



2016-2017 School Improvement Plan

LEA or Charter Name & Number: Chatham County Schools (#190)
School Name & Number: Chatham Central High School (#190316)
School Address: 14950 NC Highway 902 West
 Bear Creek, NC 27207
Plan Year(s): 2016-2017
Date prepared: 09/13/2016

Principal Signature: _____ Mitchell Stensland _____ 9/13/2016
Typed Name Approval Date

Superintendent/Designee _____
Typed Name Approval Date

Local Board Approval Signature: _____
Typed Name Approval Date

School Improvement Team Membership	
<i>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."</i>	
Committee Position*	Name
Principal	Mitchell Stensland
Assistant Principal Representative	Dr. Karla Eanes
Teacher Representative	Eric Patin, Science Dept Head, SI Team Chair
Inst. Support Representative	Sandra Young
Teacher Assistant Representative	Darlene Luther
Parent Representative	Eric Brooks
Teacher Rep	Joe Little, Fine Arts/PE Dept Head
Teacher Rep	Tracey Shaw, Math Dept Head
Teacher Rep	Karen Heilman, English Dept Head
Teacher Rep	Laurie Paige, Social Studies Dept Head
Teacher Rep	Lynda Burke, CTE Dept Head
Teacher Rep	Morgan Brewer, EC Dept Head

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

School Vision and Mission Statements for Chatham Central High School

Chatham Central High School will develop life long learners who are globally competitive, responsible citizens who communicate effectively using innovative resources, are engaged in learning, and use transferable skills based on the NC Essential Standards.

Mission:

Upon graduation, each student will depart Chatham Central with the academic or vocational tools, emotional development, artistic appreciation, and social adjustment necessary for satisfactory survival and maximum achievement in today's competitive society.

Executive Summary for Chatham Central High School

The purpose of the Executive Summary is to provide a school with an opportunity to describe its strengths and the challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process for continuous improvement. The description should include:

- Information about the size, community, location and any changes it has experienced in the last three years. This would include demographics about students, staff, or community. Any unique features or challenges in the community the school serves.
- A description of how the school embodies its mission and vision statements through program offerings and expectations for students.
- Any notable achievements and areas of improvement in the last three years, as well as areas of improvement the school is striving to achieve in the next three years.
- Any additional information worth sharing with the public and community.

During the 2015-2016 school year, Chatham Central achieved performance success in several areas, earning a state performance grade of B. Our ACT scores improved in each category and in the composite, but we saw declines in all three EOC tested subjects. The Class of 2016 had the second highest amount of scholarship offers in the school's history, an amount in excess of \$4.6 million. We met growth, but have noticed a downward trend in the state's numeric grade over the past three years.

Math 1	Biology	English 2	EOC Composite	ACT	WorkKeys	Grad	Math Rigor	
2014 CCHS	62.8 / 74.3	49.5 / 57.1	51.5 / 60.8	54.9 / 64.4	55.4%	69.0%	88.3%	>
95.0%								
2015 CCHS	51.5 / 59.4	55.0 / 62.2	60.2 / 69.0	55.7 / 63.7	59.8%	60.0%	93.7%	>95.0%
201 6CCHS	34.3 / 45.5	48.5 / 56.6	45.3 / 55.7	42.8 / 52.6	76.8%	84.1%	89.4	
>95.0								

School Priority Goal 1

Area of Improvement and Supporting Data:

This is where a school would briefly describe the focus for this goal. Example might be "student attendance", "parent involvement", "reading comprehension across content" etc. This is also where you would write the current level of performance for this area or target is.

School Goal #1: By June 2017, Chatham Central High School will increase the number of college and career ready students as identified by the EOC composite score component by 2.5% and the ACT composite by 2.5%.

Select relevant Destination:

Target: Increase the number of EOC Level 4 and 5 students by 2.5% and ACT composite by 2.5%.

