

**LEA or Charter Name/Number:** New Hanover County Schools - 650  
**School Name/Number:** Wilmington Early College High School/394  
**School Address:** 4500 Blue Clay Road/ND 122 Castle Hayne, NC 28429  
**Plan Year(s):** 2016-2018  
**Date prepared:** 9/20/2016; revised 10/5/2016

**Principal Signature:**



9/28/2017

**Date**

**Local Board Approval Signature:**

**Date**

### **School Improvement Team Membership**

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

<b>Committee Position*</b>	<b>Name</b>
Principal	Regina Wooten
Assistant Principal Representative	Dr. Anita Brown, Timekeeper
Chairperson	David Harris
Teacher Representative	Deborah Jones
Teacher Representative	Dwight Findlay
Teacher Representative	Lauren Gray
Teacher Representative	Derek Lapiska
Teacher Representative	
Teacher Representative	Stacey Stewart
Teacher Representative	Jamie Troche
Teacher Representative	Kathleen Rich
Teacher Representative	Sharon Leinwand
Teacher Representative	Margaret Krulikas
Teacher Representative	Christine Capen
Parent Representative	Kate Santhuff
Student Representative	Jonathan Marino, Recorder
Parent Representative	TBD

## School Vision and Mission Statements

### **Mission**

The faculty and staff at Wilmington Early College envisions that students will excel in academics, self-advocate for their needs and develop into 21st century leaders.

### **Core Values**

The mission of Wilmington Early College is to provide students confidence to advocate for their educational needs, honor to abide by the high standards of the school and community college and the strength to accept the responsibility of challenging academic work.

## Wilmington Early College High School/394 Executive Summary: Instructional Improvement Plan

COMMUNITY BUILDING:	CONTENT PLANNING:
<p>Students will be assigned to a STAE each semester/year to promote college readiness, time management and other pertinent study skills.</p> <p>Students in grades 10 -13 will take college classes to achieve an Associates degree or a certificate within four or five years.</p> <p>Teachers will plan field trips to make learning meaningful for students and to promote college readiness.</p> <p>12th - 13th graders will participate in Accountability/Senior Seminars for a minimum of bi-weekly basis to assist them with the scholarship/college app. process, monitor college grades, provide personal/social support etc.</p> <p>Students will have the opportunity to develop leadership skills by participating in clubs that meet at least once a month.</p> <p>Create student handbooks and/or checkpoints for parents for each grade level.</p> <p>Complete a health assessment and participate in the Healthy Schools Program which includes both students and staff.</p>	<p>Teachers will continue to use Common Instructional Framework as an instructional tool to enhance student learning and plan lessons.</p> <p>Teachers will develop lesson plans that will be available for discussion as related to classroom observations and walk-throughs.</p> <p>Teachers will incorporate Keys to Literacy strategy in lesson plans and participate in Professional Development.</p> <p>Teachers will participate in peer observations and peer feedback to improve instructional practices.</p> <p>By the end of the year, five teachers will have participated in the tuning protocol with a shared lesson.</p>
INSTRUCTION:	ASSESSMENT FOR LEARNING:
<p>Teachers will utilize STAE to to provide students opportunities for peer tutoring and support with reading and math strategies to help with higher order questioning and thinking skills.</p> <p>Teachers will implement the Common Instructional Framework (Scaffolding, Literacy Groups, Collaborative Group Work, Classroom Talk, Writing to Learn, and Questioning) 70% of the time in order to provide students with skills needed to be successful at both the high school and college level.</p> <p>Teachers will use multiple resources, including instructional technology to support instruction.</p>	<p>Students will be instructed on how to use rubrics to self-assess their learning.</p> <p>Students will use a self-monitoring form in STAE every two weeks to assess their growth and proficiency in all classes.</p> <p>Teachers will effectively document and use formative assessments to analyze student growth and learning.</p> <p>Method Test Prep, peer tutoring, and math support will be utilized by all students to in order to prepare for the ACCUPLACER and establish competitive SAT/ACT scores.</p> <p>Staff will promotes additional participation in standardized testing for 12th and 13th graders to increase college admissions options.</p> <p>Teachers will assess students using a variety of methods and document assessment checkpoints throughout the semester and use the data to guide instruction.</p>

## Priority Goal 1 and Associated Strategies

### School Goal 1:

Wilmington Early College will focus on powerful teaching and learning by focusing on student proficiency and student growth. By June 2018, we will increase student proficiency by a minimum of 2% in each EOC course.

### Supports this district goal:

Continue to deliver high-quality education to all students in New Hanover County Schools.

