.

1.   Create and facilitate more opportunities for guided academic support during the regular school day including pre-teaching and acceleration..

2.   Encourage and enroll more minority students in Honors and Advanced Placement courses.

3.   Develop and implement pro-active interventions to help Math 1 students master content and be able to demonstrate mastery on the NC Math 1 End of Course Assessments.

4.   Develop and implement pro-active interventions to assist Biology students master content and be able to demonstrate mastery on the NC Biology End of Course Assessments.

5.   Develop and implement pro-active interventions to assist English 10 students master content and be able to demonstrate mastery on the NC Biology End of Course Assessments.

6.   We seek to improve communication, relationships, and collaboration to better support our families facing challenges to ensure that every child is fully served at CHHS.

7.   The NC Teacher Working Conditions Survey shows several opportunities for improving working conditions for teachers at CHHS.

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Year 2018-2020

School Goals and Strategies

Goal Area 1 Student Success

ESSA Targets are met in Reading and Math.				
Present Status Student Performance Data	**Desired Status** Target	**Strategies** (One strategy must be Family and Community Engagement)	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
Reading				
All 76.4 Asian 75.5 Black 32.4 Latino (Hispanic in ESSA Goals) 50.9 Multiracial White 91.4 English Learner Students with Disabilities 26.1	81.7 81.0 48.4 58.5 95.7 43.2	Data driven instruction in English 2, Math 1 and 3, Bio (based on benchmark assessment data) Implementation of AVID WICOR priority indicators (each secondary school was asked to identify 2 indicators for this year) Support teachers in investigating and utilizing EVAAS data across content areas Support teachers through personalized Project Advance plans Facilitate PLC effectiveness through school-wide professional development and in-person meetings	Monthly reviews of strategy implementation.	Instructional Coaching Data Driven Decision Making Professional Learning Teams Restorative Practices Project Advance Courses District IPT Meetings

School Name Chapel Hill High School

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		Facilitate use of research-based instructional strategies and data-driven discussions through school-wide professional development Facilitate training of Restorative Practices Facilitate vertical alignment and curriculum development of English and Social Studies with district Instructional Planning Team Tiger Strides Program(Family Engagement)		
Math				
All 56.1	77.8	Data driven instruction in English 2, Math 1 and 3, and Bio (based on benchmark assessment data) Implementation of AVID WICOR priority indicators (each secondary school was asked to identify 2 indicators for this year) Support teachers in investigating and utilizing EVAAS data across content areas	Monthly reviews of strategy implementation.	Instructional Coaching Data Driven Decision Making Professional Learning Teams Restorative Practices Project Advance Courses District IPT Meetings
Asian				
Black 28.3	40.4			
Latinx (Hispanic in ESSA Goals) 36.7	43.6			
Multiracial				
White 76.4	96.4			
English Learner				
Students with Disabilities 9.1	28.9			

		Support teachers through personalized Project Advance plans		
		Facilitate PLC effectiveness through school-wide professional development and in-person meetings		
		Facilitate use of research-based instructional strategies and data-driven discussions through school-wide professional development		
		Facilitate training of Restorative Practices		
		Facilitate an after school math tutoring program for Math 1, 2, and 3		
		Tiger Strides Program(Family Engagement)		

School Name Chapel Hill High School

Year 2018-2020

Discipline Disproportionality				
Present Status Discipline Data	**Desired Status** Target	**Strategies** (One strategy must be Family and Community Engagement)	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
Black students constituted 48% of ODRs and only 12% of CHHS total enrollment. The disproportionality for this subgroup is the highest at 36%. (ODR – Office Discipline Referrals)	By June 2019 the disproportionality for black student ODRs will reduce from 36% to 30%. (Divide disproportionality by ½ and 3 yrs)	Implement Restorative Practices Equity Training for Faculty Apply District Data Protocol Tiered System of Interventions PBIS self-assessment will be utilized to determine strengths and areas of need. PBIS team will review ODRs monthly Administrators will communicate with a parent/guardian each time an ODR is submitted. Parent conferences will be conducted for students as needed in an effort to redirect negative behaviors.	Monthly by PBIS Team meetings to review discipline data	Restorative Practices Professional Development Equity Professional Development provided by the school's Equity Team and Drive

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Year 2018-2020

EL Progress in Language Acquisition				
Present Status Student Performance Data	**Desired Status** Target	**Strategies** (One strategy must be Family and Community Engagement)	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**

25 % of EL students met the ESSA progress indicator for the 2017/18 school year.	29.6% will meet the ESSA progress indicator for the 2018/19 school year.	SIOP strategies
		Ellevation strategies
		Academic Strategies classes provided for ESL students
		
		Collaborative classes for Math 1, Math 2, English 9 and English 10
		
		Teachers and Social Workers will focus attendance efforts on EL students experiencing chronic absenteeism, including the use of translation services, out-reach, home visits, and personal conferencing
			Quarterly	ESL Department Professional Development
				
				Counselors and Social Workers
				
				Professional Development
				   SIOP
				   ELLevations
				
				ESL teachers provides an overview of ACCESS testing for staff

School Name Chapel Hill High School

Year 2018-2020

Culture/Climate (Based on Student Survey Data)				
Present Status	**Desired Status** Target	**Strategies** (One strategy must be Family and Community Engagement)	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
CHHS is currently undergoing a full facility renovation/construction process that impacts student access to school facilities.	Students to feel safe and informed during the renovation/construction process.	Develop and implement a Student Survey to determine the student body's current level of comfort with the construction/renovation project. Develop an action plan to address student concerns or ideas based on student survey data. Implement the action plan. Provide frequent communication as needed about the construction project to the school community. Partner with the PTSA to update the construction project website.	Fall 2018 – Develop and implement the student survey. Fall 2018 – Disaggregate survey data and develop an action plan to address areas of concern. Spring 2019 – Implement action plan.	School Improvement Team Student Representatives School Administration Barnhill Contractors and Moseley Architects
CHHS currently implements the Tiger Links 9th grade transition program for all 9th graders.	Expand the current Tiger Links program to provide targeted support to all 9th graders throughout the	Develop an action plan to expand the Tiger Links program to provide targeted support through	Spring 2019 to be implemented during the 2019-20 school year.	Tiger Links teacher leadership School administration

| | school year. | transitions activities at least once per quarter during the school year. | | CHHS faculty

