

LEA Name:	Craven County Schools		
School Name/#:	West Craven High	Sch Code:	250372
School Address:	2600 Streets Ferry Rd, Vanceboro, NC 28586		
Plan Year(s):	2015-2016		
Date SIP Approved by ALL Staff Members:	1/6/2016		
Principal Signature:	Randy St.Clair	Date:	1/6/2016
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	Secret Ballot Date
Principal	Randy St.Clair	
Assistant Principal Representatives	Leslie Ward	
	Montrall Lee	
	Kris Thompson	
Instr. Support Representative	Angelyn Cox	12/7/2015
	Trish Bennett	12/7/2015
Technology Representative	Wendy White	12/7/2015
Classified Employee Representative	Cynthia Farnham	12/7/2015
Department Representatives	Anthony Ranieri	12/7/2015
	Michael Alexander	12/7/2015
	Denise Smith	12/7/2015
	Kim Blackburn	12/7/2015
	Delzora Clark	12/7/2015
	William Shaw	12/7/2015

	Bethany Bondurant	12/7/2015
	Mike Swain	12/7/2015
	Russell Stine	12/7/2015

* Add to list as needed. Each group may have more than one representative.

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Craven County Schools	West Craven High	250372	2015-2016
Principal Name (or Designee)	Randy St.Clair	Principal Name (or Designee) Email	randy.stclair@cravenk12.org
School Mission	To empower students today for tomorrow's challenges through a collaborative effort between school, families, and communities.		
School Vision	Empowering students today for tomorrow's challenges.		
Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)			
<p>As a team we reviewed state testing accountability data, discipline data, and attendance data to identify areas to improve as well as celebrate. Our accountability data showed that we increased our Math 1 proficiency from the 13-14 SY to the 14-15 SY by a little more than 7%. In fact, Math 1 was the only subject in the EOC accountability areas where we saw an increase in proficiency. In the other two EOC data points (Biology and English 2) we saw a drop in proficiency. Biology saw the most significant drop going from 54.7% proficient to 44.7% proficient, a decrease of 10%. The decrease in English 2 proficiency was less than a percentage point. ACT Work Keys testing saw an increase in proficiency as 72% of students scored in the Gold or Silver range. This is an increase of 2% from the previous year's totals. Our overall ACT testing proficiency for the 14-15 SY is 56.1%. A slight increase of 1% from the previous year. Our cohort graduation rate for the 14-15 SY was 81%, which is below the previous year of 83.5%. Our average daily attendance rate was 93% for the 14-15 school year, which is small decrease from the previous year of 95%. Our discipline data shows that our primary occurrence on campus was skipping and disruptive behavior. Our campus is overall seen as a safe place to work.</p>			

School Plan for Improvement

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Craven County Schools	West Craven High	250372	2015-2016
GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>Increase the overall achievement score of the five components in the high school accountability model by ten percent and exceed growth for all high school students on EOC tests for the 2015 - 2016 school year.</i>		
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	Goal 1: Strong Literacy Foundation – All students will read at grade level by the end of third grade as indicated by the state end-of-grade assessment. Goal 2: Excelling Schools – Craven County Schools will perform within the top 10 percent of all schools in North Carolina on all facets/components of the Accountability Model.	
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>Maintain stakeholder satisfaction at 90% or above as measured by annual surveys of parents, staff, and students.</i>		
	SBE Goal Alignment:	Goal 5: Every student is healthy, safe, and responsible.	
	LEA Goal Alignment:	Goal 6: Positive Climate – All school facilities will be inviting and conducive to learning.	
GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>Maintain environments that are safe and conducive for learning as measured in annual surveys of parents, staff, and students and other data sources.</i>		
	SBE Goal Alignment:	Goal 5: Every student is healthy, safe, and responsible.	
	LEA Goal Alignment:	Goal 5: Secure Facilities – Craven County Schools will maintain environments that are safe and conducive for learning.	

