

2018-19 School Improvement Plan

LEA or Charter Name & Number: Harnett County Schools (#430)
School Name & Number: Western Harnett High School (#384)
School Address: 10637 Highway 27 West
Lillington, NC 27546
Plan Year(s): 2018-19
Date prepared: Date of School Vote:11/09/18; # Voted: 70; # Approved: 52, # Disapproved 18

Principal Signature: _____ Matthew Price _____ Submitted on 11/09/18 _____
Typed Name Approval Date

Local Board Approval Signature: _____ Mr. William H. Morris, BOE Chair _____ _____
Typed Name Approval Date

Per G.S. 115C-105.27, Section 11(a) of S.L. 2013-226, our Safe Schools Plan is a non-public document.

District Goals for Harnett County Schools
(Supports SBE Goal)

Goal 1: Increase performance in all content areas through the use of Mr. Fleming's K-12 District Non-Negotiables (as stated within the Harnett County Schools' Strategic Plan).

1- All student work will demonstrate that teachers connect standards to practice to assessment based on data analysis.

2- All student work will show evidence of rigor through a balance of real-world application, conceptual understanding, and fluent skills.

3- All student work will indicate that the needs of individual students are being met.

4- All student work will demonstrate both growth and proficiency; which will be communicated to parents.

Goal 2: Increase frequency and quality of writing in all content areas.

Goal 3: Increase proficiency with 21st Century skills (increase attendance-students and staff; improve morale--positive student behavior and positive staff morale; increase seamless use of embedded technology; increase READY Accountability and School Report Card performance indicators).

Goal 4:

Goal 5:

Data Sources

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 needs. 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://www.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 Western Harnett High School

Vision:

The Western Harnett High School community understands staff behaviors are the cornerstone to advancing our school's Mission and Vision Statements. Western Harnett High School staff collectively and individually commit to the following practices:

1. We will provide an inviting classroom environment with clear expectations and specific academic and behavioral goals.
2. We will promote positive behaviors and attitudes by modeling the qualities of good character (respect, support, and personal integrity) both with colleagues and students.
3. We will collaborate with students throughout the learning process to achieve academic success, develop 21st century skills, and celebrate accomplishments.
4. We will collaborate with colleagues to apply proven, effective classroom learning strategies and management practices to enhance student learning.
5. We will demonstrate excellence through character education by providing a variety of opportunities and encouraging participation by all.
6. We will be committed to keeping parents informed about their students' progress and seek opportunities to incite their active support of Western Harnett High School and its students.
7. We will be dedicated to developing and improving teaching strategies through professional development.

Mission:

The mission of Western Harnett High School is "Serving Students With Excellence."

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
Principal	Matthew Price
Assistant Principal Representative	Emily Rosser, Molly Pope, Thomas Galloway
Teacher Representative	
Inst. Support Representative	Casey Avent
Teacher Assistant Representative	Vicky Maxfield
Parent Representative	Molly Pope, Pam Tindal, Suzanne Eckhardt
Team Chair	Eileen Farley
Social Studies	Suzanne Eckhardt
Media/ Technology	Wendy Moorehead
Fine Arts	Rebecca Finchum
Science	Hoiland
Foreign Language	Joyce Walker
Math	Connie Vannoy
English	Rebecca Finchum
Student Representatives	Victoria Gracia

Western Harnett High School

Mathematics I (Multiple Choice, NC Extend 1 and NC Extend 2)										
Group	2016-17					2017-18				
	Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
	Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
All	35.3	21.5	14.1	23.3	5.8	32.9	17.7	11.3	29.3	8.8
American Indian or Alaska Native										
Asian										
Black	-	-	-	-	<5	-	-	-	-	<5
Hispanic/Latino of any race	42.9	19.5	14.3	13.0	10.4	33.3	20.5	14.1	23.1	9.0
Native Hawaiian or Other Pacific Islander										
White	-	-	-	-	<5	24.7	18.2	12.4	34.1	10.6
Two or more races						36.8	21.1	10.5	21.1	10.5
Male	34.8	20.1	15.7	21.6	7.8	36.6	17.1	11.6	25.6	9.1
Female	-	-	-	-	<5	29.3	18.3	11.0	32.9	8.5
Academically Gifted										

**Mathematics I
(Multiple Choice, NC Extend 1 and NC Extend 2)**

Group	2016-17					2017-18				
	Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
	Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
Economically Disadvantaged Student	-	-	-	-	<5	-	-	-	-	<5
English Learner Student										
Foster Care Students										
Homeless Students										
Military Connected						23.5	23.5	5.9	38.2	8.8
Students With Disabilities	-	-	-	<5	<5	-	-	-	<5	<5

Summary of Findings Based on Student Performance:

Students with Disabilities perform lowest of all subgroups. Male students substantially performed better than all other subgroups. White students out-performed all other ethnicities.