Funding source for transition activities. |
| --- | --- | --- | --- | --- |

School Name Chapel Hill High School

Year 2018-2020

Goal Area 2 Employee Experience

Retention or Culture (Based on NCTWCS Results)				
Present Status	**Desired Status** Target	**Strategies**	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
See Chart Below	Increase the percentage of teachers agreeing with these statements to 80%	Review Data with School Leadership Team. Develop Action Plan to address items with the School Leadership Team. Implement Action Plan to address items.	Deploy a mini-survey prior to winter break. Deploy a mini-survey prior to the end of the school year.	School Leadership Team NCTWCS Internal Survey Data
Approximately 20% of 113 certified staff members are African-American and 1% of certified staff members are Latino, while our student populations are 11.3% and 14.5%, respectively.	Increase the number of African-American and Latino certified staff members.	Work with the CHCCS Human Resources Department to actively recruit and identify highly qualified diverse candidates to interview for certified vacancies. Create diverse teams of certified staff members to interview candidates for certified positions. Identify diverse classified staff members to apply for the CHCCS TA to Teach program to promote diverse talent from within	December 2018 – June 2019	CHHS Certified Staff CHCCS Human Resources Department CHCCS TA to Teach Program

School Name Chapel Hill High School

Year 2018-2020

		our school community into certified classroom positions.				
Category	**Items**		**CHHS 2018**	**CHHS 2016**	**CHHS 2014**	**2018 vs 2016**
School Leadership	Teachers feel comfortable raising issues and concerns that are important to them.		**50.0%**	35.8%	14%	**+14.2%**
School Leadership	There is an atmosphere of trust and mutual respect in this school.		**48.9%**	34.0%	13%	**+14.9%**
Teacher Leadership	Teachers have an appropriate level of influence on decision making in this school.		**48.8%**	34.8%	16%	**+14.0%**

School Name Chapel Hill High School

Year 2018-2020

Goal Area 3 Organizational Effectiveness

<table>
<tr><th colspan="5">Organizational Effectiveness
Budget</th></tr>
<tr><th>Present Status</th><th>Desired Status
Target</th><th>Strategies</th><th>Milestone Dates
Quarterly</th><th>Resources/Professional Development to Support Progress</th></tr>
<tr><td>Most budget decisions are aligned to the District Strategic Plan and the School Improvement Plan.</td><td>100% of budget decisions are aligned to the District Strategic Plan and the School Improvement Plan.</td><td>Align budget decisions to a District Strategic Plan goal or School Improvement Plan goal.

Involve school based Leadership Team in major budget decisions.</td><td>Review required budget items and organizational effectiveness issues as appropriate with the Leadership Team during monthly meetings.</td><td>Monthly Leadership Team meetings.</td></tr>
</table>

School Name Chapel Hill High School

Year 2018-2020

Other Required Goals

The school will provide a duty free lunch period for every teacher on a daily basis or as otherwise approved by School Improvement Team.

School Improvement Decision/Date	Plan for providing Duty-free Lunch
October 10, 2018	Provided for in the master schedule.

The school will provide a duty-free instructional planning time for every full-time assigned classroom teacher, with a goal of providing an average of at least five full hours of planning time per week.

School Improvement Decision/Date	Plan for providing Duty-free Instructional Planning
October 10, 2018	Provided for in the master schedule.

The school shall include a plan to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.

School Improvement Decision/Date	Plan for eliminating unnecessary and redundant reporting requirements.
October 10, 2018	Utilize email for professional communication when appropriate. Eliminating redundant requests for reports. Fully utilizing existing data and processes as much as possible to complete required reports.

Reference GC115C-105.27

School Improvement Plan
November 2018 to June 2020

School: East Chapel Hill High School

Principal: Kenneth Proulx

Chapel Hill-Carrboro City Schools

Approved by School Improvement Team on: 10/23/2018
Approved by Staff on: 10/24/2018

North Carolina State Board of Education Goals

School Name: East Chapel Hill High School

Year: 2018-2019

Goal 1 – Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Goal 2 – Every student has a personalized education.

Goal 3 – Every student, every day has excellent educators.

Goal 4 – Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Goal 5 – Every student is healthy, safe, and responsible.

Chapel Hill-Carrboro Strategic Plan Goals

Student Success
Student Success addresses the academic, social and emotional capacities of students. The Student Success goals will assist students in exploring, defining and solving complex problems; pursuing their unique interests, passions and curiosities; and contributing to the community through dialogue, service and/or leadership all while supporting the child's well-being.

Goal 1: Establish a district instructional framework for all grade levels PreK-12, based on high-yield best practices, culturally relevant strategies within a personalized learning environment so all children receive equitable educational experiences.
Goal 2: Empower and support all student groups to meet growth and achievement goals.
Goal 3: Build a data-driven culture to inform instruction at the teacher, Professional Learning Community (PLC), school and District levels to positively impact students.
Goal 4: Develop a continuum of services to promote the social, emotional and academic development of all students.
Goal 5: Create a culture and system of support which empowers, inspires, engages and encourages the school community to embrace diversity, inclusion and different learners.

Employee Experience

The greatest resource of any organization is its people. Employee Experience refers to all people, processes, and systems related to an organization's employees. It includes the skills, knowledge, and experience that represent an investment in people. Chapel Hill-Carrboro City Schools is committed to the growth, development, and care of its employees.