School Plan for Improvement

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GOAL #1:	<i>Increase the overall achievement score of the five components in the high school accountability model by ten percent and exceed growth for all high school students on EOC tests for the 2015 - 2016 school year.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Identify areas of priority and next steps to increase student learning including professional development and funding.</i>		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<p><i>Action Step 1: Create common planning periods for all EOC teachers in the fall and spring semesters and implement Professional Learning Communities that emphasize and analyze common formative assessments, benchmark assessments, and summative assessments, which will allow these content teachers to plan appropriate lessons and drill down data to determine areas of strengths and weaknesses.</i></p> <p><i>Action Step 2: Implement Work Keys review in CTE courses as bell ringers/Exit tasks.</i></p> <p><i>Action Step 3: Offer ACT Prep course in evening school.</i></p>		
	Person(s) Responsible:	Randy St.Clair, Leslie Ward, Montrell Lee, Kristina Thompson, Beverly McMillen, Angelyn Cox	
	Budget Amount: (if applicable)	NA	Budget Source: (if applicable) NA
Strategy #2: Describe the strategy that will support this goal	<i>Deploy MTSS and other processes to promote the success of at-risk students and reduce the dropout rate including professional development and funding.</i>		

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<p>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</p>	<p>Action Step 1: Have administrator attend MTSS training and work with counseling department on implementing process at school (Support SSMT, RTI, PBIS).</p> <p align="center">Action Step 2: Provide staff development on what MTSS is and how it relates to RTI and PBIS.</p> <p>Action Step 3: Create a MTSS PLC/Team on campus to review school-wide data related to instruction/graduation, discipline data, and common practices that align with MTSS framework.</p>			
	Person(s) Responsible:	Randy St.Clair, Wendy Decker, Delzora Clark, Erin Blalock		
	Budget Amount: (if applicable)	NA	Budget Source: (if applicable)	NA
<p>Strategy #3: Describe the strategy that will support this goal</p>	<p align="center">Deploy Learning-Focused lesson plans incorporating high yield strategies including professional development and funding.</p>			
<p>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</p>	<p>Action Step 1: Have all EOC teachers attend Learning-Focused lesson plan workshop and provide ongoing staff development for implementation via principal and instructional coach.</p> <p>Action Step 2: Purchase Learning-Focused flip charts to aid teachers in understanding planning process and approach to strong instruction.</p> <p>Action Step 3: Train all other teachers who did not attend initial training of Learning-Focused lessons by the end of the year.</p>			
	Person(s) Responsible:	Randy St.Clair, Trish Bennett		
	Budget Amount: (if applicable)	\$1,500.00	Budget Source: (if applicable)	411
	Date of Review:		Comments:	

School Plan for Improvement

<p>PDSA Cabinet will review Goal 1 quarterly. Comments shall include what is going well with the goal and what needs to be changed.</p>	Date of Review:		Comments:	
	Date of Review:		Comments:	
	Date of Review:		Comments:	

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GOAL #2:	<i>Maintain stakeholder satisfaction at 90% or above as measured by annual surveys of parents, staff, and students.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Analyze Teacher Working Conditions Survey/District Teacher Survey, and identify areas for improvement and next steps.</i>		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Action Step 1: Improve facilities - We are working to ensure the contract cleaners have extremely clear directives as to what should be done daily, weekly, and monthly. There will be an administrator overseeing the work of the contract cleaners to ensure classrooms are clean.</i>		
	<i>Action Step 2: Improve Student Conduct - We have put in place very clear and firm consequences for those who violate the rules of our school. We will also implement PBIS as means to improve student behavior in the building.</i>		
	Person(s) Responsible:	Randy St.Clair, Montrell Lee, Leslie Ward, Kristina Thompson	
Budget Amount: (if applicable)	NA	Budget Source: (if applicable)	NA
Strategy #2: Describe the strategy that will support this goal	<i>Analyze Parent Survey, and identify areas for improvement and next steps.</i>		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Action Step 1: Improved School Environment: We are working to ensure the contract cleaners have extremely clear directives as to what should be done daily, weekly, and monthly. Work to clean the exterior of the building as well. Have an administrator to oversee the workload of the contract cleaners.</i>		
	<i>Action Step 2: Maintain two-way communication: The principal will communicate with parents via the Blackboard Connect system with weekly announcements of upcoming events, attendance, and discipline.</i>		

