



# ROATAN HIGH SCHOOL

*21<sup>st</sup> Century Learning, Leading, Dreaming, Achieving*

## School Improvement Plan 2010-2013

**The mission of Croatan High School is to graduate all students prepared to be productive citizens.**

<b>LEA or Charter Name/Number:</b>	Carteret County Public Schools - 160	
<b>School Name/Number:</b>	Croatan High School	
<b>School Address:</b>	1 Cougar Lane · 3355 Hwy 24 · Newport NC 28570	
<b>Plan Year(s):</b>	2010-2012	
<b>Date prepared:</b>	December 1, 2010	
<b>Principal Signature:</b>		<b>Date:</b>
<b>Local Board Approval Signature:</b>		<b>Date:</b>

### School Improvement Team Membership

<b>Committee Position</b>	<b>Name</b>
Principal	Joseph R. Poletti
Assistant Principal Representative	Kay Zimarino
Teacher Representative	Karen McGuinness
Teacher Representative	Donna Bowles
Teacher Representative	Marilyn Fredenburg
Teacher Representative	Lynn DeRosia
Teacher Representative	Sheila Moore
Teacher Representative	Pat Blackstock
Teacher Representative	Barbara Swigart
Teacher Representative	Amy Taylor
Teacher Representative	Gini Mays
Inst. Support Representative	Lenny Westmoreland
Inst. Support Representative	Kate Short
Inst. Support Representative	Kim Krohn
Teacher Assistant Representative	Jim McGuinness
Parent Representative	Deb DeRose



# ROATAN HIGH SCHOOL

*21<sup>st</sup> Century Learning, Leading, Dreaming, Achieving*

## School Improvement Plan 2010-2013

### School Data and Summary Analysis

#### 1. What did the analysis tell us about our school's strengths?

- #2 ranked in state for Performance Composite (96.2%) in 2010
- High growth last eight out of nine years
- SAT scores above state and national averages
- Significant exposure in AP courses leading to recognition as an effective school on national level
- Attention to whole student via strong athletics, band, chorus, drama, visual arts and other extra-curricular programs
- High Teacher retention rates. 13% turnover rate
- Positive staff morale
- Excellent Teamwork (PLC's)
- Exceptional students performing above state expectations
- Positive student morale
- Strong "family" from the cafeteria, custodians, to the administration being very visible
- High expectation for student behavior coupled with effective consequences for discipline infractions
- Minimized non-instructional requirements for teaching staff to maximize class instruction
- A power hierarchy that is equitable in the distribution of influence on day-to-day operations or in general a willingness to consider everyone's input
- A phenomenal Special Needs Department that supports classroom teachers in meeting students' needs for the courses and prepares them for standardized testing hurdles
- A culture of success and desire for academic progress held by students who pride themselves on the esteem given as by those outside of the school
- 95% attendance rate for students
- High expectations - Highly qualified teachers 100%
- Teachers continue to learn - 38% teachers with advanced degrees

#### 2. What did the analysis tell us about our school's gaps or opportunities for improvement?

- Ease overloaded class sizes due to increases in enrollment
- Address class balancing
- Create an alternative education model for students identified as at risk
- Strengthen PLC formats
- Increase AP options and enrollment
- Improve pre-AP preparation
- Increase electives
- Increase student access to technology
- Prepare for National Core Standards in English and Math
- Implement new course sequence in preparation for the English test shifting from 9<sup>th</sup> to 10<sup>th</sup> grade
- Hire additional English teacher to meet new English II standards needs
- Evaluate daily timing of courses for best fits in first and fourth periods.
- Starting with the class of 2014, students are now required to earn four math credits in order to graduate; this is an increase from 3 credits. Additional math positions are needed to cover these new requirements. In addition, a majority of our students need a full year to to complete Algebra I, and it is reasonable to assume that a majority of students will need a year to complete Algebra II.



# ROATAN HIGH SCHOOL

*21<sup>st</sup> Century Learning, Leading, Dreaming, Achieving*

## School Improvement Plan 2010-2013

They must pass the Algebra II in order to graduate. More math positions are required to cover these new requirements. Increasing class size is not a reasonable solution as class size is directly related to student achievement.