Goal 1: Actively recruit and retain a workforce that is diverse and represents the population of our students and families.
Goal 2: Create a culture and system of support to empower, inspire and engage talent, including an inclusive work environment that embraces and values equity and diversity.
Goal 3: Create, promote, and empower an organizational environment that values development and personalized growth opportunities for all employees.

Family and Community Engagement

Schools are successful when parents, educators and communities lock arms and work together for the benefit of students. Chapel Hill-Carrboro community stakeholders are crucial partners in student success, and, as such, will be actively engaged in productive and equitable two-way communications.

Goal 1: Engage families in the entire educational process.
Goal 2: Create meaningful partnerships by building trust, collaboration, and engagement.

Organizational Effectiveness

Education of children is the core mission of the school district. Ensuring all children's success will only be possible if the organization is completely aligned and focused on student academic needs, behavioral support, and social and emotional growth. Chapel Hill-Carrboro City Schools is committed to improving our organizational effectiveness and culture to ensure all children succeed.

Goal 1: Provide safe school environments for students and staff.
Goal 2: Directly align district resources with student needs.
Goal 3: Develop and maintain an organizational knowledge base.
Goal 4: Initiate effective, relevant and timely communication.

School Name: East Chapel Hill High School

Year: 2018-2019

CHCCS Board Reference

3430 School Improvement Plan

3430-R Regulations School Improvement Team Operational Framework

School Improvement Plan Development

School Name: East Chapel Hill High School

School Number: 314

Plan Year(s): 2018-2020

Date Submitted to Board: November 9, 2018

Principal Signature: _____   **Date:** _____

Board Chair 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

School Name: East Chapel Hill High School

Year: 2018-2019

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	Names and Date of Election to Team		Signature
Principal	Ken Proulx	7/2018	
Assistant Principal Representative	Aaron Acome	9/2018	
Teacher Representatives	Maureen Galvin	6/2018	
	William Vincent	6/2017	
Instructional Support Representatives	Paul Harvey	6/2018	
Teacher Assistant Representatives	Elizabeth Rogers	9/2018	
Student Representatives (MS - 3, HS - 3)	Luke Vermeer	8/2018	
	Tomi Olasunkanmi	8/2018	
	Anna Carmichael	8/2018	
Parent Representatives	Aviva Bender-Tualemoso	6/2018	
	Elizabeth Welsby	6/2018	
	Andrea Wuerth	6/2018	
	Laura Kline	6/2017	
	Jennifer Watson Marsh	6/2017	

School Profile

Student Description (*How can we best describe our school? Student demographic data: grade levels, ages, gender, race, total enrollment, English proficiency, special education, free and reduced lunch, attendance rates, discipline referrals*)

School Name: East Chapel Hill High School

Year: 2018-2019

2018-2019 Demographic Data:

Grade Level	Total in Grade	Asian	Black or African American	Hispanic	American Indian or Alaskan Native	Two or More Racial Categories	Native Hawaiian /Pacific Islander	White	Unspecified
9	410	79	43	50		25		213	
	212 / 198	43 / 36	25 / 18	27 / 23		13 / 12		104 / 109	
10	382	68	35	50		32		197	
	189 / 193	30 / 38	19 / 16	28 / 22		15 / 17		97 / 100	
11	357	69	46	40		16		183	
	186 / 171	36 / 33	27 / 19	24 / 16		<10 / <10		89 / 94	
12	346	77	28	28		26		185	
	171 / 175	35 / 42	18 / 10	13 / 15		15 / 11		90 / 95	
Total	1495	293	152	168	<10	99	<10	778	<10
	758 / 737	144 / 149	89 / 63	92 / 76		51 / 48		380 / 398	

Percentage of total students with free and reduced lunch is 17.4%.

2018-2019 LEP	9th Grade	10th Grade	11th Grade	12th Grade
Limited English Proficiency Students	33	28	16	14
Monitored Limited English Proficiency Students, year 1	<10	10	<10	<10
Monitored Limited English Proficiency Students, year 2	<10	<10	<10	<10

School Name: East Chapel Hill High School

Year: 2018-2019

Monitored Limited English Proficiency Students, year 3	<10	<10	<10	<10
Monitored Limited English Proficiency Students Summary	<10	14	15	10

2018-2019 Total EC Students	Specific Learning Disabled	Other Health Impaired	Autism Disorder Spectrum	Intellectually Disabled	Emotionally Disabled	Other	2018-2019 Total 504 Students
135	61	24	28	10	<10	<10	82

School Description (*What are unique features of our school? What characteristics set the school apart? School profile: school physical plant, profile of teachers, administrators, special programs, co-curricular, etc.*)

Located in Orange County, Chapel Hill is a suburban community of 59,862 increasingly diverse members, including a large populous of international students and faculty attending nearby universities. Chapel Hill is the home of the University of North Carolina at Chapel Hill and minutes from Duke University, North Carolina State University, North Carolina Central University, and Research Triangle Park. The area is culturally rich and has remained relatively economically stable. East Chapel Hill High School is a state-of-the-art public high school, accredited by the AdvancEd. Academic offerings and thematic programming include; AVID, Social Justice Academy, Cultural and Performing Arts, PLTW STEM Bio-medical and Engineering. East Chapel Hill High School also has extensive opportunities for every student to become involved in:

- School/class government
- School and community service
- Publications such as the school newspaper, yearbook, and literary magazine
- Performing arts including instrumental, choral, and dramatic
- Special interest groups including over 130 student initiated clubs and activities
- 20+ varsity interscholastic sports teams
- 15 junior varsity interscholastic sports teams

2018-2019 ECHHS Professional Staff Count

School Name: East Chapel Hill High School

Year: 2018-2019

- Total Staff in the Building - 146
- Certified Staff - 110
- Classified Staff - 36
- More than 60% of faculty hold a Master's Degree or higher - 50
- Faculty with 10 or more years experience - 75
- Faculty certified by National Board for Professional Teaching Standards - 28

Counseling

The counseling department, comprised of five counselors and two social workers (with one also serving as a student assistance counselor), provides a comprehensive counseling program for each grade that includes individual and group counseling. With a projected 90% of graduating seniors continuing their education, the college selection and admission process is central to the responsibilities of the counseling department. In addition, ECHHS has one Career Development Coordinator, who is responsible for the operations of the Career and College Information Center.