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	Person(s) Responsible:	Randy St.Clair, Montrell Lee, Leslie Ward, Kristina Thompson		
	Budget Amount: (if applicable)	NA	Budget Source: (if applicable)	NA
Strategy #3: Describe the strategy that will support this goal	Analyze Student Survey, and identify areas for improvement and next steps.			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<p style="text-align: center;">Action Step 1: Improving Class Behavior: We will implement PBIS school-wide and have consistent behavioral expectations in every classroom. We will be consistent in consequences for major and minor infractions. We will incent and reward students for doing the right things and displaying the appropriate behaviors.</p> <p style="text-align: center;">Action Step 2: Teacher try to understand how students feel: Monthly advisor/advisee meeting with students at the end of 2nd period (15 minutes) to discuss issues that affect student achievement and success at school (such as dropout prevention, attendance, studying, life skills, leadership, and character).</p>			
	Person(s) Responsible:	Randy St.Clair, Montrell Lee, Leslie Ward, Kristina Thompson, Wendy Decker, Delzora Clark, Erin Blalock		
	Budget Amount: (if applicable)	NA	Budget Source: (if applicable)	NA
PDSA Cabinet will review Goal 2 quarterly. Comments shall include what is going well with the goal and what needs to be changed.	Date of Review:		Comments:	
	Date of Review:		Comments:	
	Date of Review:		Comments:	
	Date of Review:		Comments:	

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GOAL #3:	<i>Maintain environments that are safe and conducive for learning as measured in annual surveys of parents, staff, and students and other data sources.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Analyze stakeholder feedback regarding safe learning environments and identify areas for improvement and next steps.</i>		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<p style="text-align: center;"><i>Action Step 1: Creating a safe learning environment: We have taken measures to ensure that all visitors must answer three security questions prior to entering the building so that we can ensure that we allow in only those individuals who have valid reason to be on campus.</i></p> <p style="text-align: center;"><i>Action Step 2: Hallway/Classroom Visibility: All administrators will conduct classroom walkthroughs and be assigned hallway and cafeteria duties to ensure high time on task and safety on campus.</i></p> <p style="text-align: center;"><i>Action Step 3: Schedule routine crisis drills to prepare students and teachers for how they should respond in crisis situations.</i></p>		
	Person(s) Responsible:	Randy St.Clair, Montrell Lee, Col. Stine	
	Budget Amount: (if applicable)	Budget Source: (if applicable)	
Strategy #2: Describe the strategy that will support this goal	<i>Analyze student discipline and other data sources (e.g., bullying reports) and identify possible trends, areas for improvement and next steps.</i>		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<p style="text-align: center;"><i>Action Step 1: Disruptive behavior: We have implemented a new discipline referral system that will allow us to deal with student discipline sooner. We also have made it clear that teachers use the CHOICE referral system to deal with students who are in class acting inappropriately so that it does not get to a point of extreme disruption.</i></p> <p style="text-align: center;"><i>Action Step 2: Cutting Class: We have improved our tardy policy and have created a tardy policy that will give swift and appropriate consequences for those who do not report to class on time or come extremely late. An automated message will be sent to the homes of those students who do not report to class. Teachers are now serving duty in the morning, lunch, and at dismissal to ensure students do not leave campus without permission or skip class.</i></p>		

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	Person(s) Responsible:		Leslie Ward, Randy St.Clair, Montrell Lee	
	Budget Amount: (if applicable)			Budget Source: (if applicable)
<p align="center">PDSA</p> <p>Cabinet will review Goal 3 quarterly. Comments shall include what is going well with the goal and what needs to be changed.</p>	Date of Review:		Comments:	
	Date of Review:		Comments:	
	Date of Review:		Comments:	
	Date of Review:		Comments:	

Checklist of State-required On-going Operational Activities

All Schools

Does this school:

Yes No Implement strategies for improving performance of all students?