- EC numbers have increased. A teaching position was eliminated last year. Reinstate that EC position.
- Revisit offering math on a year-long basis (IAW First Flight HS Model).
- Data driven method to assist in placement of students in AP and Honors classes to avoid overwhelming content or the other extreme, students with high potential not extending themselves.
  - This is very relevant in EOC courses where growth is the performance measure.
- Distinctive differences in curriculum content and level of challenges in honors vs. standard course. Making the test "harder" is not in the spirit of distinguishing the two levels. Providing lab opportunities in one level but not the other is illogical. The differences should be in depth and breadth of content.

### 3. Below was the data we were missing during our analysis and how we will collect this data in the future:

CHS has generous technology assets with more on the way. Our challenge will be how best to deploy and utilize those assets. To get a baseline, we will invite Donna Sawyer, consultant from NCDPI's Instructional Technology Division, to conduct a 21<sup>st</sup> Century Readiness Assessment for Croatan High School.

### 4. Based upon the analysis conducted, the following were the 3 top priorities that emerged for our school with the relevant evidence to support them:

**Academic Achievement:** With a [performance composite of 96.2%](#) and sub-group performance either at the same level or far above state averages, we will use the emergent individual growth model to increase academic growth for all students.

**Professional Development:** 2010 NC Teacher Working Conditions survey results show some [favorable Professional Development \(PD\) responses at 53%-74%](#). Thus, PD is an area in need of improvement. Professional Learning Communities (PLCs) are effective models for PD and become attractive and efficient models for collaborative problem-solving.

**Professional Development:** [Race to the Top](#), [the technology replacement initiative](#), and other [school system initiatives](#) will yield greater technology assets for Croatan that will require enhanced technological and pedagogical professional development.



# ROATAN HIGH SCHOOL

21<sup>st</sup> Century Learning, Leading, Dreaming, Achieving

## School Improvement Plan 2010-2013

### Priority Goal 1 and Associated Strategies

<b>School Goal 1:</b>	<b>Use historical and benchmark academic assessment data for diagnostic and prescriptive purposes designed to increase the percentage of students who meet or exceed expected academic growth outcomes in rigorous and relevant course offerings.</b>
<b>Supports this district goal:</b>	North Carolina public schools will produce globally competitive students.
<b>Target:</b>	Increase overall and identified sub-group growth ratios by 7.5%.
<b>Indicator:</b>	Individual Growth Model
<b>Milestone date:</b>	2.5% gains on annual basis, 2011-2013
<b>Strategy 1: Use historical academic assessment data for diagnostic and prescriptive purposes.</b>	<b>Action steps:</b>
	1. Analyze historical data and examine growth trends within selected subgroups by disciplines.
	2. Analyze historical data and examine growth trends within quintiles
	3. Make comparisons with similar schools and counties
	4. Continue Professional Development in EVAAS
	5. Identify historical achievement levels of students; intervene accordingly in all discipline areas.
	6. Establish and convene an Individual Growth Model steering committee.
	7. Provide EC and other non-EOC teachers with relevant historical data of their students.
	8. Assemble best practice portfolio associated with achieving high growth in the upper quintiles.
	9. Use data to place students more accurately in appropriate leveled courses.
	10. Use data to prompt high achievers toward AP tracks.
	11. Implement safeguards that dissuade or prevent high achieving students to settle for light academic options.
12. Conduct action research on individual student growth over time in arts, CTE, foreign language and EC.	
<b>Strategy 2: Use benchmark academic assessment data for diagnostic and prescriptive purposes.</b>	<b>Action steps:</b>
	1. Increase familiarity with and application of USA Test Prep and ClassScape
	2. Develop and administer common, routine assessments by disciplines
	3. Investigate best practice for grading of periodic assessments.