School Name: East Chapel Hill High School

Year: 2018-2019

2017-2018 Highlights and Recognitions

- 90% Graduation rate
- Ranked as a top traditional public high school in North Carolina by *US News and World Report* for four consecutive years
- Total scholarships and awards received in excess of $3.8 million
- Students recognized for exceeding 500 hours of service learning
- Students recognized for for National French, National Spanish, and National Latin Competitions
- Regional and State honor ensembles in Orchestra and North Carolina Honors Orchestra
- Awarded PLTW STEM School of Distinction for Engineering and Biomedical Programs
- Science Olympiad State competition recognition
- The Robotics Team qualified for and reach the quarterfinal round of the FIRST Robotics World Competition
- National Technology Student Association (TSA) Chapter of Excellence Award
- Local, state, and national TSA competition recognition
- Debate Team local and national competitions
- 6 Governor's School participants
- Morehead-Cain scholarship recipient
- 24 College bound athletes
- 27 Varsity Athletic Sports
- Awarded performance grade of A by the North Carolina Department of Public Instruction
- Quiz Bowl finished 20th in Nation at NQAT and commended by Rep. David Price
- Brain Game finished 2nd in the year-long televised state tournament
- EuroChallenge was a National qualifier and competed at the New York Federal Reserve
- History Bowl had 1st, 2nd, and 3rd place medalists at the state tournament

School Name: East Chapel Hill High School

Year: 2018-2019

Strengths and Needs Assessment

Describe the process or tool(s) used to conduct the needs Assessment:

CHCCS Data Protocol

Through the review of data:

- **The Racial Equity Impact Assessment**
- **TWC**
- **Student Surveys**
- **Attendance**
- **Behavior**
- **EOC Performance**

A. **Areas of Strength** (*What does the analysis of data tell you about your school's strengths?*)

East Chapel Hill High School remains one of the top performing high schools in North Carolina and the country as evidenced by student achievement and performance on state and national standardized tests and as recognized by *US News and World Report's* "Top High Schools," *Newsweek, and the Washington Post's* "Most Rigorous High School Ranking." The vast majority of our students graduate on-time and report that they are extremely prepared for the rigors of college and beyond.

- Exceeded Growth - +3.25%
- AP Testing Data
- 24 National Merit Scholarship Finalists

B. **Areas of Need** (*What does the analysis of data tell you about your school's gaps and opportunities for improvement?*)

East Chapel Hill High School remains one of the top performing high schools in North Carolina and the United States. Through the systemic use of the Chapel Hill-Carrboro City Schools Data Protocol, which includes utilizing The Racial Equity Impact Assessment, the Teacher Working Conditions Survey, student surveys, attendance records, and End of Course Test results, it is evident that East Chapel Hill High School has opportunities for improvement.

African-American and Latino College and Career Ready data are well behind the overall school data.

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Year: 2018-2019

EOC Proficiency	English 2	Math 1	Biology	All Subjects
African American	35.7%	41.4%	34.1%	36.5%
Latino	60.0%	44.7%	58.5%	55.7%
ECHHS	77.7%	81.2%	79.9%	79.5%

School Name: East Chapel Hill High School

Year: 2018-2019

School Goals and Strategies

Goal Area 1 Student Success

ESSA Targets are met in Reading and Math.				
Present Status Student Performance Data (2017-2018)	**Desired Status** Target (2018-2019)	**Strategies** (One strategy must be Family and Community Engagement)	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
English 2 Targeting Highlighted Subgroups				

Present Status		Desired Status		Strategies	Milestone Dates	Resources/Professional Development
All	77.4%	All	87.9%	● Common Planning ● Tutoring (lunch/after school) ● Use Actively Learn, as applicable, to differentiate texts and scaffold accordingly ● Instructional focus on vocabulary acquisition specific to core academics, including embedding EOC test prep into assessments throughout the year ● Collaboration between English teachers, instruction coach, and reading specialist ● Blended classes in 9th and 10th grade English classes and conversations with 9th grade teachers about best practices for	● Periodic benchmarks ● Quarterly English 2 PLC meetings in response to benchmark data ● Student Support Services (i.e., counselors, administrators, EC teachers, TAs) will meet quarterly with individual students on targeted list	● Targeted Professional Development (PD) throughout the year to address culturally responsive teaching ● Provide staff with a targeted list of students that will require additional support and monitoring ● Unpacking of ESSA Targets for Teachers
Asian	79.7%	Asian	97.9%			
Black	32.6%	Black	65.2%			
Latinx (Hispanic in ESSA Goals)	61.0%	Latinx (Hispanic in ESSA Goals)	70.6%			
Multiracial	84.0%	Multiracial				
White	90.2%	White	93.0%			
English Learner	29.4%	English Learner	32.9%			
Students with Disabilities	20.6%	Students with Disabilities	23.8%			