### SMART Goal (one- to three-year projection)

By June 2020, Wilmington Early College will achieve a minimum of 90% proficiency in Biology and English 2 and show an increase in proficiency in Math 1 by each subgroup by 1% by utilizing the Powerful Teaching and Learning Practices utilized in the Common Instructional Framework and lesson plans focused on differentiation with a focus on reading comprehension strategies.

	Overall Percent Proficient				Growth			
	2013-2014	2014-2015	2015-2016	2016-2017	2013-2014	2014-2015	2015-2016	2016-2017
<b>Biology</b>	60.8	72.3	90	63	-11.9	11.5	17.7	-27
<b>English II</b>	84.2	80.4	87	83	3.2	(-)3.8	6.6	-4
<b>Math I</b>	80.8	86.7	94	90	18.3	5.9	7.3	-4

What data supports the SMART Goal above?

	2015-2016 ELA Percent Proficient by Subgroup										
	All	American Indian	Asian	Black	Hisp	2/more races	White	EDS	LEP	SWD	AIG
<b>Biology</b>	89.7	<10	<10	77.8	<10	<10	94.4	80.8	<10	<10	<10
<b>English II</b>	86.7	<10	<10	81.3	<10	<10	90.0	87.0	<10	<10	93.8
<b>Math I</b>	94.4	<10	<10	93.3	<10	<10	94.3	92.0	<10	<10	<10

	2016-2017 ELA Percent Proficient by Subgroup										
	All	American Indian	Asian	Black	Hisp	2/more races	White	EDS	LEP	SWD	AIG
<b>Biology</b>	62.9	<10	<10	36.8	<10	<10	76.3	51.3	<10	<10	89.5

	2016-2017 ELA Percent Proficient by Subgroup										
	All	American Indian	Asian	Black	Hisp	2/more races	White	EDS	LEP	SWD	AIG
English II	82.9	<10	<10	66.7	<10	<10	94.7	70.6	<10	<10	<10
Math I	89.7	<10	<10	72.2	<10	<10	>95	86.5	<10	<10	>95

#### Strengths?

1. The county has an instructional department that is committed to working with teachers to provide resources to improve teaching and learning.
2. Teachers have access to data regarding all students in order to plan lessons that can be differentiated based on student data.
3. Teachers have limited duties to allow time to plan and opportunities for collaboration on half-days.
4. Many teachers have talents in varied areas and/or disciplines and are willing to collaborate and share and provide feedback.

#### Opportunities For Improvement?

1. Increase use of student data to inform instruction.
2. Training on differentiation and follow-up regarding specific instructional examples.
3. Training in the Artisan Teacher to utilize peer feedback in combination with in-house peer rounds.
4. Focus on rigor and relationships and why they are important.

#### Information/Data needed that you do not have?

1. Follow-up training on EVAAS for all staff.
2. Time for planning using data and time to reflect on how data drives instructions for subgroups.
3. Continued support for MTSS and strategies for supporting students that are Tier 2 and documented ways to support.

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

#### Strategy 1:

#### Strategy:

Pair teachers to review lesson plans and to discuss growth for all student subgroups.

	<b>Action steps:</b>	1. Share lesson plans with peer and Program Coordinator and Principal.
		2. Provide teachers time to discuss and reflect and to offer suggestions with peer.
		3. Share test data with peer and discuss how subgroups performed and rigor that they have or need
		4. Provide suggestions for resources needed for subgroups to show growth and demonstrate college readiness
		5. Focus on academics and college and career readiness by providing students tools for improvement.
<b>Strategy 2:</b>	<b>Strategy:</b> Implement an attendance review in the office following first period each school day. Maintain individual student attendance records to permit trend analysis.	
	<b>Action steps:</b>	1. Complete attendance by first 15 minutes of class
		2. Make calls throughout the day of absent students to find out reasons for absenteeism
		3. Maintain contact with parents and absent students and make referrals for chronic absenteeism
		4. Provide students an opportunity to make-up work to prevent despair
<b>Strategy 3:</b>	<b>Strategy:</b> Utilize teacher, principal, and PTA communications to remind students and parents of the importance of regular attendance.	

	<b>Action steps:</b>	1. Follow attendance reviews with phone calls to parents to confirm reason for absence
		2. Partner with PTA to provide resources for students with perfect attendance.