Western Harnett High School

English II (Multiple Choice, NC Extend 1 and NC Extend 2)										
Group	2016-17					2017-18				
	Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
	Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
All	-	-	-	-	<5	-	-	-	-	<5
American Indian or Alaska Native										
Asian										
Black	-	-	-	-	<5	-	-	-	-	<5
Hispanic/Latino of any race	-	-	-	-	<5	-	-	-	-	<5
Native Hawaiian or Other Pacific Islander										
White	-	-	-	-	<5	-	-	-	-	<5
Two or more races										
Male	-	-	-	-	<5	-	-	-	-	<5
Female	-	-	-	-	<5	-	-	-	-	<5
Academically Gifted						<5	<5	<5	-	-

Western Harnett High School

**English II
(Multiple Choice, NC Extend 1 and NC Extend 2)**

Group	2016-17					2017-18				
	Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
	Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
Economically Disadvantaged Student	-	-	-	-	<5	-	-	-	-	<5
English Learner Student										
Foster Care Students										
Homeless Students										
Military Connected										
Students With Disabilities	-	-	-	-	<5	-	-	-	<5	<5

Summary of Findings Based on Student Performance:

Female students show significantly better scores than male students. There is also a substantial difference between the scores of white, black, and Hispanic students. Students with disabilities were much lower than all other subgroups.

Western Harnett High School

Biology (Multiple Choice, NC Extend 1 and NC Extend 2)								
Group	2016-17				2017-18			
	Percent of Students Achieving Performance Level				Percent of Students Achieving Performance Level			
	Level I	Level II	Level III & IV	Average Score	Level I	Level II	Level III & IV	Average Score
All	24.2	26.3			27.3	23.9		
American Indian or Alaska Native								
Asian								
Black								
Hispanic/Latino of any race	42.0	26.0			26.2	27.9		
Native Hawaiian or Other Pacific Islander								
White	16.3	25.0			21.7	23.3		
Two or more races					36.8	26.3		
Male	26.6	25.4			31.3	22.3		
Female	21.5	27.2			-	-		
Academically Gifted								

Biology
(Multiple Choice, NC Extend 1 and NC Extend 2)

Group	2016-17				2017-18			
	Percent of Students Achieving Performance Level				Percent of Students Achieving Performance Level			
	Level I	Level II	Level III & IV	Average Score	Level I	Level II	Level III & IV	Average Score
Economically Disadvantaged Student	33.1	28.2			-	-		
English Learner Student								
Foster Care Students								
Homeless Students								
Military Connected								
Students With Disabilities								

Summary of Findings Based on Student Performance:

Students with Disabilities perform much lower than all other subgroups with the majority scoring in the lowest range (Level 1). There is also a discrepancy in the scores of males and females and between blacks and whites. The Hispanic subgroup out performed all others.

**EOC Composite (All EOC Subject Areas Combined)
(Multiple Choice, NC Extend 1 and NC Extend 2)**

Group	2016-17					2017-18				
	Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
	Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
All										
American Indian or Alaska Native										
Asian										
Black										
Hispanic/Latino of any race										
Native Hawaiian or Other Pacific Islander										
White										
Two or more races										
Male										
Female										
Academically Gifted										
Economically Disadvantaged										

**EOC Composite (All EOC Subject Areas Combined)
(Multiple Choice, NC Extend 1 and NC Extend 2)**

Group	2016-17					2017-18				
	Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
	Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
ged Student										
English Learner Student										
Foster Care Students										
Homeless Students										
Military Connected										
Students With Disabilities										

Summary of Findings Based on Student Performance:

White students, on average, out performed all other subgroups. Our students with disabilities are performing the lowest of all subgroups.

School Data and Summary Analysis for Western Harnett High School

Use data identified in the Data Sources section (or from other sources) as the basis for understanding the school and identifying priority areas for improvement.

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?