		blended ● Use of benchmark and other assessment data to inform instruction		

Math 1 Targeting Highlighted Subgroups

All 80.1% **Asian** 87.0% **Black** 47.6% **Latinx (Hispanic in ESSA Goals)** 37.0% **Multiracial** 65.0% **White** 91.1% **English Learner** 7.1% **Students with Disabilities** 29.4%	**All** 80.2% **Asian** 98.1% **Black** 51.1% **Latinx (Hispanic in ESSA Goals)** **Multiracial** **White** 91.5% **English Learner** **Students with Disabilities**	● Common planning ● Common course syllabi/grading practices ● Common summative assessments ● Tutoring (After school Homework Club, teacher driven tutoring) ● Implementation of MVP curriculum ● Dedicated math instruction for English Learners ● Strategic Scheduling of collaborative classes (by math department) ● Use of benchmark and other assessment data to inform instruction	● Periodic benchmarks ● Identifying targeted students and evaluate progress towards goals on a quarterly basis. ● Student Support Services (i.e., counselors, administrators, EC teachers, TAs) will meet quarterly with individual students on targeted list	● Targeted Professional Development (PD) throughout the year to address culturally responsive teaching ● Provide staff with a targeted list of students that will require additional support and monitoring ● EC PD in math content ● Unpacking of ESSA Targets for Teachers ● Provide time for collaborative scheduling

School Name: East Chapel Hill High School

Year: 2018-2019

Discipline Disproportionality				
Present Status Discipline Data	**Desired Status** Target	**Strategies** (One strategy must be Family and Community Engagement)	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
Black students constituted 34% of Office Discipline Referrals (ODRs) and only 10% of ECHHS enrollment. The disproportionality for this subgroup is the highest at 24%.	By June 2019 the disproportionality for black student ODRs will reduce from 24% to 18%. (Reduce disproportionality for this subgroup to less than 10% in three years.)	• Continue implementation of Restorative Practices • Equity Training for faculty • Apply district data protocol • Tiered system of interventions • Administration will review discipline data quarterly	• June 2019 • Quarterly Administration meetings to review discipline data	• Restorative practices professional development • Equity Professional Development

School Name: East Chapel Hill High School

Year: 2018-2019

EL Progress in Language Acquisition				
Present Status Student Performance Data	**Desired Status** Target	**Strategies** (One strategy must be Family and Community Engagement)	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
Exiting EL services based on annual Access Test — 30%	Exiting EL services based on annual Access Test — 5 %	• Collaboration between ESL and English 1 and 2. Sheltered ESL English 1 block class taught by reading specialist, collaboration with ESL teacher • Sheltered ESL Math 1 class • Two traditional pull-out ESL classes (ESL 1 and ESL 2) • Three sections of Academic Strategies classes specifically to support ESL students. • Utilize EOC and NCFE scores to determine placement • Strategic scheduling: Create a dedicated Math 1 Block--EL Math + Math academic strategies for 2019-20	• Periodic benchmarks for English 2, Math 1, Math 3, and Biology • ACCESS annual assessment • Quarterly reading assessment for LEXILE evaluation administered by reading coach • ESL Signing day and individual teacher meetings with ESL staff in first quarter to discuss classroom modifications and testing modifications	• ELLevation

School Name: East Chapel Hill High School

Year: 2018-2019

Culture/Climate (Based on Student Survey Data)				
Present Status	**Desired Status** Target	**Strategies** (One strategy must be Family and Community Engagement)	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
None	Establish baseline evaluations of Culture & Climate characteristics: ● Safety ● Balance ● Academics ● Attendance ● Preparation for what follows East ● Student value ● Student connection ● Student inclusion Collect data from students through survey then analyze data and collaboratively develop strategies with SGA to improve targeted characteristics. Re-evaluate periodically and use data to refine target strategies.	1. Construct student survey to capture data on multiple broad characteristics of climate and culture. 2. Use Survey Data to identify areas to target. 3. Develop implement targeted strategies. 4. Administer follow up student survey to evaluate the effectiveness of targeted strategies. ● SGA will be involved in all aspects of the process. ● Individual Strategies: Continue the practice of playing music during class change that was started during Spirit Week ● Positive Relationships between Students and Teachers	● By November 1, 2018: Administer first student survey by end of first quarter to establish baseline data and to analyze for opportunities for strategic planning. ● By November 20, 2018: Analyze student survey data. Identify opportunities and develop targeted strategies to address culture & climate opportunities. ● By end of 3rd Quarter: Re-administer original student survey to determine changes to culture & climate. Analyze and adjust strategies as necessary to continue to improve the culture & climate ● Before end of 4th Quarter: Re-administer original student survey and develop strategies for next school year	

| Provide transition support to 9th graders. Identify rising 9th graders who failed two or more classes in 8th grade. | 10% of these students will be passing all classes at the end of 1st quarter, 15% passing all classes at the end of 2nd quarter, 20% passing all classes at the end of 3rd quarter, and 25% passing all classes at the end of 4th quarter. | Apply selected AVID WICOR Strategies school-wide to promote improved student success. | Counselors will meet with those student during the first two weeks of school to develop an individualized transition strategy. Identify resources necessary for student success. Student progress will be monitored quarterly. | Data collection and guidance counseling resources. |

Goal Area 2 Employee Experience

Retention or Culture (Based on NCTWCS Results)				
Present Status	**Desired Status**	**Strategies**	**Milestone Dates**	**Resources/Professional Development to Support Progress**
Based on the Teacher Working Conditions survey only 54% of the faculty believes there is an effective process for making school decisions.	80% of faculty will believe there is an effective process for making school decisions.	Engage staff in a protocol to get feedback on what they feel is necessary to have an effective process to make school decisions. Redesign the conduit meetings to give faculty an opportunity to assist in making the agenda. Make conduits the point of contact to bring concerns to the table.	End of the year	Time in faculty, conduit, and department meetings

11.5% of certified staff are African-American. 2.3% of certified staff are Latino. 1.2% of certified staff are Asian.	Increase certified African American staff to 16%. Increase certified Latino staff to 5%. Increase certified Asian staff to 3%.	Hiring process will utilize Racial Equity Impact Assessment protocols when considering candidates.		

