

HAYWOOD COUNTY SCHOOLS
School Improvement Plan



SCHOOL NAME and NUMBER: Tuscola High School/344214
ADDRESS: 564 Tuscola School Road Waynesville, NC 28786
PLAN YEAR(S): 2016-18
DATE PREPARED: 9/2/16

PRINCIPAL SIGNATURE: _____ **Date:** _____

SIT CHAIRPERSON SIGNATURE: _____ **Date:** _____

DISTRICT IMPROVEMENT TEAM MEMBERSHIP

Committee Member	Position
Travis Collins	Principal
Jacob Shelton	Assistant Principal
Alex Masciarelli	Assistant Principal
Cecilia Ruth Marcus	Lead Teacher
Dawn Tox	Teacher
Christy Cook	Teacher
Daniel Atwood	Teacher
Barron Rogers	Teacher
Austin Chambers	Teacher
Roberta D'Alesandro	Teacher
Carla Brookshire	Teacher
Deb Wright	Teacher
Julia Plott	Guidance Counselor
JoAnn Grasty	Teacher Assistant
Mary Margaret	Parent
Lara Feinberg	Parent

*Add to list as appropriate.



Priority Goal 1: NC public schools will produce globally competitive students.

	District Goal:	Improve Career and College Readiness for all students Pre-Kindergarten through Early College		
	School Goal:	Improve student performance on EOCs, ACT, WorkKeys, Math Course Rigor, and Graduation Rate		
	AdvancEd Standard(s):	1 – Purpose and Direction, 3 – Teaching and Assessing for Learning, 5 – Using Results for Continuous Improvement		
	Title I Component(s):	2 – Schoolwide Reform Strategies, 4 – High Quality and Ongoing Professional Development, 10 – Coordination and Integration of Federal, State and Local Services and Programs		
	EC Indicator(s):	1 – Percent of students with disabilities graduating from high school with a regular diploma, 3 - Participation and performance of children with disabilities on statewide assessments, 13 - Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals, 14 - Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school		
	AIG Standard(s):	2 – Differentiated Curriculum and Instruction, 3 – Personnel and Professional Development, 4 – Comprehensive Programming within a Total School Community		
	Target(s):	ACT: proficient score of 67 ; composite score of 21.1; reading score of 22.1; science score of 21; math score of 21; English score of 20		
Beginning Baseline(s):	Math I goal of 57; English 2 goal of 70; Biology goal of 61.5; WorkKeys goal of 85; Math Course Rigor Goal of 100; Graduation Rate Goal of 90; will meet expect growth ACT: proficient score of 62.7 ; composite score of 19.6; reading score of 22.1; science score of 19.5; math score of 19.5; English score of 18.5 Math I score of 51.3; English 2 score of 62.6; Biology score of 57.5; WorkKeys score of 83.2; Math Course Rigor score of 95.9; Graduation Rate 88.5; did not meet expected growth (-7)			
Completion Date:	June 2017 and then reevaluate and create new goals for June 2018			
Goal 1 Improvement Strategies – Identify research-based strategies				
Strategy 1:	Strategy:			
	Continuation of Professional Learning Communities			
	Action steps:			
	1. Continuation of common pacing and common formative assessments		5. Identify student weaknesses through use of common formative assessments	
	2. Focus on rigor in class lessons (collecting lesson plans) in order to challenge students appropriately		6.	
	3. Monthly department chair meetings to analyze data and to		7.	

	monitor PLC development and growth		
	4.		8.
Strategy 2:	Strategy: Implementation of “T-Time” between 1st and 2nd periods		
	Action Steps:		
	1. Ongoing professional development for maintaining program		5. Utilizing T-Time to prepare for PreACT, WorkKeys, and ACT
	2. Continuation of Academic Recovery Plans to monitor student growth		6.
	3. Using T-Time for tutorials, review, remediation, enrichment, student mastery of objectives		7.
	4. Inviting and encouraging outside speakers for seminars		8.
Strategy 3:	Strategy: Improve communication with all stakeholders		
	Action Steps:		
	1. Encouraging all stakeholders to become aware of events, policies, opportunities, etc through Connect 5 phone calls, THS website, Facebook, and Twitter		5.
	2.		6.
	3.		7.
	4.		8.

Priority Goal 2: NC public schools will be led by 21st Century professionals.

