

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

<p><i>Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.</i></p> <p><i>Examine data from such areas as:</i></p>
<p>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)</p>
<p>End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)</p>
<p>End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)</p>
<p>School Report Card results: (www.ncreportcards.org)</p>
<p>North Carolina Teacher Working Conditions Survey results: (http://ncteachingconditions.org)</p>
<p>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</p>
<p>Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)</p>
<p>Career and Technical Education Local Plan</p>
<p>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/report)</p>
<p>School Demographic Information related to drop-out information and graduation rate data (http://www.ncpublicschools.org/research/dropout/report)</p>
<p>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)</p>
<p>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)</p>
<p>School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)</p>
<p>Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p>Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p>School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities</p>
<p>Ready Schools Inventory/Ready Schools Plan (http://ncreadyschools.org)</p>
<p>Special Education Continuous Improvement Plan</p>
<p>Title I AYP (http://ayp.ncpublicschools.org)</p>
<p>Healthy Active Children Initiative (http://www.nchealthyschools.org)</p>

School Vision and Mission Statements for West Stanly High School

Vision:

West Stanly High School will be a school of excellence ensuring success for every student while improving the quality of life for our community in an ever-changing world.

Mission:

West Stanly High School will encourage individual student achievement and growth that is reflected in data. West Stanly will establish an environment where cultural, socio-economic, and academic diversity is understood and valued. West Stanly truly is **W**here **E**xcellence **S**tarts **T**oday!



LEA or Charter Name/Number: Select your school district/charter school

School Name/Number:

West Stanly High School

School Address:

306 East Red Cross Road, Oakboro, NC 28129

Plan Year(s):

2011-2012

Date prepared:

14-Sep-11

Principal Signature: _____

Date

Local Board Approval Signatur _____

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	Committee Position*	Name
Principal	Kim Page		
Assistant Principal Representative	Sandie Brundin		
Teacher Representative	Cathy McSwain	English Department	
	Mark Rowles	Science Department	
	Wendy Tucker	EC Department	
	Wes Tucker	Fine Arts / Foreign Lang. Dept.	
	Donna Mabry-Furr	CTE Department	
	Christi Edwards	Math Department	
	Dan Rice	History Department	
	Rudi Heath	Science Department	
	Connie Williams	Media Specialist	
	Sharlina Honeycutt	At-Large Position	
	Kathy High	At - Large Position	
	Jenny Farmer	At- Large Position	
Assistant Representative	Tammy Jones		
Non-Certified Staff	Myra Hill		
Parent Representatives	Lisa Herring		
	Meredith Broadway		
	Vivian Bridges		

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

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?

School staff - 90% or more school staff agree or strongly agree on the following: they are pleased with the overall school program; the school is safe; there is a clear code of conduct; they are treated fairly by administrators; there is strong instructional leadership in the school; the principal involves staff in decision-making; teachers feel free to communicate with the principal; the principal ensures the staff follows the NC Standard Course of Study; the principal provides leadership for improvement based on data; the principal monitors teachers regarding student progress; the principal is supportive; and teacher evaluation is used to improve teacher performance. In terms of student performance, overall proficiency for all EOC tests increased for black females from 81.3% to 82.4%. Academically Gifted students remained above the 95% level for both Reading and Math tests administered. In Physical Science white males and females as well as students not identified as economically disadvantaged increased in proficiency levels. Students with disabilities, particularly those identified as Other Health Impaired or Specific Learning Disabled increased in proficiency in Physical Science from 44.8% during 2009-2010 to 52.4% in 2010 - 2011. While the overall percent proficient decreased in US History in 2010 - 2011, proficiency increased for female, Black, and Hispanic students. Again, students with Other Health Impaired identifications increased from 77.8% proficient in 2009-2010 to 83.3% in 2010 - 2011 in US History. English I scores were increased this past year in the female and Other Health Impaired subgroups, but did fall as a whole. Biology proficiency increased for Hispanic students from 62.5% to 63.6% this past school year. Economically Disadvantaged students increased in Biology as well.

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

According to staff surveys conducted last school year, less than 90% of staff agreed on the following items: physical facilities are kept clean and in good repair; instructional time is rarely interrupted; the principal is visible and accessible; and staff development helps keep teachers up-to-date on best teaching practices. West Stanly High School did not make Growth during the 2010 - 2011 school year. Adequate Yearly Progress was not achieved(achieving only 10 out of 13 targets.) Reading subgroups of All Students, White, and Economically Disadvantaged Students did not meet Adequate Yearly Progress. The school's performance composite dropped from 86.8% proficient during the 2009-2010 school year to 78.1% proficient this past year. All EOC tested areas decreased in proficiency levels overall.

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

No data is noted as missing at this time.