School Name: East Chapel Hill High School

Year: 2018-2019

Goal Area 3 Organizational Effectiveness

Organizational Effectiveness Budget				
Present Status	**Desired Status** Target	**Strategies**	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
Most budget expenditures are related to SIP Community Engagement has been sparse	All budget expenditures will be linked to SIP Develop a Community Engagement plan that includes all stakeholders	Budget discussion with school teams to align purchases. Weekly meetings with financial secretary Create a Community Engagement Committee	Spring 2019	

Other Required Goals

The school will provide a duty free lunch period for every teacher on a daily basis or as otherwise approved by School Improvement Team.

School Improvement Decision/Date	Plan for providing Duty-free Lunch
	Teachers will be required to cover no more than 15 days of lunch duty per school year.

The school will provide a duty-free instructional planning time for every full-time assigned classroom teacher, with a goal of providing an

School Name: East Chapel Hill High School

Year: 2018-2019

average of at least five full hours of planning time per week.

School Improvement Decision/Date	Plan for providing Duty-free Instructional Planning
	Master schedule has been constructed in compliance with this requirement. There remains a need for developing a strategy for administering separate setting tests (particularly for 504 plans) to insure that we are in compliance with testing requirements while maintaining academic integrity and not infringing on duty-free instructional planning.

The school shall include a plan to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.

School Improvement Decision/Date	Plan for eliminating unnecessary and redundant reporting requirements.
	A cumbersome paper-based Behavior Referral form has been replaced with an online referral form and is a component of our Discipline Disproportionality Goal above. Administration and faculty leadership will continue to identify and develop strategies to comply with this requirement.

Reference GC115C-105.27

School Improvement Plan
November 2018 to June 2020

School: Phoenix Academy High School

Principal: John A. Williams

Chapel Hill-Carrboro City Schools

Approved by School Improvement Team on:
Approved by Staff on: October 15, 2018

North Carolina State Board of Education Goals

School Name: Phoenix Academy High School

Year: 2018-2020

Goal 1 –Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Goal 2 – Every student has a personalized education.

Goal 3 – Every student, every day has excellent educators.

Goal 4 – Every school district has up-to- date financial, business, and technology systems to serve its students, parents and educators.

Goal 5 – Every student is healthy, safe, and responsible.

Chapel Hill-Carrboro Strategic Plan Goals

Student Success
Student Success addresses the academic, social and emotional capacities of students. The Student Success goals will assist students in exploring, defining and solving complex problems; pursuing their unique interests, passions and curiosities; and contributing to the community through dialogue, service and/or leadership all while supporting the child's well-being.

Goal 1: Establish a district instructional framework for all grade levels PreK-12, based on high-yield best practice, culturally relevant strategies within a personalized learning environment so all children receive equitable educational experiences.
Goal 2: Empower and support all student groups to meet growth and achievement goals.
Goal 3: Build a data-driven culture to inform instruction at the teacher, Professional Learning Community (PLC), school and District levels to positively impact students.
Goal 4: Develop a continuum of services to promote the social, emotional and academic development of all students.
Goal 5: Create a culture and system of support which empowers, inspires, engages and encourages the school community to embrace diversity, inclusion and different learners.

Employee Experience

The greatest resource of any organization is its people. Employee Experience refers to all people, processes, and systems related to an organization's employees. It includes the skills, knowledge, and experience that represent an investment in people. Chapel Hill-Carrboro City Schools is committed to the growth, development, and care of its employees.

Goal 1: Actively recruit and retain a workforce that is diverse and represents the population of our students and families.
Goal 2: Create a culture and system of support to empower, inspire and engage talent, including an inclusive work environment that embraces and values equity and diversity.
Goal 3: Create, promote, and empower an organizational environment that values development and personalized growth opportunities for all employees.

Family and Community Engagement
Schools are successful when parents, educators and communities lock arms and work together for the benefit of students. Chapel Hill-Carrboro community stakeholders are crucial partners in student success, and, as such, will be actively engaged in productive and equitable two-way communications.

Goal 1: Engage families in the entire educational process.
Goal 2: Create meaningful partnerships by building trust, collaboration, and engagement.

Organizational Effectiveness
Education of children is the core mission of the school district. Ensuring all children's success will only be possible if the organization is completely aligned and focused on student academic needs, behavioral support, and social and emotional growth. Chapel Hill-Carrboro City Schools is committed to improving our organizational effectiveness and culture to ensure all children succeed.

Goal 1: Provide safe school environments for students and staff.
Goal 2: Directly align district resources with student needs.
Goal 3: Develop and maintain an organizational knowledge base.
Goal 4: Initiate effective, relevant and timely communication.

School Name: Phoenix Academy High School

Year: 2018-2020

CHCCS Board Reference

3430 School Improvement Plan

3430-R Regulations School Improvement Team Operational Framework

School Improvement Plan Development

School Name: Phoenix Academy High School

School Number: 681-338

Plan Year(s): 2018-2020

Date Submitted to Board:

Principal Signature: _____   **Date:** _____

Board Chair 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

School Name: Phoenix Academy High School

Year: 2018-2020

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	Names	Date of Election to Team	Signature
Principal	John A. Williams	08/2012	
Graduation Coach	Gregory Carson	04/2018	
Teacher Representatives	Margaret Fonge--CTE and SIT Chairperson	09/2014	
	Clyde McPherson--Social Studies	09/2013	
	Hanna Humphrey--English	09/2018	
	William Hale--Math	09/2017	
	Momodu Koroma--Math	09/2018	
	Taylor Bryant--Science	09/2018	
	Ann Murphy--Licensed Clinical Social Worker	09/2017	
	Christopher Downs--EC Teacher	09/2016	
	Gloria Sanchez-Lane--School Social Worker	08/2012	
	Eve Lipner--Counselor	09/2013	
Instructional Support Representatives	Sandra Lynch-Neagle	09/2017	
Teacher Assistant Representatives	Melissa Cline	09/2018	
Student Representatives	Dayanara Meza	10/2018	
Parent Representatives	Edwin Geer	10/2018	

School Profile

Student Description (*How can we best describe our school? Student demographic data: grade levels, ages, gender, race, total enrollment, English proficiency, special education, free and reduced lunch, attendance rates, discipline referrals*)

Phoenix Academy High School currently serves 25-45 high school students. Over 90% of the student population completes an application and is screened to determine potential success in the Phoenix Academy High School. Students are typically assigned to Phoenix Academy High School for the entire school year. Students may be dual enrolled at Phoenix Academy High School while completing elective courses at one of the traditional high schools.