District Goal:	Employ, train and retain the highest qualified teachers in the world
School Goal:	To create an environment to which teachers feel empowered, supported, and professional growth is fostered.
AdvancEd Standard(s):	1 – Purpose and Direction, 2 – Governance and Leadership
Title I Component(s):	3 – Instruction by highly Qualified Staff, 4 – High Quality and Ongoing Professional Development
EC Indicator(s):	1 – Percent of students with disabilities graduating from high school with a regular diploma, 2 – Percent of students with disabilities dropping out of high school, 3 – Participation and performance of children with disabilities on statewide assessments, 5 – Percent of children with IEPs aged 6 through 21
AIG Standard(s):	3 – Personnel and Professional Development
Target(s):	To provide staff development opportunities, teacher involvement in decision-making process, continue to reference teacher working condition survey to reduce teacher frustration
Beginning Baseline(s):	Staff survey given to teachers twice a year; lead teacher log of informal check-ins with teachers; bi-monthly work sessions with teaching and learning as the focus
Completion Date:	June 2018

Goal 2 Improvement Strategies

Strategy 1:	Strategy: Focus on Tuscola Model of Teaching	
	Action steps:	
	1. Focus on model of teaching where class period begins with an objective followed by instructional content and ending with closure to review objective and check for student comprehension	4. Increase communication within departments through department meetings
	1. Maintaining instructional variety for class period (a.k.a. “chunking”)	5. promote THS successes through multiple media forms
	2. Meeting with PLCs to create meaningful common assessments	6.
	3. Meeting with PLCs to analyze data and create meaningful goals	7.
Strategy: Support Bt1s, 2s, 3s		

	Strategy 2:	Action Steps:	
		1. Work closely with County BT coordinator to address needs of beginning teachers	5.
		2. Assign mentors to assist beginning teachers	6.
		3.	7.
		4.	8.
	Strategy 3:	Strategy:	
		Action Steps:	
		1.	5.
2.		6.	
3.		7.	
	4.	8.	

Priority Goal 3: NC public school students will be healthy and responsible.

	District Goal:	Improve student social and emotional health through quality support services.
	School Goal:	To develop a program that supports at-risk students 9 th graders during their transition from middle school to high school.
	AdvancEd Standard(s):	4 – Resources and Support Systems
	Title I Component(s):	2 – Schoolwide Reform Strategies, 4 – High Quality and Ongoing Professional Development, 10 – Coordination and Integration of Federal, State and Local Services and Programs
	EC Indicator(s):	1 – Percent of students with disabilities graduating from high school with a regular diploma, 2 – Percent of students with disabilities dropping out of high school, 4 – Rates of suspension and expulsion
	AIG Standard(s):	2 – Differentiated Curriculum and Instruction, 4 – Comprehensive Programming within a Total School Community, 6 – Program Accountability
	Target(s):	To reduce 9 th grade disciplinary referrals and increase 9 th grade student progress toward graduation.
	Beginning Baseline(s):	To reduce referrals by 1.5% and increase the number of students promoted to the 10 th grade by 1%.
	Completion Date:	June 2018
Goal 3 Improvement Strategies – Identify research-based strategies		
	Strategy:	The implementation of the Check in/Check out (CICO) procedure

	Strategy 1:	Action steps:	
		1. Analyze data from WMS teachers, counselors, and other staff to identify students who would be ideal for a Tier II intervention	
		2. Assign mentors to students in which they will check in with at the beginning of the day and check out with at the end of the day	
		3. Students check in with their classroom teachers at the end of each class period to receive feedback and monitor student progress	
		4. Train 9 th grade teachers and students on the CICO process	6.
	Strategy 2:	Strategy: Utilizing T-Time to increase student involvement	
		Action Steps:	
		1. Coordinating club scheduling during T-Time so all students have an opportunity to participate and become involved in extracurricular activities	5.
		2. Working to decrease behavior problems through positive reinforcement of T-Time opportunities and offerings	6.
		3.	7.
4.	8.		
	Strategy 3:	Strategy:	
		Action Steps:	
		1.	5.
		2.	6.
		3.	7.
4.	8.		

All schools shall complete the following as it applies to your school.

Plan for preparing students to read at grade level by the time they enter 2nd grade including notification to parents for children not reading at grade level and/or at risk of not reading at grade level.

N/A

School Safety and Discipline Plan Components

The THS School Safety Team meets quarterly to discuss and update our school safety plan. All teachers have morning and afternoon duties to secure the campus. All teachers have assigned lunch duty once per week to monitor students. Additionally, the Safety Team will meet quarterly to address safety concerns and work to improve safety throughout the campus.

A plan for improving the academic performance of students at risk of academic failure or dropping out

- Academic Recovery Plan
- meetings with counselors and administrators
- Parent Notification and Involvement
- Improve communication with all stakeholders
- Implementation of T-Time
- APEX Credit Recovery

A plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Teachers supervise lunch on a one week rotation every six weeks. Teachers currently have an 85 minute planning period daily.

--

A plan to provide a duty-free instructional planning time for every teacher with the goal of providing an average of at least five hours of planning time per week.

-Teachers have one 85 minute planning period per day.