# ROATAN HIGH SCHOOL

*21<sup>st</sup> Century Learning, Leading, Dreaming, Achieving*

## School Improvement Plan 2010-2013

	<b>How will we fund these strategies?</b>			
	<b>Funding source 1:</b>	School general funds	<b>Funding amount:</b>	\$0.00
	<b>Funding source 2:</b>	Local district funds	<b>Funding amount:</b>	\$0.00
	<b>Funding source 3:</b>	State funds DSSF	<b>Funding amount:</b>	\$0.00
	<b>Funding source 4:</b>	State funds for at-risk students	<b>Funding amount:</b>	\$0.00
	<b>Funding source 5:</b>	State funds for EC	<b>Funding amount:</b>	\$0.00
	<b>Total Initiative Funding:</b>			\$0.00
	<b>Review frequency:</b>	After each semester		
	<b>Assigned Implementation Team:</b>			
	Jennifer Doss (ALG1), Lynn DeRosia (ALG2), Jim Butler (BIO), Steve Yount (CECO), Brad Robinson (ENG1), Colin Mayo (GEOM), Jody Holloway (PSCI), Pat Blackstock (USHI), Holly Tolston (CTE), Karen McGuinness (Lang.), Barbara Swigart (Arts), Kim Krohn (Counselor), Julie Perry (Media), Joe Poletti (Admin)			
<b>Check</b>	<b>We used the following data to determine if we have faithfully and consistently taken the action steps for each strategy:</b>			
<b>Check</b>	<b>We used the following data to determine whether the strategies helped to achieve the goal:</b>			
<b>Act</b>	<b>After implementing the strategies, the data revealed the following results:</b>			
<b>Act</b>	<b>Based upon identified results, the following modifications (if any) to the strategies are necessary for success:</b>			



# ROATAN HIGH SCHOOL

21<sup>st</sup> Century Learning, Leading, Dreaming, Achieving

## School Improvement Plan 2010-2013

### Priority Goal 2 and Associated Strategies

<b>Priority Goal 2 and Associated Strategies</b>	
<b>School Goal 2:</b>	<b>Use a variety of data sources to identify challenges to be solved in effective departmental and course-specific PLC formats</b>
<b>Supports this district goal:</b>	North Carolina public schools will be led by 21st Century professionals.
<b>Target:</b>	Develop and/or increase PLC involvement among all departments and course-specific areas of need.
<b>Indicator:</b>	Increased participation in PLC formats as chronicled on Umbrella CEU Tracking Sheets. Increased positive response in professional development results on the NC Teacher Working Condition survey to 65%-80% range.
<b>Milestone date:</b>	6/1/12 (next official survey) plus informal, electronic annual surveys that mirror the Teacher Working Conditions Survey.
<b>Goal 1 Improvement Strategies</b>	
<b>Strategy 1: Build capacity for PLC model in a high school.</b>	<b>Action steps:</b>
	1. Overcome the obstacle of common meeting time in high school environment by common planning or flexible scheduling.
	2. Embrace the spirit of formalized teamwork and collaboration to solve problems by developing and adhering to a routine meeting schedule.
	3. Investigate potential adaptations from the Japanese model of <a href="#">Lesson Study</a>
	4. Become familiar with the extensive PLC work of <a href="#">Richard DuFour</a> and <a href="#">Micheal Schmoker</a> .
	5. Solicit PLC guidance from NCDPI resource such as Michael Hickman.
	6. Establish and convene PLC oversight group
	7. Evolve PLCs by course, by discipline, and by global concerns
	8. Use resources throughout the county for PLCs in foreign language, PE, and specialized CTE areas.
	9. Infuse PLC time into master schedule.
<b>Strategy 2: Use variety of data to identify challenges unique to the school, departments and courses.</b>	<b>Action steps:</b>
	1. Utilize Stoplight Sheets to discover potential instructional challenges at all levels.
	2. Use EVAAS data to discover potential instructional challenges at all levels.
	3. Include anecdotal data and insight to round out potential instructional challenges at all levels.
	4. Gain familiarity with the emerging Core Curriculum standards and how they will be assessed.