There are a total of five ways in which students may receive an assignment to Phoenix Academy High School. Phoenix Academy High School is the only block schedule high school in the district.

The program is open to all students in the district, however the demographics of the school never remain the same and is in constant fluctuation. Currently, the student body is primarily African American with the Hispanic coming in with a close second. With a 85%+ free and/or reduced lunch rate, the economic makeup of the student body is on the low income range of the socio/economic scale.

School Description (*What are unique features of our school? What characteristics set the school apart? School profile: school*
Phoenix Academy High School is an alternative high school serving adolescents who can greatly benefit from a more individualized education approach. The school is currently comprised of 6 core teachers; a language arts, 2 math, social studies and science teacher as well as one Career Technical Education teacher. The school also employs one Exceptional Children Resource teacher, one teacher assistant, one part-time Physical Education, Career Technical Education teacher, one English as a Second Language teacher and a PRN nurse. The school also has an Instructional Coach, Licensed Clinical Social Worker, data manager/bookkeeper/administrative assistant, school social worker, school counselor and a principal.

The school is located beside the Lincoln Center in a stand alone facility. The school provides both traditional classroom instruction as well as instruction through the NCVPS and APEX as our online instructional resources. The maximum class size is currently only 10 students.

Phoenix Academy High School operates on a block schedule. Classes are 90 minutes long. Both breakfast and lunch are delivered by the nutritional staff from Carrboro High School. Seniors are allowed to leave campus during lunch period but must return prior to

the start of their next class. Students are able to ride school buses to school. Some students elect to drive or be driven to school, some walk and others use the public transportation system. Students are required to be in school from 8:50 a.m. until 3:50 p.m.

physical plant, profile of teachers, administrators, special programs, co-curricular, etc.)

Strengths and Needs Assessment

Describe the process or tool(s) used to conduct the needs Assessment:
Every student assigned to Phoenix Academy High School completes an intake interview. During the interview general assessments are made to determine what emotional and mental health supports the student will require. In addition, each student completes a thorough review of her or his high school transcript with the school counselor. During this process, it is determined and decided the most appropriate course of action and courses the student will require in order graduate as soon as possible and be ready for success in his or her future. The following tools are used to determine the needs of the students being served at Phoenix Academy High School: The Scholastic Reading Inventory and I-Ready, 2016-2018 Discipline Data, 2017-2018 Teacher Working Condition Survey, 2017-2018 Student Survey, attendance data and Dialectical Behavior Data.

A. **Areas of Strength** (*What does the analysis of data tell you about your school's strengths?*)

Students have a vested interest in wanting to complete all or part of their education in this setting. Classes are often small, seldom going over ten (10) students. With the additional support of the teacher assistants and the EC Resource teacher, students are often afforded one-on-one instructional opportunities when most needed. Students are also able to receive support when completing their virtual classes. Students are provided the individual attention they may require when addressing pressing life issues. The staff is able to form very close bonds with the students and are able to get to understand and know the circumstances each student face on a regular or daily basis.

Education is tailored to the needs of each individual student. A more thorough approach to reviewing and assessing the academic progress of each student is being implemented to ensure the accurate placement of students in the courses they need in order to move quickly and efficiently through the high school grades. In addition, students with special needs are identified quickly and arrangements are made to address these issues quickly.

Teachers are able to more effectively collaborate about the needs of students and work with their parent(s)/guardian(s) to address issues that surface due to the needs of the students.

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Year: 2018-2020

Processed used to assess needs of the school are: Teacher Working Condition Surveys, student pre and post assessments, parent and student feedback and student survey data.

B.   **Areas of Need** (*What does the analysis of data tell you about your school's gaps and opportunities for improvement?*)

Due to low social and economic status of many of the children Phoenix Academy High School serves there is a great need for additional resources. When considering many of the circumstances which lead to the students attending Phoenix Academy High School getting behind initially, there becomes an obvious need to have some additional services set up to counsel many of the students on a regular basis. At times, students are accepted into Phoenix Academy High School who had a previous need for special services but did not receive them.

It is almost impossible for the counselor, social worker, EC Resource teacher and licensed clinical social worker to address all of the academic, emotional, testing and social needs of the students. Having an additional EC Resource teacher would drastically increase our effectiveness for serving many of our students.

Allocating a monetary allotment to be able to immediately provide for some of the emergencies associated with the students and their families would also free up much of the time spent attempting to reach outside agencies for help.