Indicator:

Milestone Date: January 30, 2017

Goal 1 Improvement Strategies – Identify evidenced-based strategies whenever possible

Plan/Do

Plan/Do	Strategy #1	Strategy #1: Every student uses one or more AVID Writing/Inquiry/Collaboration/Organization/Reading strategies daily.	
		Action Steps:	
		1. The SREB Literacy Team creates at least one SREB Literacy Module per semester	5.
		2. Teachers conduct at least one binder check per six weeks.	6.
		3. All teachers will teach students to use the Cornell Notes process.	7.
	4. During Curriculum Conversations, teachers will report out on assessing student organization and use of the note taking process.	8.	
	Strategy #2	Strategy #2: Use student performance data from formal and informal formative and summative assessments to design EH study sessions.	
		1. Teachers will meet weekly as a department PLC to share and study data.	5.
		2. Teachers will create study groups based on content mastery needs as determined in PLC meeting.	6.
		3. Teachers will create Empower Hour study groups weekly based on most recent data.	7.
		4. Teachers in Biology, Math 1, and English 2 will use APEX Tutorials and Khan Academy as differentiated learning tools..	8.
	Strategy #3	Strategy #3: Develop students' ability to analyze complex data, graphs, and charts.	

	1. Departments will gather sample graphs and data and create a repository for teacher use.	5. Explore having two more teachers trained to implement the ACT Test Prep Program.
	2. Administration will provide staff development for faculty on “ACT style” graph analysis. Mr. Patin will train the science department who will train the faculty in small groups.	6.
	3. Teachers will use Bloom’s Taxonomy and Costa’s Levels of Questioning to create questions for classroom use.	7.
	4. The school will provide ACT/SAT Test Prep sessions during EH. At least two faculty members from each department will organize ACT study sessions during EH beginning 17 October 2016 .	8.

How will we fund these strategies?

Funding Source #1:	School General Funds	Funding Amount:	\$1500.00
Funding Source #2:	Local District Funds	Funding Amount:	\$5,000.00
Funding Source #3:		Funding Amount:	
Funding Source #4:		Funding Amount:	
Funding Source #5:		Funding Amount:	
		Total Initiative Funding:	\$6500.00

Assigned Implementation Team: At-Risk Team, administrators, AVID teachers, department heads.

Title I Components			
Title I Components			

This is how you will track, evaluate, reward

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

PLC minutes will reflect shared students samples and classroom activities; lessons in PlanBook; administrator observations during walk throughs.

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

- Teachers will share student samples and classroom activities at department PLC. Department chair will note this evidence in meeting minutes. Samples will be collected by the end of the school year.
- Activities will be documented in lesson plans on planbook.com continuously throughout the school year. Documentation complete by end of each semester.
- Administrators may observe action steps in use during classroom walk-throughs throughout the year.
- Weekly classroom assessment data such as classwork, quizzes, tests, discussion, reflections, learning logs, essays, research papers, etc.
- Department chairs will collect samples from all classroom teachers throughout the year including sample questions from the NY State Regent’s exam website.
- Attendance taken ACT/SAT review sessions.
- Attendance taken at staff development sessions.

Check

This is reflection of your tracking, evaluating, rewarding

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

This is where updates would be written based on district up-date requirements and/or those the school identified in previous sections. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

16 December 2016:

Strategy 1: Both the SREB Literacy and math teams have attended three training sessions and have conducted at least one LDC or MDC coached mini-task within a written module. All core, CTE, and Fine Arts (where appropriate) teachers score binders at least once per six weeks. Most score binders bi-monthly or weekly.

Strategy 2: Data folders created in Google Drive for departmental PLCs. Folders reflect minutes, specific student needs, and strategies implemented to address learning needs. Both math and biology lead the district in APEX tutorial use.

Strategy 3: Weekly study sessions in preparation for the March administration of the ACT use data, charts and graphs routinely. Students were assigned to the study sessions using data from pre-ACT test in October.

Based upon identified results, are any changes to current strategies anticipated?

This is where any revisions or changes in strategies would be noted. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

Continue to explore ways to incorporate APEX tutorials in English 2.