Collaboration among staff members, 98% of whom are highly qualified, standardization of course curricula in the form of pacing guides, the use of technology in instruction, and having well planned lessons with clear learning objectives (just to mention a few) have been already established as strategies that improve student engagement and performance. Last year we met our growth indicator which includes College and Career readiness goals, ACT scores, WorkKeys scores (Career and Technical Education (CTE) work readiness test), graduation rate (4 year and 5 year cohorts), and math rigor (students take at least 4 maths, Math 1, 2, 3, and one advanced mathematics course). Additionally, we now have 100% of the classrooms that have one-to-one capabilities, and all teachers are increasing their technology use through Professional Development to increase student achievement. Furthermore, our principal is very committed to school improvement and increasing student achievement and works very hard to help teachers with their instructional practices including making sure they have the resources needed to be effective. These are areas of strength here at WHHS.

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

There are still some opportunities for improvement. The ACT composite scores showed 18% of all WHHS students passed the four composites, showing college readiness. Also, the composite scores was up overall to 17.9 from 17.8. According to ACT test data, ACT scores for males, in all subgroups, were lower than their female counterparts in English, Science, Writing and Reading. However, in Math, the males outperformed females by 6 tenths of a percent. Also, the BLACK subgroup performed beneath all other subgroups in all composite scores (College and Career Readiness, Grade Level Proficiency, ACT subtests, and WorkKeys). Other areas of need include increasing student attendance rates.

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

We need to obtain the North Carolina Final Exams (NCFE) and End-of-Course (EOC) scores in a more timely manner. It is difficult to respond when data is over five months old.

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.

Using these data as a basis for understanding our school, the following priority areas have been identified.

1. Build a culture of high expectations and high student engagement
2. Increase opportunities to support academic success and college readiness for all students.

Priority Goal #1 and Associated Strategies for Western Harnett High School

Area of Improvement and Supporting Data:

There are four very specific indicators of student achievement for our students--EOC scores (in Biology, Math 1, and English II), NCFE scores, CTE scores, and ACT scores. Each of these assessments help to gauge, on the state-level and the national-level, students' college and career readiness. As the county transitioned to the Common Core State Standards, our school's achievement levels dropped dramatically, and therefore, we must make efforts to increase those scores.

School Goal #1:	Build a culture of high expectations and high student engagement
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Supports this district goal:	X	Increase performance in all content areas through the use of Mr. Fleming's K-12 District Non-Negotiables (as stated within the Harnett County Schools' Strategic Plan).
	X	Increase frequency and quality of writing in all content areas.
	X	Increase proficiency with 21st Century skills (increase attendance-students and staff; improve morale--positive student behavior and positive staff morale; increase seamless use of embedded technology; increase READY Accountability and School Report Card performance indicators).

Target:	Increase ACT composite scores, EOC scores, CTE scores and NCFE scores, WorkKeys scores
Indicator:	ACT composite scores; End-of-Course test scores; North Carolina Final Exam scores, CTE scores, WorkKeys scores
Milestone Date:	January 2019

Plan/Do

Strategy #1:	Implement a school wide system to support and increase student achievement.
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Action Steps

1	Utilize the Student Opportunities And Remediation (SOAR) program where students are offered opportunities for remediation or enrichment activities within a 40 minute period during the day. Reorganize SOAR so all classes have a specific day for tutoring.
2	Continue the series of intense remediation for ACT/EOCs in a "boot camp" format. Teachers and peer tutors will help student through various stations to work on problems, test taking skills, and other activities. Integrate these sessions within Eagle Block for juniors preparing for the ACT so that 100% of juniors will have additional supports for the test. Addition of WorkKeys specific remediation to better prepare seniors for transitions after high school and increase their employment ability.
3	Implement a school wide mentoring program that meets within the SOAR period, called "Eagle Block". Each student will have a supportive adult within the school that they meet with at least weekly. Grade levels will share a focused theme and advisers will transition as their students matriculate, providing 4 years of continuous support.
4	Target ACT areas for growth in individual students using ACT prep workbooks at after-school work sessions using "Army Youth Programs in Your Neighborhood" AYPYN funding.

Strategy #2: Conduct college tours to allow student the opportunity to visit various colleges within the NC college system.

Action Steps	
1	Contact various colleges to set up college tours.
2	Use "Army Youth Programs in Your Neighborhood" (AYPYN) funds to support this strategy.

Strategy #3: Increase use of research- based instructional practices to ensure all classrooms are engaging and supporting all learners.