School Goals and Strategies

Goal Area 1 Student Success

ESSA Targets are met in Reading and Math.				
Present Status Student Performance Data	**Desired Status** Target	**Strategies** (One strategy must be Family and Community Engagement)	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
Reading				
All 17 Red **Asian <1** **Black < 10**	9 + Green	● Family Engagement through Student	● Week of 11/5	● PLC training

Latinx (Hispanic in ESSA Goals)		Led Conferences		
Multiracial < 5		● Study for Success Reading Interventions (i-Ready)	● Fall 2018	● EC teacher
White < 6				
English Learner < 14				
Students with Disabilities **< 10**				
		● Comprehensive MTSS Interventions Plan Development	● November 2018	● Leadership Team Meetings
		● Comprehensive MTSS Interventions implementation	● January 2019	● Read 180 and i-Ready training for teachers
		● AVID WICOR strategies Implementation	● Fall 2018	● AVID coordinator and Instructional Coach: PLC and Monthly PD
		● Benchmark Analysis	● Fall 2018	● Instructional Coach and PLC
		● Universal Screening SRI	● September 2018	● PLC
		● Growth Monitoring SRI	● January 2019, May 2019	● PLC
Math				
All 11 Green	3+ Blue	● Family	● November 2018	● PAHS Staff

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Asian		Engagement Through Student Led Conferences		
Black				
Latinx (Hispanic in ESSA Goals)				
Multiracial		● Study for Success Math Intervention (i-Ready)	● Fall 2018	● EC teacher
White				
English Learner		● Comprehensive MTSS Interventions Plan Development	● November 2018	● i-Ready training
Students with Disabilities		● Comprehensive MTSS Interventions Implementation	● January 2019	● i-Ready training for teachers
		● AVID WICOR strategies implementation	● Fall 2018	● AVID Coordinator and Instructional Coach: PLC
		● Benchmark analysis	● November / December 2018	● Instructional Coach and PLC
		● Universal Screening	● September 2018	● PLC
		● Growth Monitoring i-Ready	● January, May 2019	● PLC

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Discipline Disproportionality				
Present Status Discipline Data	**Desired Status** Target	**Strategies** **(One strategy must be Family and Community Engagement)**	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
Out of School Suspensions for 2017-2018 38	Out of School Suspension for 2018-2019 <21 2019-2020 <15	● Parent Contact Tracker--Notifying parents and documenting all conversations of students concerns and issues. ● PBIS program ● SPIRE program instead of OSS	● June 2019 ● June 2020 ● Fall 2018--June 2020 ● Fall 2018--June 2020	● Restorative Practices training for staff. ● Trauma Informed School Training ● REI/OAR Training

EL Progress in Language Acquisition				
Present Status Student Performance Data	**Desired Status** Target	**Strategies** **(One strategy must be Family and Community Engagement)**	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
Not enough to students to meet baseline requirements.	28.8 % of ESL students will show growth on State Access exam.	● Volunteers ● Conferencing with students to review Access data.	Fall 2018--June 2020 Fall 2018--June 2020	● SIOP ● Ellevation

		● Family engagement with career path exploration.	● Fall 2018--June 2020	

Culture/Climate (Based on Student Survey Data)				
Present Status	**Desired Status** Target	**Strategies** (One strategy must be Family and Community Engagement)	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
● How fair or unfair are the rules for the students in this class? 60.72% ● How often does your teacher seem excited to be teaching your class? 75% ● How pleasant or unpleasant is the physical space in this classroom? 57.14 ● How positive or negative is the energy of this class? 57.14	● > 75% ● > 75% ● > 85% ● > 80% ● > 80%	● Provide intake for all assigned students to discuss all school rules and expectations. ● Hire teachers committed to educating the students in the subject area. ● Replace old furniture for classrooms that more facilitate the instructional process. ● Use the PBIS acknowledgement program to encourage students. ● Use restorative sessions to create a more positive environment for the	Fall 2018 --June 2020 Fall 2018 --June 2020 Fall 2018 --January 2019 Fall 2018 --June 2020 Fall 2018 --June 2020	● Ordered new furniture for several classrooms. Delivery completed January 2019. ● Provide teachers with tickets to give to students for positive behavior. Quarterly milestone recognition programs. ● Provide opportunities for students to restore

● In this class how much does the behavior of other students help your learning? 17.86		students.		relationships impaired in each classroom.

Goal Area 2 Employee Experience

Retention or Culture (Based on NCTWCS Results)				
Present Status	**Desired Status** Target	**Strategies**	**Milestone Dates** Quarterly	**Resources/Professional Development to Support Progress**
2017-2018 85%	95%	Provide opportunities for teachers to collaborate with teachers across the district. Provide opportunities	Fall 2018--June 2020	● Trauma Informed Training. ● Restorative Practice Training ● Instructional PLCs ● Safety Training

Goal Area 3 Organizational Effectiveness

School Name: Phoenix Academy High School

Year: 2018-2020

Organizational Effectiveness Budget				
Present Status	**Desired Status** Target	**Strategies**	**Milestone Dates** Quarterly	● **Resources/Professional Development to Support Progress**
Budget currently supports School Improvement Plan Goals with no discrepancies. Provides teachers with resources to assessment and implement instructional strategies consistent with accomplishing school goals.	Support both Spire, Phoenix Academy High School evening program and the regular day program. Provide teacher with all resources needed to successfully provide quality instruction to meet each student's needs.	● Principal Approves all Financial Decisions ● Intentionally approve expenditures that directly impact student success.	● Quarterly Review-- 2018-2020	● District Finance will continue to train Bookkeeper ● Bookkeeper will seek all opportunities to improve knowledge about finances within the district.

Other Required Goals

The school will provide a duty free lunch period for every teacher on a daily basis or as otherwise approved by School Improvement Team.

School Improvement Decision/Date	Plan for providing Duty-free Lunch
● **Beginning of School Year**	● **All staff has a duty-free lunch daily.**

The school will provide a duty-free instructional planning time for every full-time assigned classroom teacher, with a goal of providing an average of at least five full hours of planning time per week.

School Name: Phoenix Academy High School

Year: 2018-2020

School Improvement Decision/Date	Plan for providing Duty-free Instructional Planning
● All teachers will have a full blocked period daily for planning	● Teachers will continue to have a full blocked period daily for planning

The school shall include a plan to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.

School Improvement Decision/Date	Plan for eliminating unnecessary and redundant reporting requirements.
● Beginning of School Year	Examine current procedures and reduce unnecessary reporting.

Reference GC115C-105.27