# ROATAN HIGH SCHOOL

21<sup>st</sup> Century Learning, Leading, Dreaming, Achieving

## School Improvement Plan 2010-2013

<b>Act</b>	<b>Strategy 3: Develop solutions to those challenges, make plans and implement.</b>			5. Investigate, develop and/or adopt growth model assessments in all non-EOC courses.
				<b>Action steps:</b>
				1. Rearrange variables such as scheduling, course sequencing, and teaching assignments for continuous improvement.
				2. Review master schedule and student learning behaviors to determine most advantageous courses to teach first and fourth periods.
				3. Examine and perhaps refocus EC delivery model to best suit the emergent needs of all EC students
				4. Create or discover on-line tutorials that address learning needs of a variety of students.
	5. Cap classes at levels that are beneficial to success for all students.			
	<b>How will we fund these strategies?</b>			
	<b>Funding source 1:</b>	School general funds	<b>Funding amount:</b>	\$0.00
	<b>Funding source 2:</b>	Local district funds	<b>Funding amount:</b>	\$0.00
	<b>Funding source 3:</b>	State funds DSSF	<b>Funding amount:</b>	\$0.00
	<b>Funding source 4:</b>	State funds for at-risk students	<b>Funding amount:</b>	\$0.00
	<b>Funding source 5:</b>	State funds for EC	<b>Funding amount:</b>	\$0.00
	<b>Total Initiative Funding:</b>			\$0.00
	<b>Review frequency:</b>		After each semester	
<b>Assigned Implementation Team:</b>				
Department Chairs, Sarah Weinhold, Kay Zimarino, Joe Poletti				
<b>Check</b>	<b>We used the following data to determine if we have faithfully and consistently taken the action steps for each strategy:</b>			
<b>Act</b>	<b>We used the following data to determine whether the strategies helped to achieve the goal:</b>			
<b>Act</b>	<b>After implementing the strategies, the data revealed the following results:</b>			
<b>Act</b>	<b>Based upon identified results, the following modifications (if any) to the strategies are necessary for success:</b>			



# ROATAN HIGH SCHOOL

21<sup>st</sup> Century Learning, Leading, Dreaming, Achieving

## School Improvement Plan 2010-2013

### Priority Goal 3 and Associated Strategies

<b>School Goal 3:</b>		<b>Use research and best practice to build capacity among staff integrating new technology initiatives such as student personal laptops, videoconferencing link among county high schools, and mandatory on-line testing.</b>	
<b>Supports this district goal:</b>		North Carolina public schools will be led by 21st Century professionals.	
<b>Target:</b>		Develop practices, procedures, and guidelines for use of student laptops, videoconferencing for PLCs, and on-line EOC testing.	
<b>Indicator:</b>		Evidence and catalog of the above.	
<b>Milestone date:</b>		6/1/2013, with periodic assessments as the assets are deployed and utilized.	
<b>Goal 3 Improvement Strategies</b>			
<b>Strategy 1: Develop practices and procedures for use of student laptops.</b>		<b>Action steps:</b>	
		1. Involve Tech Support in safety and security issues	
		2. Involve SBMT and MTAC in rollout issues	
		3. Involve department chairs in pedagogy	
		4. Involve Donna Sawyer of NCDPI in 21C Analysis	
		5. Research and implement best practices from 1:1 computing initiatives.	
		6. Convert traditional paper-based instructional and management practices to paperless practices.	
		7. Add digital dimensions to traditional arts curriculum.	
<b>Strategy 2: Develop practices and procedures for PLC videoconferencing.</b>		<b>Action steps:</b>	
		1. Develop PLC practices in house	
		2. Determine location for PLC videoconferencing	
		3. Utilize videoconferencing for meetings between EC teachers and NCVPS highly qualified content area teachers.	
<b>Strategy 3: Develop practices and procedures for on-line testing.</b>		<b>Action steps:</b>	
		1. Conduct Algebra I trial in semester 1 2010	
		2. Investigate Algebra II trial in conjunction with Algebra 1 trial.	
		3. Encourage and support individual teachers willing to move toward on-line testing.	
<b>How will we fund these strategies?</b>			
<b>Funding source 1:</b>	School general funds	<b>Funding amount:</b>	\$0.00
<b>Funding source 2:</b>	Local district funds	<b>Funding amount:</b>	\$0.00
<b>Funding source 3:</b>	State funds DSSF	<b>Funding amount:</b>	\$0.00



# ROATAN HIGH SCHOOL

*21<sup>st</sup> Century Learning, Leading, Dreaming, Achieving*

## School Improvement Plan 2010-2013

	<b>Funding source 4:</b>	State funds for at-risk students	<b>Funding amount:</b>	\$0.00
	<b>Funding source 5:</b>	State funds for EC	<b>Funding amount:</b>	\$0.00
	<b>Total Initiative Funding:</b>			
	<b>Review frequency:</b>	After each semester		
	<b>Assigned Implementation Team:</b>			
Media/Technology Advisory Committee, Sonya Lewis, Sue Brinson, Pat Wiseman, Kim Krohn, Joe Poletti				
<b>Check</b>	<b>We used the following data to determine whether the strategies helped to achieve the goal:</b>			
	<b>We used the following data to determine whether the strategies helped to achieve the goal:</b>			
<b>Act</b>	<b>After implementing the strategies, the data revealed the following results:</b>			
	<b>Based upon identified results, the following modifications (if any) to the strategies are necessary for success:</b>			