School Priority Goal 2

Area of Improvement and Supporting Data:

This is where a school would briefly describe the focus for this goal. Example might be "student attendance", "parent involvement", "reading comprehension across content" etc. This is also where you would write the current level of performance for this area or target is.

School Goal #1: By June 2017, the students at Chatham Central High School will decrease the number of skipped study sessions by 5% as measured by a comparison of the total number of 2016-2017 office referrals generated for skipped study sessions as compared to 2015-16.

Select relevant Destination:

Indicator:

Milestone Date:

Goal 1 Improvement Strategies – Identify evidenced-based strategies whenever possible

Strategy #1: Revise and implement an organizational system to help students plan their days to include homework and study sessions when required.

Action Steps:

1. Present and teach students how to use a digital calendar (such as iCal or Google Calendar) and to set reminders on laptops or personal smartphones or a paper calendar to organize study sessions and activities
2. Each department will construct a calendar of study sessions and post outside the classroom door – this should be done by 1 October 2016.
3. Teachers will simplify study session schedule by moving from moodle to Google Docs to schedule sessions and take attendance.

5.

6.

7.

Strategy #1

Strategy #2: Incorporate the use of PBIS strategies to reduce the number of skipped study sessions.

1. The PBIS Committee will provide the staff with a list of examples of PBIS pass worthy actions.
2. Train teachers on the academic perspectives of PBIS – will be done by the PBIS Committee within the first 6 weeks of school.
3. Hold a refresher of PBIS behaviors for teachers, sharing information coming from Summer 2014 PBIS Institute. This will be done by the PBIS Committee by 1 November 2016.
4. Explore rewarding students with gym/outside access if no study session skips.

5.

6.

7.

8.

Strategy #2

Strategy #3: Students will learn to prioritize and schedule study sessions.

1. Develop a process to inform students about assigned study sessions.

5.

Strategy #3

Plan/Do

	2. All study sessions will be posted in a central location (bulletin board in the commons). The same calendars each department will post outside their door will be posted here – by the end of the first six weeks.	6.	
	3. Teachers will provide flexibility for students to select the day they will attend a study session within a one week time span, most specifically those who only offer one study session per week.	7.	
	4. A GoogleDoc will be created showing all study sessions and shared with all students.	8.	
How will we fund these strategies?			
Funding Source #1:	Local District Funds	Funding Amount:	
Funding Source #2:	School General Funds	Funding Amount:	1300.00
Funding Source #3:		Funding Amount:	
Funding Source #4:		Funding Amount:	
Funding Source #5:		Funding Amount:	
		Total Initiative Funding:	1300.0
Assigned Implementation Team:	PBIS committee, administrators		
Title I Components			
Title I Components			
This is how you will track, evaluate, reward			
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Number of study session skips; number of PBIS passes turned in each six weeks; posted study session schedules; student iCal appointments;		
Check	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Reduction in number of skips at the end of first semester; at the end of first semester, at least 25 of 50 students have received at least one PBIS pass; 10% of all students use iCal routinely and at the end of the year 25%; the PBIS Committee will randomly select 5 students per member and inquire as to the number of PBIS passes they have received to date and who they received them from.		
This is reflection of your tracking, evaluating, rewarding			
Check	What do data show regarding the results of the implemented strategies?		
	This is where updates would be written based on district up-date requirements and/or those the school identified in previous sections. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)		

16 December 2016:

Strategy 1: Implementation of Goggle Sheet to take attendance for study sessions completed October 2016. Teachers report using google is more efficient. Study session schedules are posted outside classrooms and in the student common. Digital calendar use by students is at about 15%.

Strategy 2: PBIS training held Oct 2016. The PBIS Team sends out reminders to staff on ways to use PBIS passes to encourage desired behavior.

Strategy 3: Biology and math 1 offer multiple days for study sessions.

Based upon identified results, are any changes to current strategies anticipated?

This is where any revisions or changes in strategies would be noted. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

Increase the number of days Eng 2 has study sessions; post the school's study session schedule on the webpage.