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

According to the Stanly County Schools Strategic Plan for 2008-2011, West Stanly High School can identify priorities related to each area indicated. In the area of High Student Achievement a priority emerges for West Stanly High School to develop actions that would address Growth and High Growth in all EOC tested areas. Another target area for the school will be the Adequate Yearly Progress goal not achieved this past year in the areas noted for Reading. Another priority area cited in the district is in Quality Teachers and Staff Development. West Stanly will focus on the improving teacher satisfaction survey results. The school will also have school safety as a priority as it is on the Strategic Plan. A Comprehensive Safe Schools Plan will be developed and practiced. West Stanly will create strategies to increase community involvement as well. Lastly, as indicated in the Strategic Plan, West Stanly High School will continue to write innovative strategies that will enhance the Effective and Efficient Operations of the school. All priority areas are supported by data and physical evidence in the school.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data: West Stanly High School will move from a school of no recognition to a school of High Growth.		
School Goal 1:	West Stanly High School will achieve High Growth.	
Supports this district goal:	Stanly County Schools will will achieve Expected/High Growth as indicated by the NC Accountability Standards. Adequate Yearly Progress will also be achieved.	
Target:	The percentage of students making expected growth will increase by 10% each year.	
Indicator:	Growth Component of NC ABC's by subject area	
Milestone date:	Jun-12	
Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.		
Plan/Do	Strategy: Collaborate with subject-area colleagues to share strategies.	
	Action steps:	
	1. Teachers will discuss departmental strategies for all EOC tested areas.	5.
	2. Teachers will collaborate with staff from other high schools to note various successful classroom strategies using Google Apps.	6.
	3. Technology Facilitator will assist in classrooms to integrate and expand technology use.	7.
		8.
	Strategy 1:	
Strategy 2:		
Strategy: Collaborate with central office staff to make data driven decisions		
Action steps:		
1. EOC teachers meet with Testing Coordinator at district level to discuss EOC data.	5.	
2. SIT Data Committee will be developed to create data board using benchmark data as well as EOC data.	6.	
3. Data information board will be developed in staff meeting room to display school data information	7.	
	8.	
	4.	
Strategy 3:		
Strategy: Collaborate with departments and counselors to determine student course placement		
Action steps:		
1. School departments will design guidelines to determine student progress.		
2. Students must show progress in order to be place in next course level (ie. Algebra 1A moved on to 1B, or intermed. to regular)		

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

At West Stanly High School the following areas were noted that less than 90% of the staff did not agree with on teacher surveys conducted at the end of the year: instructional time is rarely interrupted, the principal is visible and accessible, and staff development keeps teachers up to date on best practices.

School Goal 2:	West Stanly High School will increase all areas of the teacher satisfaction surveys and will indicate satisfaction with the school.
Supports this district goal:	Stanly County Schools will promote high performance and standards among all employees. Teacher satisfaction survey results will be 90% or higher.

Target:	West Stanly High School will decrease teacher absences by 10%. West Stanly High School will also increase satisfaction on surveys to 90% in all areas.
Indicator:	Teacher surveys
Milestone date:	Jun-12

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

Plan/Do

Plan/Do	Strategy 1:	Strategy: Administrators will meet monthly with departments and PLCs at planning times to determine needs.		
		Action steps:		
		1. Staff will collaborate within departments to brainstorm morale boosting activities.		5. Student clubs will be invited to do something special to recognize and show appreciation towards staff
		2. SIT will develop incentives for staff with good attendance.		6.
		3. SIT will survey departments to determine definitions of classroom		7.
	4. Monthly staff meeting will include a social time along with formal information sharing.		8.	
	Strategy 2:	Strategy:		
		Action steps:		
		1.		5.
		2.		6.
		3.		7.
	4.		8.	
	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: \$0
	Funding source 2:	Select a funding source	Funding amount: \$0
	Funding source 3:	Select a funding source	Funding amount: \$0
	Funding source 4:	Select a funding source	Funding amount: \$0
	Funding source 5:	Select a funding source	Funding amount: \$0
		Total initiative funding:	\$0
	Review frequency: Quarterly		
	Assigned implementation team: Quality Teachers and Staff Committee - division of SIT		
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Administrator and committee minutes of PLC and department meetings, staff attendance records, survey results.		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Staff surveys will indicate satisfaction. On quarterly surveys and at department meetings information (success/failure with strategies) will be noted in the minutes.		
	What does data show regarding the results of the implemented strategies?		
Act	Based upon identified results, should/how should strategies be changed?		
	Action Plan and Strategies to be reviewed as needed or at the end of the school year.		

Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

West Stanly High School has multiple business supporters for extracurricular activities. The school is in need of more frequent student rewards for attendance, academic achievement, and behavior. Parental involvement in the school will increase as well.

School Goal 3:	West Stanly High School will gain additional business/community/family partnership(s) that support academic achievement, attendance, and behavior.
Supports this district goal:	Stanly County Schools will promote healthy lifestyles and will increase the number of community partnerships.