Action Steps	
1	Use of Learning Focused lesson plan framework with emphasis on writing/vocabulary, summarizing, and student collaboration.
2	Designate PLC times with subject area teams that plan collaboratively, create common assessments, and analyze data to target learning needs and focused learning interventions during the SOAR period.
3	Continue to increase use of technology in the classroom through 1:1 initiative and supporting staff in developing additional technology tools for instruction.
4	Create a STEM lab and collaborative learning space with whiteboard tables in upstairs media using Impact Aid funding.

Professional development - Identify the professional development required to successfully implement the strategies above.

Staff Person or Group	Course Name/Title	Course Provider	Date Completed
Faculty	NC Teaching Standards - Focus on the Standards- NCEES	Mr. Price	June 2019

How will we fund these strategies?

How will we fund these strategies?

Those strategies described herein that require funding, are dependent on the funds allotted by the state of NC and the LEA, with the exception of AYPYN funds used for the college tours.

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:	

Check

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

EOC, PLAN, ACT, NCFE test results, Department inputs, Course selection tallies, Progress and Grading Period Report cards, CTE Credentialing , CTE post assessments, CTE Articulation Plan, PLC meeting minutes, attendance and parental contact logs, collection of lesson plans, walk-through data, and Student Advocate report on number of interventions.

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

Last year's EOC, ACT, NCFE data, CTE Credentialing , CTE post assessments, CTE Articulation Plan, staff survey and end of year state report card data will determine progress towards goals.

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

We will not have new data until this semester's test scores are released.

Act

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

Continue to mentor all students with the use of Eagle Block.

Priority Goal #2 and Associated Strategies for Western Harnett High School

Area of Improvement and Supporting Data:

Research clearly shows a direct correlation between student achievement, parental support and student attendance in school.

School Goal #2:	Increase opportunities for all students' academic success and college and career readiness.
Supports this district goal:	<ul style="list-style-type: none"> X Increase performance in all content areas through the use of Mr. Fleming's K-12 District Non-Negotiables (as stated within the Harnett County Schools' Strategic Plan). X Increase frequency and quality of writing in all content areas. X Increase proficiency with 21st Century skills (increase attendance-students and staff; improve morale--positive student behavior and positive staff morale; increase seamless use of embedded technology; increase READY Accountability and School Report Card performance indicators).
Target:	Increase enrollment in AP/ College and Career Preparedness classes by 10%, increase 4 and 5 year cohort graduation rates by 2%.
Indicator:	Attendance rates and graduation rates as indicated on NC School Report Card, AP class rosters.
Milestone Date:	January 2019

Plan/Do

Strategy #1:	Western Harnett will implement policies and procedures to increase student and parent communication regarding awareness of critical components of academic and workplace success.
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Action Steps

1	Create weekly communication related to academic issues, attendance issues, and school events, to include use of mass notification system, use of Parent Portal, and Google Classroom.
2	Increase number of students who participate in job shadowing and career exploration activities and the number of students earning industry certifications.
3	Increase awareness of WorkKeys certifications and provide support to seniors who will take the test so that they understand the career impact that it can have.

Strategy #2:	Continue the emphasis on writing across the curricula and vocabulary.
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Action Steps

1	Teachers will use Learning Focused lesson plan framework with emphasis on writing and vocabulary.
2	In PLCs, teachers will establish power standards and develop writing and vocabulary strategies needed to support students' mastery of these standards.

Strategy #3: Implement In School Suspension (ISS) and increase use of Positive Behavior and Intervention and Supports.

Action Steps	
1	Continue to monitor all behavioral referrals will be posted on Educator's Handbook, an electronic database that tracks referrals and suspensions.
2	Increase communication with teachers so that impact of missed instructional time is minimized while students are in ISS.
3	Continue to conduct once per 6 weeks PBIS rewards for students based around the 3 A's: academics, attendance and attitude.
4	Utilize our established recognition system which allows students and teachers to recognize one another's efforts and provides rewards for nominations.

Professional development - Identify the professional development required to successfully implement the strategies above.

Staff Person or Group	Course Name/Title	Course Provider	Date Completed
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How will we fund these strategies?

How will we fund these strategies?

Those strategies described herein that require funding, are dependent on the funds allotted by the state of NC and the LEA.

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:	

Check

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

Student attendance percentages, Student Advocate records, attendance portfolio completion rates, number of parents who register for PowerSchool Parent Portal access, graduation rates.

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

Student attendance percentages, parents signed up for emails.

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

Act

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

None at this time.