Yes No Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?

Yes No Plan use of staff development and funds if available?

Yes No Plan for use of assessments to monitor student progress?

Yes No Plan for daily duty-free lunch to teachers if voted for by Cabinet with feedback from staff?

Yes No Plan for at least five hours of planning time for teachers each week?

Yes No Implement strategies for involving parents and the community in the educational program?

Yes No Amend the School Improvement Plan when one or more AMO targets is missed in the same subject area for two consecutive years?

K-8 Schools Only

Does this school:

Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?

Any required components not included as part of a school's 3-5 School Improvement Plan goals may be placed in an appendix.

Action Plan Acronyms

3D Reading	Assessment used to screen and monitor student progress in reading and writing.
AIMSWeb	Nationally-normed universal screener to monitor student progress in Math.
BURST	A reading intervention resource for supporting teachers in providing instruction for small groups.
ELA	English Language Arts. Part of the Common Core curriculum in the NC Standard Course of Study. ELA refers to reading, literature, writing, and speaking and listening.
EOG	End-of-Grade tests in Reading and Mathematics (grades 3-8) and Science (grades 5 and 8) are taken by students during the last three weeks of the school year.
EVAAS	Education Value Added Assessment System. SAS® EVAAS™ for K-12 is a customized software system available to all NC school districts that provides diagnostic reports quickly to district and school staff. EVAAS tools provide a precise measurement of student progress over time and a reliable diagnosis of opportunities for growth that help to identify which students are at risk for under-achievement. By viewing easy-to-understand charts and graphs accessed via the Web, users can produce reports that predict student success, show the effects of instruction at particular schools, or reveal patterns in subgroup performance.
LLI	Leveled Literacy Intervention. A small group supplementary program that helps teachers with instruction for their most struggling readers.
LF	Learning-Focused. A framework for thinking about planning and delivering instruction using exemplary practices with a focus on student outcomes.
MTSS	Multi-tiered System of Support. Promotes school improvement through engaging, research-based academic and behavioral practices. MTSS employs a systems approach using data-driven problem-solving to maximize growth for all.
PBIS	Positive Behavior Instructional Support is a process that assists teachers with behavior expectations throughout the school.
PLC	Professional Learning Communities. PLC's are defined by collaborative inquiry, shared decision-making based on data and joint planning of instruction among teachers. Teachers are provided structured time to work together in planning instruction, observing each other's classrooms, and sharing feedback.
RIOT	Review-Interview-Observc-Test (RIOT) is a key process in the MTSS problem solving model to determine instructional strategies that have been used by prior teachers.

RtI	Responsiveness to Instruction is a defined process that supports instruction for student success.
S.P.I.R.E.	A program for struggling readers with intensive multi-sensory intervention for Pre-K – 8 th grade. The program integrates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension into 10-step lesson plans.
SRA Reading	Supports students who need additional instruction in phonics and phonemic awareness. The SRA strategies span throughout the elementary grades. Once students master decoding and can pronounce words, they move to Corrective Reading with more support in comprehension while continuing with decoding.
TIPS	Team-Initiated Problem Solving is a model created out of the University of Oregon and UNC at Charlotte for using data for problem solving and decision making that includes a systematic team process across data sets.
TWC(S) or NCTWC	NC Teacher Working Condition survey is an anonymous statewide survey of licensed school-based educators to assess teaching conditions at the school, district and state level. First administered in 2002 as part of the Governor's Teacher Working Conditions Initiative, it is conducted biennially.