Target:	West Stanly High School will develop 2 additional community partnerships this school year and will document parental contacts.
Indicator:	Partnership established, parent contacts documented
Milestone date:	One each semester (Jan. 2012 and June 2012)

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

Plan/Do

Plan/Do	Strategy 1:	Strategy: Through SIT develop a 21st Century Leadership Team to identify and establish community partnerships.			
		Action steps:			
		1. 21st Century Leadership Team developed to identify and establish community partnerships.	3		5.
		2. Team establishes methods (VISA card, etc.) to reward students			6.
	4.			7.	
				8.	
	Strategy 2:	Strategy: Parent contact logs will be implemented.			
		Action steps:			
		1 Teachers document all parental contact.			5.
		2 Teachers maintain all grades in eSIS weekly and make contact with parents of grade, attendance, or behavioral changes.			6.
	3. Improve communication with parents through the use of technology.			7.	
	4.			8.	
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:
	Funding source 2: Select a funding source	Funding amount:
	Funding source 3: Select a funding source	Funding amount:
	Funding source 4: Select a funding source	Funding amount:
	Funding source 5: Select a funding source	Funding amount:
		Total initiative funding: \$0
	Review frequency: Quarterly	
	Assigned implementation team: 21st Century Leadership Team - division of SIT	
Check	What data will be used to determine whether the strategies were deployed with fidelity?	
	Documentation of student rewards for attendance, behavior, academic achievement; 2 community partnerships established; parent contact logs.	
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
	Community partnerships will assist in providing student rewards for behavior, attendance, and/or academics. Communication between home and school will be increased as indicated on parent surveys.	
	What does data show regarding the results of the implemented strategies?	
Act	Based upon identified results, should/how should strategies be changed?	
	Action Plan and Strategies to be reviewed/addressed as needed or at the end of the school year.	

Priority Goal 4 and Associated Strategies				
Area for improvement and supporting data: West Stanly High School has facility needs that affect and compromise daily performance, safety, and communication of staff and students - intercom system, school sign, traffic entrance/exit, school doors/keys.				
School Goal 4: Supports this district goal:	West Stanly High School will investigate solutions to the school entrance/exit issues with the NC DOT. The SIT will prepare budget requests and proposals for the Stanly County School Board regarding school facilities. Stanly County Schools will maintain facilities that are safe, functional and efficient.			
Target: Indicator: Milestone date:	Improved intercom system, reduction in traffic incidents at school entry and in parking lot, school security maintained. Intercom will be heard clearly in all areas of the campus Jun-12			
Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.				
Plan/Do	Strategy 1: Strategy: Collaborate with Superintendent, Maintenance Department, and NC Dept. of Transportation to discuss traffic solutions. Action steps: 1. Meeting with NC DOT, Maintenance Dept., and Superintendent to discuss proposals. 2. Developing 2-3 gradual plans to improve traffic flow 3. Continued increased staff participation to help direct traffic in the mornings and afternoons 4.	5. 6. 7. 8.		
	Strategy 2: Strategy: Collaborate with Maintenance Department regarding school keys and a numbering system for all key holders Action steps: 1. SIT and administrators make financial commitment to re-key exterior doors of buildings. 2. Every classroom will have a way of contacting the school office via intercom or telephone. 3. Continued control of traffic light to exit buses in the afternoons. 4.	5. 6. 7. 8.		
	Strategy 3: Strategy: SIT will make budget proposals. Action steps: 1. SIT will develop an Effective and Efficient Operations Team. 2. The EEO will gather data throughout the year regarding school facilities and needs. 3. EEO data will be brought to the SIT and established as budget priorities to be presented to the Board of Education. 4.	5. 6. 7. 8.		
Plan/Do	How will we fund these strategies? <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"> Funding source 1: Select a funding source Funding source 2: Select a funding source Funding source 3: Select a funding source Funding source 4: Select a funding source Funding source 5: Select a funding source </td> <td style="width: 50%;"> Funding amount: Funding amount: Funding amount: Funding amount: Funding amount: Total initiative funding: \$0 </td> </tr> </table>		Funding source 1: Select a funding source Funding source 2: Select a funding source Funding source 3: Select a funding source Funding source 4: Select a funding source Funding source 5: Select a funding source	Funding amount: Funding amount: Funding amount: Funding amount: Funding amount: Total initiative funding: \$0
	Funding source 1: Select a funding source Funding source 2: Select a funding source Funding source 3: Select a funding source Funding source 4: Select a funding source Funding source 5: Select a funding source	Funding amount: Funding amount: Funding amount: Funding amount: Funding amount: Total initiative funding: \$0		
Review frequency: Quarterly Assigned implementation team: Effective and Efficient Operations Team - division of SIT				
Check	What data will be used to determine whether the strategies were deployed with fidelity? Timing of AM and PM traffic, reduction in 911 calls after school hours to administrators, presentation to Board of Education with capital facility improvements			
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) Improvements in all areas as noted. Parent satisfaction survey data to indicate as well.			
	What does data show regarding the results of the implemented strategies? 			
Act	Based upon identified results, should/how should strategies be changed? Action Plan and strategies to be reviewed and addressed as needed or at the end of the school year.			