Priority Goal #3 and Associated Strategies for Western Harnett High School

Area of Improvement and Supporting Data:

School Goal #3:	
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Supports this district goal:	<p>Increase performance in all content areas through the use of Mr. Fleming's K-12 District Non-Negotiables (as stated within the Harnett County Schools' Strategic Plan).</p> <p>Increase frequency and quality of writing in all content areas.</p> <p>Increase proficiency with 21st Century skills (increase attendance--students and staff; improve morale--positive student behavior and positive staff morale; increase seamless use of embedded technology; increase READY Accountability and School Report Card performance indicators).</p>
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Target:	
Indicator:	
Milestone Date:	

Plan/Do

Strategy #1:

Action Steps

1

Strategy #2:

Action Steps

1

Strategy #3:

Action Steps

1

Professional development - Identify the professional development required to successfully implement the strategies above.

Staff Person or Group	Course Name/Title	Course Provider	Date Completed
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How will we fund these strategies?

How will we fund these strategies?			
Those strategies described herein that require funding, are dependent on the funds allotted by the state of NC and the LEA.			
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:	

Check

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

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

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

Act

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

Priority Goal #4 and Associated Strategies for Western Harnett High School

Area of Improvement and Supporting Data:

School Goal #4:	
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Supports this district goal:	<p>Increase performance in all content areas through the use of Mr. Fleming's K-12 District Non-Negotiables (as stated within the Harnett County Schools' Strategic Plan).</p> <p>Increase frequency and quality of writing in all content areas.</p> <p>Increase proficiency with 21st Century skills (increase attendance-students and staff; improve morale--positive student behavior and positive staff morale; increase seamless use of embedded technology; increase READY Accountability and School Report Card performance indicators).</p>
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Target:	
Indicator:	
Milestone Date:	

Plan/Do

Strategy #1:

Action Steps

1

Strategy #2:

Action Steps

1

Strategy #3:

Action Steps

1

Professional development - Identify the professional development required to successfully implement the strategies above.			
Staff Person or Group	Course Name/Title	Course Provider	Date Completed

How will we fund these strategies?

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:	

Check

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

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

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

Act

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

Priority Goal #5 and Associated Strategies for Western Harnett High School

Area of Improvement and Supporting Data:

School Goal #5:	
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Supports this district goal:	<p>Increase performance in all content areas through the use of Mr. Fleming's K-12 District Non-Negotiables (as stated within the Harnett County Schools' Strategic Plan).</p> <p>Increase frequency and quality of writing in all content areas.</p> <p>Increase proficiency with 21st Century skills (increase attendance--students and staff; improve morale--positive student behavior and positive staff morale; increase seamless use of embedded technology; increase READY Accountability and School Report Card performance indicators).</p>
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Target:	
Indicator:	
Milestone Date:	

Plan/Do

Strategy #1:

Action Steps

1

Strategy #2:

Action Steps

1

Strategy #3:

Action Steps

1

Professional development - Identify the professional development required to successfully implement the strategies above.			
Staff Person or Group	Course Name/Title	Course Provider	Date Completed

How will we fund these strategies?

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:	

Check

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

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

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

Act

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

Checklist of State-Required Ongoing Operational Activities

All Schools

Does this school:

X	Implement strategies for improving performance of all students?
X	Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?
X	Plan use of staff development funds?
X	Plan for use of assessments to monitor student progress?
X	Provide daily duty-free lunch to teachers?
X	Provide at least five hours of planning time for teachers each week?
X	Implement strategies for involving parents and the community in the educational program?
X	Amend the School Improvement Plan when AYP is not met for two consecutive years when missing one or more targets in the same subject area?

K-8 Schools Only

Does this school:

	Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?
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Any required components not included as part of a school’s 3-5 School Improvement Plan goals may be placed in an appendix.

**School-based Management and Accountability Program
Summary of School-based Waiver Requests
Program Years: 2018-2019**

LEA or Charter School Name/Number: Harnett County Schools - 430

School Number(s)	Request for Waiver
	1. Please describe the waiver you are requesting. To go over the state-allowed number in class size when necessary
	2. Identify the law, regulation, or policy from which exemption is requested. Class size (allotted at 1:26; may have up to 39) is 26.
	3. State how the waiver will be used. Classes would be assigned over the recommended size 26-29 to meet student interest and/or need.
	4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan. Adding an additional section may not support the total school schedule. Further, student interest may be honored if a few additional students may be added to a section—especially when the site is unable to hire another position or to “outfit” another program based on limited student need/interest.
	(Please duplicate this sheet as needed for additional waivers.)

Signature of Superintendent/Designee

Date