

School Improvement Plan

South Columbus High School

Columbus County Schools

Jesse E. Beck II, Principal

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<http://www.southcolumbushigh.com>

School Vision and Mission Statements for South Columbus High School

Vision:

The vision of South Columbus High School is to assert the belief that all children can learn.

Mission:

The Mission of South Columbus High School is to develop and enhance a life-long quest for knowledge by guiding productive individuals, nurturing receptive minds, and maintaining high standards for all students in order to prepare them for a global society.



LEA or Charter Name/Number: Columbus County Schools - 240
School Name/Number: South Columbus High School - 371
School Address: 40 Stallion Drive Tabor City, NC 28463
Plan Year(s): 2010-2015
Date prepared: Revised 2/24/2011

Principal Signature: _____ _____ Date

Local Board Approval Signature: _____ _____ 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	Jesse E. Beck II	Bettie Evans	JROTC Representative
Assistant Principal Representative	Donna Ward	Willie Gore	Physical Education Representative
Lead Teacher	Michelle Simmons	Everlene Davis	Vocational Representative
Teacher Rep/Co-Chairperson	Crystal Stubbs	Sheryl Dameron	Guidance Representative
Social Studies Representative	Brett Burroughs	Miranda Conner	Arts Representative
Science Dept Representative	Melissa Ransom	Jami Lewis	Math Representative
Exceptional Children Rep.	Wendy White	Esther Smith	Cafeteria Representative
Teacher Assistant Representative	Donna Simmons	Glen Cribb	Parent Representative

* 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 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?

- A. 100% highly-qualified staff
- B. 10% turnover of staff members -- lower than county and state rates
- C. 100% of classrooms have computer access
- D. 0 violent crimes

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

The data analysis points to the following target areas as opportunities for improvement:

- *ALL TESTED AREAS need improvement
- *AYP SUBGROUPS need improvement
- Economically Disadvantaged Students
- Limited English Proficient Students
- Black Students
- Multi-Racial Students
- Hispanic Students
- Students with Disabilities

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

Disaggregated testing data from 2011-2012 fall semester includes the following:

Algebra I -- 79.0%

English I -- 82.5%

Biology -- 80.9%

VoCATS -- 85.6%

Spring 2012 testing data will be analyzed when it becomes available.

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.

1. Technology-Driven Instruction: Analysis of teacher's lesson plans showed only 2% of teachers use technology in the classroom on a regular basis.

2. Incorporation of High Yield Strategies: The overall composite for End-of-Course test scores from 2010-2011 was 79.2% and the overall composite for VoCATS testing in the Career and Technical Education Department for 2010-2011 was 83.5%. The overall composite for End-of-Course test scores from first semester 2011-2012 is 80.93% and the overall composite for VoCATS testing in the Career and Technical Education Department is 85.6%.

3. Implementing Professional Learning Communities: South Columbus met 12 out of 15 AYP performance targets in 2010-2011. All subgroups need to be addressed.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Technology-Driven Instruction: Analysis of teacher's lesson plans showed only 2% of teachers use technology in the classroom on a regular basis.

School Goal 1: South Columbus High School will increase student engagement through technology-driven instruction.

Supports this district goal: Columbus County Schools will incorporate instructional technology in all classrooms.

Target: Increase technology use in the classroom by 10% annually to improve student engagement

Indicator: Teacher's Weekly Lesson Plans

Milestone date: 1/24/2012

Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Strategy 1:	Strategy: Students will create and demonstrate peer lessons utilizing technology.	
	Action steps:	
	1. Conduct research using available technologies at least once per semester	3. Plan and conduct peer-based class projects at least once per semester
	2. Use PowerPoint Presentations for peer teaching at least once per semester	
Strategy 2:	Strategy: Interactive White Boards will be utilized at least once per week in the classroom for active student engagement.	
	Action steps:	
	1. Provide professional development to train staff annually	3. Review classroom walk-through data every month with feedback.
	2. Examine weekly lesson plans weekly	4. Conduct student surveys annually
Strategy 3:	Strategy: Teachers will use software to assess student achievement and progress.	
	Action steps:	
	1. Utilize ClassScape for formative assessments in Algebra 1, English 1, and Biology.	3. Kamico to determine the results of the formative assessments.
	2. Use MiTiReLa for benchmark assessment once per six weeks	4.