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

A. List the measure(s) the team will use to determine if the strategy was implemented / completed? (Completion Data)		B. List the measure(s) the team will use to determine if the strategy was implemented correctly? (Fidelity)			
Measure	Reported When	Formative	Reported When	Summative Measures	Reported When
Minutes of peer meetings	Twice per semester or quarterly	Sharing at staff meeting of strategies or lesson plans	Monthly or bimonthly during staff meeting	Reflection of staff; EOC, NCFinal, and teacher made tests in May 2018	Per semester 2017-18
PowerSchool documentation through Blackboard Connect	Daily and according to absences	Letters from social worker and parent meetings as needed	Logged on a quarterly basis	Attendance review meetings	May 2018

## Priority Goal 2 and Associated Strategies

### School Goal 2:

The cohort graduation rate will increase by 1% and the number of students completing a college transfer degree, an applied science degree, or a certification with credentials will increase by a minimum of 5%.

### Supports this district goal:

Improve access to highquality and relevant Career -Technical courses, which prepare students for lifelong learning and employment through the development of adaptable skills and knowledge.

### SMART Goal (one- to three-year projection)

By June 2017, the percentage of students graduating from CFCC with an associates degree will increase as outlined in the chart below as measured by the percent of students who graduate with their five-year cohort.

	Overall Percent Proficient				Growth			
	2013-2014	2014-2015	2015-2016	2016-2017	2013-2014	2014-2015	2015-2016	2016-2017
<b>Graduation Rate</b>	>95	>95	>95	>95				

### What data supports the SMART Goal above?

	Cohort Graduation Rate Three-Year Comparison										
	All	American Indian	Asian	Black	Hisp	2/more races	White	EDS	LEP	SWD	AIG
<b>2014</b>	>95	N/A	N/A	>95	N/A	N/A	>95	90.0	N/A	N/A	N/A
<b>2015</b>	>95	N/A	N/A	>95	N/A	N/A	>95	>95	N/A	N/A	>95
<b>2016</b>	>95	N/A	N/A	>95	>95	N/A	90.9	>95	N/A	N/A	N/A

	2017-2018 Target Goal Graduation Data by Subgroup										
	All	American Indian	Asian	Black	Hisp	2/more races	White	EDS	LEP	SWD	AIG
<b>Target Graduation Rate</b>	>95	N/A	N/A	92.3	N/A	N/A	>95	93.8	N/A	N/A	N/A

### Strengths?

1. Support provided to students through MTSS process  
School Improvement Plan

### Opportunities For Improvement?

1. Continued communication with CFCC regarding timely

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### Information/Data needed that you do not have?

1. Individual student grades from college classes (Many

11/6/17



and students with academic needs provided support from teachers and student support team.

2. Each student is assigned either a STAE class or an Accountability Partner who monitors student progress in both high school classes and college classes.

3. We have a CFCC approved progress report form that is utilized by all students taking college classes in order to monitor attendance and student grades.

4. Implementation of Ambassador Program to support students and involve them in taking ownership of their learning and leadership.

5. Each student will be provided a user ID and password to utilize Method Test Prep.

posting of grades so students can monitor their academic progress.

2. Implement processes to document scheduling practices for Grades 9-13 to have a fluid transition from high school to college.

3. Schedule to monitor student use of Method Test Prep.

CFCC instructors do not post grades in Blackboard, therefore it is difficult to monitor student progress.)

2. Scheduling cards and scheduling handbook for parents (Tweak NHCS CAPS process for WECHS.)

3. Educational plans for students and courses needed to complete degree (shared from liaison)

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

Strategy 1:	<b>Strategy:</b> Established monthly to mid-semester checks and balances with students taking college classes to monitor course completion and completion of degree for graduating students.	
	<b>Action steps:</b>	<ol style="list-style-type: none"> <li>1. Distribution of</li> <li>3. Weekly meetings with college liaison with planned agendas regarding student support</li> <li>5. Mid-semester checkpoints with students by their STAE and/or Accountability advisers to monitor progress</li> </ol>
Strategy 2:	<b>Strategy:</b> Implement a schedule to monitor student use of Method Test Prep.	
	<b>Action steps:</b>	<ol style="list-style-type: none"> <li>1. The STAE Coordinator, Program Coordinator and the Counselor will develop a schedule for all</li> </ol>

		Accountability Partners and STAE teachers to follow.
		2. STAE teachers will check student use of Method Test Prep a minimum of every three weeks (9th graders) and every two weeks (10th graders) and Accountability Partners will check every two weeks and follow-up with conferences and documentation.
<b>Strategy 3:</b>	<b>Strategy:</b> Exposure of students to a minimum of three college (virtual and on-site) visits for the school year and follow-up of experiences during STAE.	