School Priority Goal 3

Area of Improvement and Supporting Data:

This is where a school would briefly describe the focus for this goal. Example might be "student attendance", "parent involvement", "reading comprehension across content" etc. This is also where you would write the current level of performance for this area or target is.

School Goal #1:	By June 2017 the Chatham Central High School Staff Working Conditions Survey question 8.1 (Professional Development in our school is differentiated to meet the individual needs of teachers) will increase from 61.3% to at least 70%.
Select relevant Destination:	
Target:	(Professional Development in our school is differentiated to meet the individual needs of teachers) will increase from 61.3% to at least 70% agree.
Indicator:	Survey taken from the working conditions administered by May 1st, 2017.
Milestone Date:	Jan 2017

Goal 1 Improvement Strategies – Identify evidenced-based strategies whenever possible

Plan/Do	Strategy #1	Strategy #1: Develop a process/procedure where teachers can have input in the master scheduling process to create a more equitable student teacher ratio balanced with student course requests, while ensuring all graduation requirements are fulfilled.	
		Action Steps:	
		1. Debrief with the faculty how the schedule was developed and why it looks as it does by Nov 1.	5.
		2. Early December Department prioritized list of scheduling request. For 2016-17, include exploring strategies to balance the number of EC students in core courses.	6.
		3. Mid January to review prioritized departmental lists.	7.
		4. Provide input/recommendations on Master Schedule prior to student pick up of schedules in August by department.	8.
	Strategy #2	Strategy #2: During each curriculum conversation teachers will share in-house professional development on technology strategies that improve teaching and learning.	
		1. Create a schedule of presenter rotations for each curriculum conversation that will present specific technology strategies identified in departmental PLC's prior to the assigned date.	5.
		2. At least one technology strategy will be showcased during each monthly faculty meeting.	6.
		3. Professional development on work days would include teacher led and selected breakout sessions.	7.
	Strategy #3	Strategy #3: Identify and communicate professional development needs from the faculty.	

	1. Survey teachers	5.
	2. Share survey results with district administration.	6.
How will we fund these strategies?		
Funding Source #1:		Funding Amount:
Funding Source #2:		Funding Amount:
Funding Source #3:		Funding Amount:
Funding Source #4:		Funding Amount:
Funding Source #5:		Funding Amount:
		Total Initiative Funding:
Assigned Implementation Team:	Scheduling Committee, school administrators, counselor, SI Team	
Title I Components		
Title I Components		
This is how you will track, evaluate, reward		
Check	What data will be used to determine whether the strategies were deployed with fidelity?	
	Committee names, meeting minutes, prioritized list of scheduling needs by department, student course request tally; list of recommended changes to the draft master schedule; recommendations to SI Team to limit class interruptions	
Check	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
	Survey taken from the working conditions administered by May 1st, 2016.	
This is reflection of your tracking, evaluating, rewarding		
Check	What do data show regarding the results of the implemented strategies?	
	<p style="color: red;">This is where updates would be written based on district up-date requirements and/or those the school identified in previous sections. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)</p> <p>16 December 2016: Strategy 1: Master Schedule debrief meeting scheduled for 1/23/17. We will also begin preparations for 2017-18 Master Schedule development at this meeting. Strategy 2: Technology use/strategies have been a focus through both Curriculum Conversations and Technology Thursdays. A spreadsheet of programs used and staff comfort level with each was developed in November and is used to create learning teams with in-house experts. Strategy 3: Survey of teachers will be conducted 1/23/17.</p>	
Check	Based upon identified results, are any changes to current strategies anticipated?	
	<p style="color: red;">This is where any revisions or changes in strategies would be noted. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)</p>	

Professional Development Plan

School Goal 1

Alignment

Related Strategies:

- Strategy 1:**
Every student uses one or more AVID Writing/Inquiry/Collaboration/Organization/Reading strategies daily.
- Strategy 2:**
Use student performance data from formal and informal formative and summative assessments to design EH study sessions.
- Strategy 3:**
Develop students' ability to analyze complex data, graphs, and charts.
- Strategy 4:**

Planning

Date	Topic	Facilitator(s)	Audience	Anticipated Cost	Funding Source
10 September 2016	Binder Checks and the Cornell Process	AVID teachers	CCHS teachers	0.00	
9-12 December 2016	AVID Conference	Mitchell Stensland	AVID Site Team, principal	\$3800.00	AVID Inc
March 2016	LinkCrew Follow Up Training	Dr. Batten	Robert Newman	\$4000.00	Central Services
January 20, 2017	Understanding Poverty	Circles of Chatham	All staff	\$1050.00	

Effectiveness/Fidelity	Describe the skills or practices intended as outcomes of these sessions?
	<p>This is where a team would share what skills or practices school staff will learn or improve upon as a result of attending these sessions. The skills or practices chosen should connect to the district Common Instructional Framework through Core Practices or more specifically in one or more of the 3 stages of instruction (planning, implementation, or analysis)</p> <p>Effective use of student performance data to design Empower Hour study sessions in all core subjects; achieve school-wide AVID demonstration status; develop more effective follow on activities for freshmen through LinkCrew.</p>
	How will you evaluate the success of each of these sessions in meeting the intended outcomes?
	<p>Describe the way in which the team will evaluate the degree to which PD session helped achieve the intended outcomes and how the team will ensure on-going support or sustained training. This may be through continued PD sessions or other methods.</p> <p>Benchmark and summative assessment data, EVAAS performance data, AVID literacy strategies used routinely throughout the school</p>

Professional Development Plan

School Goal 2

Alignment
P

Related Strategies:

- Strategy 1:**
Revise and implement an organizational system to help students plan their days to include homework and study sessions when required.
- Strategy 2:**
Incorporate the use of PBIS strategies to reduce the number of skipped study sessions.
- Strategy 3:**
Students will learn to prioritize and schedule study sessions.
- Strategy 4:**

Date	Topic	Facilitator(s)	Audience	Anticipated Cost	Funding Source
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Effectiveness/Fidelity	Describe the skills or practices intended as outcomes of these sessions?
	This is where a team would share what skills or practices school staff will learn or improve upon as a result of attending these sessions. The skills or practices chosen should connect to the district Common Instructional Framework through Core Practices or more specifically in one or more of the 3 stages of instruction (planning, implementation, or analysis)
	How will you evaluate the success of each of these sessions in meeting the intended outcomes?
	Describe the way in which the team will evaluate the degree to which PD session helped achieve the intended outcomes and how the team will ensure on-going support or sustained training. This may be through continued PD sessions or other methods.

Professional Development Plan

School Goal 3

Alignment

Related Strategies:

- Strategy 1:**
Develop a process/procedure where teachers can have input in the master scheduling process to create a more equitable student teacher ratio balanced with student course requests, while ensuring all graduation requirements are fulfilled.
- Strategy 2:**
During each curriculum conversation teachers will share in-house professional development on technology strategies that improve teaching and learning.
- Strategy 3:**
Identify and communicate professional development needs from the faculty.
- Strategy 4:**

Planni

Date	Topic	Facilitator(s)	Audience	Anticipated Cost	Funding Source
16 September 2015	Technology Integration using SAMR	Beth Little	CCHS Teachers	0.0	

Effectiveness/Fidelity	Describe the skills or practices intended as outcomes of these sessions?
	<p>This is where a team would share what skills or practices school staff will learn or improve upon as a result of attending these sessions. The skills or practices chosen should connect to the district Common Instructional Framework through Core Practices or more specifically in one or more of the 3 stages of instruction (planning, implementation, or analysis)</p> <p>Teachers will be able to identify how technology is being used in their classrooms and begin to move toward using technology as a learning tool.</p>
	How will you evaluate the success of each of these sessions in meeting the intended outcomes?
	<p>Describe the way in which the team will evaluate the degree to which PD session helped achieve the intended outcomes and how the team will ensure on-going support or sustained training. This may be through continued PD sessions or other methods.</p> <p>Survey data, wlkthrough and observation data.</p>