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: Semi-annually		
	Assigned implementation team:		
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Teacher Lesson Plans		
	Classroom Walkthrough Evaluations		
	Benchmark Data		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	What does data show regarding the results of the implemented strategies?		

Act

Based upon identified results, should/how should strategies be changed?

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Incorporation of High Yield Strategies, Keys to Literacy, & activities utilizing Revised Bloom's Taxonomy: The overall composite for End-of-Course test scores from 2010-2011 is 79.2% and the overall composite for VoCATS testing in the Career and Technical Education Department is 83.5%. The overall composite for End-of-Course test scores from first semester 2011-2012 is 80.93% and the overall composite for VoCATS testing in the Career and Technical Education Department is 85.6%.

School Goal 2:	South Columbus High School will increase student proficiency by incorporating activities that utilize Revised Bloom's Taxonomy, High Yield Strategies, & Keys to Literacy.
Supports this district goal:	Columbus County Schools will utilize High Yield Strategies in all classrooms.

Target:	Increase End-of-Course test overall composite score by 5% and VoCATS overall composite score by 2%
Indicator:	EOC and VoCATS Test Data
Milestone date:	6/1/2012

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

Plan/Do

	Strategy 1:	Strategy: Provide professional development on incorporation of high yield strategies in daily lesson plans.		
		Action steps:		
		1. Conduct weekly PLC meetings discussing Revised Blooms Activities	3. Complete review of lesson plans at least once per six weeks	
		2. Provide examples of all Blooms to staff at least once per semester	4. Conduct administrative classroom walkthroughs weekly and provide feedback	
	Strategy 2:	Strategy: Monitor classroom implementation of High Yield Strategies, Keys to Literacy, and Revised Bloom's Taxonomy.		
		Action steps:		
		1. Conduct administrative classroom walkthroughs daily	3. Provide monthly feedback and reflections on walkthrough data	
		2. Perform administration review of lesson plans weekly		
	Strategy 3:	Strategy:		
		Action steps:		
1.		5.		
2.		6.		
3.		7.		
	4.	8.		

Plan/Do

How will we fund these strategies?

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



Act

Based upon identified results, should/how should strategies be changed?

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Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

South Columbus met 12 out of 15 AYP performance targets. All subgroups need to be addressed.

School Goal 3:	South Columbus High School will improve student success by implementing Professional Learning Communities.
Supports this district goal:	Columbus County Schools will implement Professional Learning Communities.

Target:	Increase End-of-Course overall composite score by 5% and increase the VoCATS overall composite score by 2% to work toward meeting all AYP performance targets.
Indicator:	AYP Report
Milestone date:	6/1/2012

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

Plan/Do

Strategy 1:	Strategy: Utilize a Professional Learning Community to improve the test scores and overall academic success of the all students.	
	Action steps:	
	1. Implement and offer a Freshman Success Class each semester	4. Conduct parent conferences weekly
	2. Teacher teams meet daily to discuss individual student needs and interventions	5. Provide individualized instruction using data daily
	3. Make parent contacts daily and weekly	
Strategy 2:	Strategy: Utilize a High Yield Strategies Professional Learning Community to monitor and assist teachers in implementing high yield strategies in the classroom.	
	Action steps:	
	1. Use classroom walkthrough data to identify areas of strengths and weaknesses once per six weeks	3. Develop plans to incorporate technology into daily lessons and review once per semester
	2. Use peer observation data to adjust professional development at least once per semester	
	Strategy: Utilize a Data Professional Learning Community for assessment and distribution of relevant data including testing	

	data.																									
	Action steps:																									
Strategy 3:	1. Use available data to identify strengths and weaknesses at the end of each six weeks	3. Monitor academic progress in six-week grading period once per six weeks																								
	2. Share all data trends with faculty and staff at the end of each six weeks grading period and semester	4. Use data trends to drive planning for classroom instruction weekly																								
Plan/Do	Strategy: Create Subject Area Professional Learning Communities to support teachers and improve student test scores.																									
	Action steps:																									
	1. Use available data to identify subject area strengths and weaknesses each six weeks	3. Create lessons for student-centered technology--use at least once per semester																								
	2. Create and administer formative assessments every	4. Utilize wiki and other network forums for sharing information at																								
How will we fund these strategies?																										
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