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

A. List the measure(s) the team will use to determine if the strategy was implemented / completed? (Completion Data)		B. List the measure(s) the team will use to determine if the strategy was implemented correctly? (Fidelity)			
Measure	Reported When	Formative	Reported When	Summative Measures	Reported When
Percentage of students graduating with an Associates Degree, Applied Sciences Degree and Certificate for 2017-18	June 2018				

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

## Priority Goal 3 and Associated Strategies

### School Goal 3:

Provide students with resources, support, and rationale to improve ACT test scores for competitive college admissions.

### Supports this district goal:

Continue to deliver high-quality education to all students in New Hanover County Schools

### SMART Goal (one- to three-year projection)

By May of 2017, results for percent proficient will increase by \_\_\_\_\_ as outlined in the chart below as measured by (ACT) tests.

	Overall Percent Proficient				Growth			
	2013-2014	2014-2015	2015-2016	2016-2017	2013-2014	2014-2015	2015-2016	2016-2017

What data supports the SMART Goal above?

	2013-2016 ACT Percent Proficient by Subgroup 4-Year Comparison										
	All	American Indian	Asian	Black	Hispanic	2/more races	White	EDS	LEP	SWD	AIG
2012-2013											
2013-2014											
2014-2015											
2015-2016	78										

	2017-2018 ACT Target Goal Percent Proficient by Subgroup										
	All	American Indian	Asian	Black	Hispanic	2/more races	White	EDS	LEP	SWD	AIG
2016-2017 ACT Targets	82.1	N/A		60.0			>95	61.5			

Strengths?

Opportunities For Improvement?

Information/Data needed that you do not have?

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

<b>Strategy 1:</b>	<b>Strategy:</b> Provide
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Identify the measures you will use to determine the effectiveness of the strategy.

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

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

## Safe School Plan

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

Name and role of person(s) responsible for implementing this plan:

### Statement of Responsibility for the School District Superintendent

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

### Statement of Responsibility for the School Principal

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

Assistant Principal(s):

Teachers:

Teacher Assistants:

Other School Staff:

### Services for At-risk Students

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

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

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

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

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

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

Professional Development		Planned/Completed	
Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs			
Program or Strategy Being Funded	Amount of Funding		Source of Funding

## Title I School-wide Compliance Review and Plan

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

## Compliance Review and Plan for Schools in Title I School Improvement

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

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

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

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

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

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

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

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

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

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

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

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

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

**Authoritative Data Source**

<b>Mathematics I</b> <b>(Multiple Choice, NC Extend 1 and NC Extend 2)</b>										
Group/ EOC	2015-16					2016-17				
	Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
	Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
<b>All</b>	<5	-	-	-	-	<5	-	-	-	-
<b>Black</b>	<5	-	-	-	-	5.6	22.2	16.7	44.4	11.1
<b>EDS</b>	<5	-	-	-	-	<5	-	-	-	-
<b>Female</b>	<5	-	-	-	-	<5	-	-	-	-
<b>Hispanic</b>										
<b>Male</b>	<5	<5	<5	-	-	<5	-	-	-	-
<b>White</b>	<5	-	<5	-	-	<5	<5	-	-	-

**Summary of Findings Based on Student Performance:**

English II (Multiple Choice, NC Extend 1 and NC Extend 2)										
Group/ EOC	2015-16					2016-17				
	Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
	Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
All	<5	-	-	-	-	<5	-	-	-	<5
Black	<5	-	-	-	<5	<5	-	<5	-	<5
EDS	<5	-	-	-	-	<5	-	<5	-	<5
Female	<5	-	-	-	-	<5	-	<5	-	<5
Hispanic										
Male	<5	-	-	-	-	<5	-	-	-	<5
White	<5	-	-	-	-	<5	-	-	-	-

**Summary of Findings Based on Student Performance:**

Biology (Multiple Choice, NC Extend 1 and NC Extend 2)								
Group/ EOC	2015-16				2016-17			
	Percent of Students Achieving Performance Level				Percent of Students Achieving Performance Level			
	Level I	Level II	Level III & IV	Average Score	Level I	Level II	Level III & IV	Average Score
All	<5	-			-	-		
Black	5.6	16.7			36.8	26.3		
EDS	<5	-			-	-		
Female	<5	-			-	-		
Hispanic								
Male	<5	<5			-	-		
White	<5	-			<5	-		

**Summary of Findings Based on Student Performance:**



EOC Composite (All EOC Subject Areas Combined) (Multiple Choice, NC Extend 1 and NC Extend 2)										
Group/ EOC	2015-16					2016-17				
	Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
	Level V	Level II	Level III	Level IV	Level V	Level V	Level II	Level III	Level IV	Level V
Hispanic										

Summary of Findings Based on Student Performance: