

How to Use This Template

General Information

This school improvement plan template is designed to provide a step-by-step approach to planning. The template is aligned with the NCDPI-recommended model for school improvement planning as outlined in *The North Carolina School Improvement Planning Implementation Guide*. The template is aligned with the recommendations found in the Guide. For instance, space is provided for up to 5 goals for each school and drop-down menus reflect recommended guidelines such as quarterly, or at most semi-annual, review cycles. Each page of this template is designed to print neatly on an 8.5 inch-wide piece of paper, though the length may stretch to several pages. **At certain locations, you will see a prompt to "select" an item from a drop-down menu. To use this feature, select the cell, then look to the far right of the cell for the drop-down button. Click the button to select the item for that cell.**

Please note the template has several tabs along the bottom of the Excel workbook. Each tab corresponds to an input and/or step of the planning process. For example, the tab named "Step 1 Cover Sheet" (see below) provides a location to input relevant school demographic data (we anticipate that the future on-line version will pre-populate this data) and school improvement team information as well as space for the principal and the local board of education chair to sign-off. Other tabs provide reference information for the school improvement team (SBE Goals, District Goals), a place for data analysis and summary, and of course, a place to identify and track school-level goals. Additional detail for each tab is provided below.

Reference Tabs – These tabs provide information to aid the planning process.

SBE Goals – This tab lists the five current State Board of Education goals for North Carolina. Use this as a reference as needed.

District Goals – This tab provides space to input district level goals as well as the SBE goal supported by each. It is intended to provide an easy-to-access reference point for local district goals. Please note that the SBE goals may be selected by clicking on the cell and using the drop-down button at the end of the cell. Also, entering your district-level goals is a critical step because it builds one of the drop-down menus you will use in Steps 3 through 7, described below in greater detail. **Please note this page contains at least one drop-down menu.**

Data Sources – This tab lists a variety of data sources for school improvement teams to consult as they work to establish an understanding of the current state at the school. Other data sources may be available locally as well and teams should not limit themselves to evaluating the sources listed in the template.

School Vision and Mission – School improvement teams can input the school's mission and vision on this tab to provide an easy reference as needed during the planning process.

School Improvement Plan Tabs – The School Improvement Plan consists of these tabs.

Step 1 – Cover Sheet – Use this sheet to document school information. Identify all School Improvement Team members and whom they represent, as appropriate. This sheet also provides signature lines for the school principal and the person authorized to accept the plan on behalf of the local school board. **Please note this page contains at least one drop-down menu.**

Step 2 – School Data Analysis Summary – This sheet provides guiding questions to help begin data analysis. It provides space to document findings and list priorities. Data sources for use with this tab are listed on the "Data Sources" tab; other available data locally available may also be used.

Steps 3 through 7 – School Goals – These tabs provide space to record goals based upon the priorities resulting from data analysis. A separate tab is provided for each goal up to 5 goals (3-5 goals are recommended for each school). For each goal, several items can be recorded: the relevant area for improvement, the goal and the district-level goal it supports, measures, quantitative target, and milestone date. The school improvement team can also record the specific strategies to be implemented to achieve the goal along with action items for each strategy. The lower portion of each sheet provides a place to discuss potential interventions, to identify funding sources (using a drop-down menu) and team members, and to document the reviewcycle frequency for the goal (also using a drop-down menu). **Please note that each of these pages contains multiple drop-down menus.**

Other SIP-related Requirements

Safe Schools Plan – This template for the Safe Schools Plan is aligned to the state legislative requirements specified in § GS 115C-105.47. Using this template to guide Safe School planning will ensure schools address the appropriate requirements. District-level Safe Schools personnel can use the information on this tab from each school in the district to understand the prevailing issues across the district and document appropriate strategies on the district-level Safe Schools Plan.

Title I School-wide Review - If your school is a Title I School-wide school, use this tab to develop your Title I Plan. This portion of the template was developed in conjunction with NC DPI Program Monitoring and offers space to address all federal requirements for this program. Please note that the form is designed to allow you to "X" the appropriate box and identify either an existing strategy associated with the federal requirement, or identify and describe a different program or strategy that will be used by you school to meet the requirement.

Title I Targeted-assistance Review - If your school is a Title I Targeted-assistance school, use this tab to develop your Title I Plan. This portion of the template was developed in conjunction with NC DPI Program Monitoring and offers space to address all federal requirements for this program. Please note that the form is designed to allow you to "X" the appropriate box and identify either an existing strategy associated with the federal requirement, or identify and describe a different program or strategy that will be used by you school to meet the requirement.

For Schools in Title I Improvement - This tab is for use by any school currently in Title I School Improvement. Filling out this tab will ensure that these schools meet the additional federal requirements that go into effect when a school enters into this status.

ABCs Waiver Request Form – ABCs waivers may be requested according to the guidelines specified in GS § 115C-105.26. These guidelines are enumerated in the SIP Implementation Guide.

State Board of Education Goals – Future-ready Students for the 21st Century

Goal 1 – North Carolina public schools will produce globally competitive students.

Goal 2 – North Carolina public schools will be led by 21st Century professionals.

Goal 3 – North Carolina Public School students will be healthy and responsible.

Goal 4 – Leadership will guide innovation in North Carolina public schools.

Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.



District Goals for (insert district here)

District Goal 1:

Supports SBE Goal: Select an SBE Goal

District Goal 2:

Supports SBE Goal: Select an SBE Goal

District Goal 3:

Supports SBE Goal: Select an SBE Goal

District Goal 4:

Supports SBE Goal: Select an SBE Goal

District Goal 5:

Supports SBE Goal: Select an SBE Goal



Recommended Data Sources for Analysis by School Improvement Teams

Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.

Examine data from such areas as:

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)

End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

School Report Card results: (www.ncreportcards.org)

North Carolina Teacher Working Conditions Survey results: (<http://ncteachingconditions.org>)

North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at <http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf>)

Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)

Career and Technical Education Local Plan

School Demographic Information related to student discipline. (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance)
(<http://www.ncpublicschools.org/research/discipline/reports>)

School Demographic Information related to drop-out information and graduation rate data
(<http://www.ncpublicschools.org/research/dropout/reports>)

School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (<http://www.ncreportcards.org> and locally-maintained data)

School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)

Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency

Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency

School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities

Ready Schools Inventory/Ready Schools Plan (<http://ncreadyschools.org>)

Special Education Continuous Improvement Plan

Title I AYP (<http://ayp.ncpublicschools.org>)

Healthy Active Children Initiative (<http://www.nchealthyschools.org>)

School Vision and Mission Statements for (Ashe County High School)

Vision:

The vision of Ashe County High School is to orchestrate an educational community addressing student centered concerns and high academic expectations for 21st century college, career and societal opportunities. We envision educators working together to reflect, collaborate and grow to meet the real world needs of the student population as we strive toward greater student engagement and involvement while instilling the love of learning for a lifetime.

Mission:

The mission of Ashe County High School is to insure that all students are given the opportunity to learn the skills and knowledge necessary to become responsible citizens in an educational environment conducive to their individual needs, career direction and capabilities.



School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis tell you about your schools strengths?

Based on observation data, specifically the TNL standard 3, we have a large number of teachers that are teaching 21st century skills to our students with great success. Our teachers are providing students with hands-on activities and numerous opportunities to develop critical thinking skills through a variety of teaching methods. All courses are taught by highly qualified teachers. Our technology infrastructure is available for 21st century professionals to utilize in the assessment of developing future-ready students. All classrooms are equipped with smartboards; we also have two open computer labs and six portable computer labs. Our student attendance rate is 95%. Our graduation rate rose from 80.6% to 84.8%. Our overall testing composite is 43.9%. Our school met 15 of 17 AMO objectives.

2. What does the analysis tell you about your schools gaps or opportunities for improvement?

Our school did not meet our AMO targets this year as a result of the scores of the Economically Disadvantaged (ED) students on the EOC tests. Only 34.3% of our ED students were proficient on the tests. This is down from 52.5% the previous year. Our free and reduced lunch population is 48%. We had a total of 44 non-promotions of 9th graders. As a school, we did not meet our overall growth targets. Listed below is the percent of students making growth in each EOC tested subject. (High growth is not figured on ABC summary report)

M1 = 45.2%
Biology = 37%
E2 = 49.4%
Overall = 43.9%

3. What data is missing, and how will you go about collecting this information for future use?

None

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

Priority Goal 1: Reduce the achievement gap between Economically Disadvantaged and Non-Economically Disadvantaged students.

Priority Goal 2: Achieve "High Growth" status as measured by the ABCs accountability model. ABC's report.

Priority Goal 3: Establish stronger relationships between school, teacher, student, and parents.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data: Academic Growth

School Goal 1:

By 2017, Ashe County High School will meet high growth standards as measured by ABC Summary report on proficiency and growth standards, including End of Course exams and ACT scores. The number of ACHS 11th graders meeting the composite score of 17 on the ACT will grow by 3% each year.

Supports this district goal:

Globally Competitive Students

Target:

By 2017, ACHS will meet growth standards in English II, Math I, and Biology as measured by ABC summary report on growth. ACT composite will grow by 3% each year.

Indicator:

EOC results and promotion data; ACT results

Milestone date:

30-Jun-15

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

Strategy 1:

Strategy: Utilize strategies to assess student growth.

Action steps:

1. Teachers will use EVAAS projection data to measure growth.
2. Educators will expand use of EVAAS to determine individual student potential and to target areas of high need.
3. Each teacher will participate in assigned PLC to discuss growth progress, strategies, and best practices.
4. Teachers will implement ACT practice into their daily lessons.

- 5.
- 6.
- 7.
- 8.

Plan/Do



Plan/Do

How will we fund these strategies?

Funding source 1:	Select a funding source	Funding amount:	NA
Funding source 2:	Select a funding source	Funding amount:	NA
Funding source 3:	Select a funding source	Funding amount:	NA
Funding source 4:	Select a funding source	Funding amount:	NA
Funding source 5:	Select a funding source	Funding amount:	NA
		Total initiative funding:	NA

Review frequency: Quarterly

Assigned implementation team: Josh Beckworth, John Marsh, Sarah Blevins

Check

What data will be used to determine whether the strategies were deployed with fidelity?

EOC growth, EVAAS reports, PLC documentation, ACT results, lesson plans

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Student performance on EOC's in English II, Math I, and Biology compared to predicted proficiency percentages from EVAAS. ACT results

What does data show regarding the results of the implemented strategies?



Based upon identified results, should/how should strategies be changed?

Act

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data: Student achievement/growth, academic rigor, EOC results

School Goal 2: By 2017, Ashe County High School will reduce the achievement gap between Economically Disadvantaged Students and Non-economically Disadvantaged Students by 10%.

Supports this district goal: Globally Competitive Students

Target: By 2015, ACHS will reduce this achievement gap by 5%.

Indicator: EOC data, promotions

Milestone date: 6/30/2015

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

Plan/Do

Strategy 1:	Strategy: Register every student in rigorous and relevant classes and activities.		
	Action steps:		
	1. Each department will provide tutoring opportunités based on student data.		5.
	2. Counselors will implement 4 year plan using the Futures for Kids program.		6.
	3. Educators will encourage all students to take higher level courses and ACT and SAT.		7.
	4.		8.
	Strategy: Design and implement a freshman transition plan to build relationships and encourage a rigorous course of study for each learner.		
	Action steps:		
	1. Educators will develop a freshman website.		5. Parent teacher conferences
	2. Educators will offer a curriculum fair.		6. Provide student incentives for tutoring attendance
3. Educators will design and implement a Math I placement test for rising 9th graders		7.	
4. Provide students with tutoring during the school		8.	
Strategy:			

Strategy 3:	Strategy.	
	Action steps:	
	1.	5.
	2.	6.
	3.	7.
	4.	8.

Plan/Do

How will we fund these strategies?

Funding source 1:	Select a funding source	Funding amount:	NA
Funding source 2:	Select a funding source	Funding amount:	NA
Funding source 3:	Select a funding source	Funding amount:	NA
Funding source 4:	Select a funding source	Funding amount:	NA
Funding source 5:	Select a funding source	Funding amount:	NA
		Total initiative funding:	NA

Review frequency: Quarterly

Assigned implementation team: Dana Henson, Jason Krider, Ronnie Pruitt, Melanie Jones

Check

What data will be used to determine whether the strategies were deployed with fidelity?

EOC data, promotion data, lesson plans, tutoring logs, professional development certificates, class rosters, surveys, student grades

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Reduction of achievement gap, four year counseling plan, attendance at tutoring sessions

What does data show regarding the results of the implemented strategies?





Based upon identified results, should/how should strategies be changed?

Act

Empty response area for the 'Act' phase.



Priority Goal 3 and Associated Strategies

Area for improvement and supporting data: 21st Century Professionals

School Goal 3: Teachers will provide a learning environment that will challenge students to become 21st Century learners.

Supports this district goal: Provide high quality instruction in every classroom by utilizing instructional methods to address various learning needs, eliminating achievement gaps and engaging all learners.

Target: By 2015, teachers will increase 21st century skills.

Indicator: Assessment data, professional development, current research, observation data, PDP's, lesson plans, student surveys

Milestone date: 6/30/2015

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

Plan/Do

Strategy: Teachers will demonstrate 21st century pedagogy.

Action steps:

- Strategy 1:**
1. Educators will complete True North Logic evaluation process.
 2. Document 21st century pedagogy in lesson planning.
 3. Teachers will center lesson plans on RBT, focusing on critical thinking and higher order thinking skills.

- 5.
- 6.
- 7.
- 8.

Strategy: Educational professionals will attend professional development seminars/webinars to stay updated on 21st century skill developments

Action steps:

- Strategy 2:**
1. The technology staff will develop a Tech 30 calendar for each school year.
 2. Administrators will survey teachers on summer conference session needs.

- 5.
- 6.



Strategy 3:	3	7.
	4	8.
	Strategy: Educational professionals will collaborate with peers on 21st century skills.	
	Action steps:	
	1. Teachers will participate in assigned PLC's.	5.
	2. Teachers will serve as mentors to their colleagues to assist with 21st century skills.	6.
3	7.	
4	8.	

Plan/Do

How will we fund these strategies?

Funding source 1:	Select a funding source	Funding amount:	NA
Funding source 2:	Select a funding source	Funding amount:	NA
Funding source 3:	Select a funding source	Funding amount:	NA
Funding source 4:	Select a funding source	Funding amount:	NA
Funding source 5:	Select a funding source	Funding amount:	NA
		Total initiative funding:	NA

Review frequency: Quarterly

Assigned implementation team: Amanda Hipp, Jerry Baker, Andrea Gardner, Travis Bennett, Zach Russ

Check

What data will be used to determine whether the strategies were deployed with fidelity?

Completed PDP's, observations, teacher self-assessments, lesson plans, PLC documentation, professional development certificates, teacher and student surveys

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Educator summary evaluation data, educator effectiveness data, professional development logs, lesson plans, student surveys, parent surveys

What does data show regarding the results of the implemented strategies?



Based upon identified results, should/how should strategies be changed?

Act

Empty response area for the 'Act' phase.



Priority Goal 4 and Associated Strategies

Area for improvement and supporting data: Healthy and responsible students

School Goal 4: Faculty, staff, students, and community at ACHS will form a community that works together to foster an environment (school climate) that will nurture the social, emotional, and physical health of all students.

Supports this district goal: Improve the health and wellness of students and personnel

Target: By June 2015 ACHS will have implemented workshops on tolerance and respect of others.

Indicator: Climate survey, workshops

Milestone date: 6/30/2015

Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy: Students and staff will receive 1 workshop per year to develop tolerance and respect.

Action steps:

Plan/Do	Strategy 1:	1. Educators will develop a yearly calendar for classroom implementation.	5.		
		2. Workshops implemented by identified personnel with expertise dealing with critical issues.	6.		
		3. Faculty and students will participate in workshop.	7.		
		4. Develop promotional material to advocate tolerance and respect.	8.		
		Strategy: Faculty and staff will engage with students in conversation that is non-confrontational, non-directive and is a positive educator-student interaction. Develop the YES club.			
	Strategy 2:	Action steps:			
		1. Faculty and staff will continue AM/PM hallway supervision using this time to nurture relationships with students.	5.		

	2. Reorganize the YES club.	6.
	3. Identify faculty sponsors for the YES club.	7.
	4.	8.
Strategy 3:	Action steps:	
		5.
		6.
		7.
	4.	8.

Plan/Do

How will we fund these strategies?

Funding source 1:	Select a funding source	Funding amount:	NA
Funding source 2:	Select a funding source	Funding amount:	NA
Funding source 3:	Select a funding source	Funding amount:	NA
Funding source 4:	Select a funding source	Funding amount:	NA
Funding source 5:	Select a funding source	Funding amount:	NA
		Total initiative funding:	NA

Review frequency: Quarterly

Assigned implementation team: Jill Starling, Sarah Tugman, Annette Bednosky, Walter Pugh

Check

What data will be used to determine whether the strategies were deployed with fidelity?

student surveys, senior surveys

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Student surveys, parent surveys

What does data show regarding the results of the implemented strategies?



Based upon identified results, should/how should strategies be changed?

Act

Empty response area for the 'Act' phase.



Safe School Plan for (insert school name)

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

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

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Statement of Responsibility for the School District Superintendent

In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION HERE)

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Statement of Responsibility for the School Principal

In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION HERE)

Empty space for inserting disciplinary consequences.

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

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s):

Teachers:

Teacher Assistants:

Other School Staff:

Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), 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.

Empty space for describing services for at-risk students.



Pursuant to General Statute §115C-105.47 (b)(6), 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.

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Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.

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Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.

Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.



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

Program or Strategy Being Funded

Amount of Funding

Source of Funding

