



2018–2020 Continuous School Improvement Plan for East Henderson High School

Approved by majority vote on October 15th, 2018.

A handwritten signature in black ink that reads "Carl W. Taylor".

Carl Taylor, *Principal*

A handwritten signature in black ink that reads "Robert Wallace".

Robert Wallace, *SIT Chair*

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Statement of Assurances

The School Improvement Plan has been developed and aligned to the requirements of the following:

- Henderson County [School Board Policy 3430](#)
- Henderson County Public Schools Strategic Plan
- Henderson County Public Schools Technology Plan
- NC Accountability Model & ESSA
- AdvancED School Accreditation Standards

School Improvement Team Membership

Team Member Name	Position	Date Elected
Carly Allman	Science Teacher	May 14th, 2018
Tessa Brown	CTE Teacher	May 14th, 2018
Elizabeth Christenbury	Science Teacher	May 14th, 2018
Heather Connelly	EC Teacher	May 14th, 2018
Bethany Croese	Spanish Teacher	May 14th, 2018
Hannah De La Riva	CTE Teacher	May 14th, 2018
Clay Gaitskill	Theatre Teacher	May 14th, 2018
Laurie Gaitskill	English Teacher	May 14th, 2018
Doug Gibson	Social Studies Teacher	May 14th, 2018
Rebecca Sides	Math Teacher	May 14th, 2018
Lisa Hill	Counselor	May 14th, 2018
Karen Luibrand	Counselor	May 14th, 2018
Maggie McDade	Math Teacher	May 14th, 2018
Elizabeth Pippin	PE Teacher	May 14th, 2018
April Ricketts	English Teacher	May 14th, 2018
Katie Rogers	Media Coordinator	May 14th, 2018
Robert Wallace	Art Teacher	May 14th, 2018
Maggie Gilliam	Parent	May 14th, 2018
Carl Taylor	Principal	May 14th, 2018
Katie Bradley	Assistant Principal	May 14th, 2018

The School Improvement Plan was approved by secret ballot vote on October 15th, 2018.

Mission and Beliefs

Henderson County Public Schools' Mission Statement

Henderson County Public Schools will provide all students the opportunity to learn and the encouragement to succeed in a safe environment. We will honor the individual and nurture the potential of all children.

Henderson County Public Schools' Guiding Principle

The success of a child is the result of a collaborative partnership of school, child parent and community.

Henderson County Public Schools' Core Values

We are here for the children we serve.

- We value each child.
- We value the development of the whole child.
- We value a safe, supportive, and caring learning environment.
- We value respect, honesty, and integrity.
- We value the commitment of quality employees.
- We value effective learning through high quality instruction.
- We value the pursuit of excellence.

School Vision Statement

Committed to success for all Eagles.

As a result of this commitment...

- We will uphold the 6 C's: commitment, communication, consistency, collaboration, culture, compassion
- Collaborative teams are the fundamental structure of the school. This structure reflects our collaborative culture in which we take collective responsibility to help all students learn at high levels.
- The staff consistently seeks out the most promising practices that support student learning.
- Students are provided a guaranteed and viable curriculum.
- The learning of each student is monitored on an ongoing basis through daily formative assessment in the classroom and team-developed common formative assessments for each unit.
- We ensure that evidence of student learning is used to:
 - Provide additional time and support for students who are struggling in a way that is timely, diagnostic, and directive.
 - Enrich and extend the learning for students who have demonstrated they are highly proficient.
 - Inform individual educators regarding their strengths and weaknesses in helping students to learn at high levels.

- Identify areas of concern in student learning that warrant the attention of the entire team.
- We maintain strong partnership with parents providing them with the information they need to monitor and support the learning of their children.

School Mission Statement

We exist to prepare all students to be high-achieving individuals who are successful in their pursuits of college, career, and civic responsibility.

School Collective Commitments

Our Collective Commitments: In order to fulfill our fundamental purpose and become the school described in our vision statement, each member of the staff commits to the following:

Collaboration:

- I will be a positive, contributing member of my collaborative team.
- I will work with my colleagues to achieve our SMART goals.

Commitment:

- I will seek out the most promising practices to support student learning.
- I will monitor each student's learning on an ongoing basis through classroom and team-developed formative assessments.

Culture:

- I will use evidence of student learning to inform and improve my practice and to better meet the needs of individual students.
- I will provide interventions to students who did not learn the essential learnings the first time they were presented.
- I will give students opportunities to reassess essential learnings in order to demonstrate mastery.
- I will provide opportunities for enrichment or extension for students who have mastered content/skills.

Communication:

- I will keep parents informed of the progress of their children.
- I will communicate clearly at the beginning of each lesson, through learning targets or essential questions, the skills and knowledge that students will need to be able to know and demonstrate by the end of the lesson.

Consistency:

- I will teach the essential learnings of our agreed-upon curriculum, and follow the agreed-upon pacing.

Compassion:

- I will foster positive and supportive relationships with students and colleagues.

School Profile & Narrative Summary

East Henderson High School has approximately 900 students. Our school population comes from mostly middle to low-income families of diverse backgrounds. Our school demographics include 64% white, 28% Hispanic, and less than 5% black or multiple races. Approximately 16% of our students have identified disabilities and are served with an IEP, and 6% of our students are identified as English Language Learners. In addition, approximately 55% of our students are on free and reduced lunch.

East Henderson High School staff members developed the School Improvement Plan using federal, state, county, and school-based objectives, data information from individual student achievement, overall school performance, and research on best practices. Through a collaborative effort, strategies have been identified for improving student learning and stakeholder satisfaction.

East Henderson High School's mission and vision statements revolve around preparing students for college, career, and/or military life upon graduation. In order to fulfill this purpose, our staff has collective commitments based on the "6 Cs". These "Cs" are Communication, Collaboration, Consistency, Compassion, Commitment, and Culture. All staff members are expected to utilize the "Cs" when interacting with students and their families. Communication between all stakeholders is an essential part of our success. Collaboration between teachers provides consistency in the level of instruction that takes place in the classroom. In addition, consistency is expected when dealing with student behaviors. Compassion and commitment to the job are critical to providing a caring, productive learning

environment. A culture of consistently growing people in our building is vital to the success of our students and staff.

During the 2018-2019 school year, we will focus on four specific areas for school improvement:

1. Human Resources: Our staff will continue to focus on our school-wide PLCs as well as increasing the depth of knowledge/rigor level within each course.
2. Family and Community Engagement: This goal focuses on increasing the quality and number of opportunities that our community has to be involved at our school.
3. Personalized Learning: The goals in this area target student growth and our school's graduation rate.
4. Safe and Nurturing Environment: Our goals in this area are to ensure that every student has a positive relationship with at least one adult on our campus, and ensure the safety of students by identifying areas of improvement in relation to our supervision and physical environment.

Because we want all students to stay in school and graduate on time, 100% of our staff will be involved in the monitoring of at-risk students. Using EVAAS data, EOC and benchmark scores, attendance reports, Individual Education Plans, and mentoring, teachers will target specific interventions for individual students. Teacher participation in Professional Learning Communities (PLCs) using formative assessment and focused learning strategies will improve instruction and student learning in all curriculum areas.

Through the implementation of our targeted SIP goals and strategies as well as our focus on student success, we are confident in our ability to have a positive impact on our school community.

New Initiatives at Our School

In compliance with [School Board Policy 3110](#), any new initiative or program must be presented to the Board of Education as part of School Improvement Planning. Please describe and provide a rationale for any new instructional programming being offered at your school. If no new initiative or program is being implemented, you may omit/delete this page.

Instructional Planning Time

Duty Free Planning

With the goal of providing five hours of instructional time per week as outlined in [School Board policy 3430](#), teachers at East Henderson teach three 85 minute courses and have one 85 minute block for planning each day.

Duty Free Lunch

Teachers at East Henderson supervise students on a rotating basis at lunch, before school, and after school. Each teacher has a duty free lunch or a duty free AM/PM work time.

Instructional Materials/Textbook Waiver

Building-Level Waiver Request

School: East Henderson High School LEA Number: 450 School Number: 316

Building-Level Waiver Information

Please insert the waiver you are requesting:

When funds allow and quality instructional materials are available, we are requesting the flexibility to use state textbook funds to purchase texts/materials that are not on the current state-approved adoption list.

Identify the law, regulation or policy from which you are seeking an exemption:

General Statute 115c-9b: Use of textbooks not adopted by the State Board of Education

Please state how the waiver will be used.

There are a limited number of textbook titles available on the state-approved textbook list. This waiver allows us the flexibility to use state textbook funds to purchase texts that are currently in use in the district, but are no longer available on state contract and for texts that we already purchase off state contract. Additionally, the waiver would allow us the flexibility to purchase texts off the state contract for courses for which there is no text available.

Please state how the waiver will promote achievement of performance goals.

While teachers integrate many supplementary resources into classroom instruction, student texts are basic and essential instructional materials.

Conflict Resolution

In compliance with [School Board Policy 3431](#), we take steps on our school to resolve conflict. Our specific strategies include:

- **Teacher/Student Conflict:**
Teachers address conflict with students one on one outside the classroom. If conflict continues, the teacher and student meet with administration to mediate and problem solve.
- **Teacher/Parent Conflict:**
Teachers and parents will discuss conflict in relationship to what is in the best interest of the child. Parent will address teacher or staff member with whom he or she has an issue first. If the conflict cannot be resolved then both the parent and teacher will meet with administration to resolve the problem.
- **Employee Conflicts:**
Employees will address the conflict with the parties involved. If a resolution cannot be reached, then both parties will meet with administration to resolve the conflict.

Strategic Goals

Henderson County Public Schools strives to provide a quality educational experience for all students. We do so through strategic planning, collaboration and a commitment to our mission, vision and values.

We Value Excellence In



Human Resources

Community and Family Engagement

Personalized Learning

Safe and Nurturing Environments

Where Every Piece Matters. Excellence to the Core.

Continuous Improvement

Valuing improvement, the following school-based goals and strategies represent strategic priorities over the next two years.

Summary of Goals

Details can be found on the pages that follow, but note these bullet points as the highlights of our goals:

H - In the area of Human Resources, we plan to:

- Collaborate within Professional Learning Communities that make direct impacts on instruction and student learning. In addition, we plan to increase the rigor of student work within all classrooms.

C - In the area of Community and Family Engagement, we plan to:

- Increase community and family involvement in our school

P - In the area of Personalized Learning, we plan to:

- Increase our overall school growth index to positive 1 and increase the 4 year graduation rate to 95% or above.

S - In the area of Safe and Nurturing Environments, we plan to:

- Build a school community wherein every student has a positive connection with at least one adult on campus

Area One Goals: Human Resources

Human Resource Goal One

All faculty members collaborate within a Professional Learning Community that makes a direct impact on instruction and student learning.

Strategies to Achieve this Goal

- The school will maintain a schedule to protect PLC collaboration time on Wednesdays.
- All PLC groups will adhere to collaborative commitments document and timeline as set forth by administration.
- Instructional coach and administration will provide additional support as needed/requested by individual PLC's.

Measure of Success

- All PLCs will utilize common formative assessments throughout the year.
- EOC proficiency will be 80%
- SWD graduation rate will be 85%

Persons Responsible

- All Faculty
- Instructional Coach
- Administration

Target Date

June, 2019

Human Resource Goal Two

The level of rigor within our classrooms will be evidenced by an increase in the percentages of level 3 and level 4 DOK student activities.

Strategies to Achieve this Goal

- Teachers will collaborate to develop new strategies for students who are not yet proficient with promise standards.
- Provide professional development opportunities for teachers to increase level of rigor in the classroom .
- Staff will observe other faculty (East High as well as other schools) and respond/reflect on the level of rigor at which students are working.

Measure of Success

- Teachers will develop new enrichment opportunities for students who have mastered content.
- Students will be engaged in learning process from bell to bell in all classes.
- ACT proficiency will be 80%.

Persons Responsible

- All Faculty, Instructional Coach, Administration

Target Date
June, 2019

Area Two Goals: Community and Family Engagement

Community and Family Engagement Goal One

We will increase community and family involvement in our school.

Strategies to Achieve this Goal

- Collect data on parent interests for engagement nights to determine schedule
- We will form a parent advisory group.
- Doubling up on athletics/arts events to increase turnout (PowerSchool tutorial station, promote various social media accounts to follow)
- We will offer student-led childcare during events via student service organizations (NHS, AIM Club, etc.).
- Event Ideas:
 - Freshman Orientation for Parents (clubs, department expectations, etc.)
 - AP & Blue Ridge Night
 - Distance Learning Night (NCVPS, HCVPS, Blue Ridge)
 - Open House: revamp into “stations”
 - Financial Aid Night
 - Junior / Senior Jump Start
 - Curriculum Carnival
 - Internet & Social Media Safety/Awareness – Virtual Footprint
 - Mental Health & Opioid Crisis
 - Pre-ACT & ACT “Response Day” for interpreting score data
 - An event to pull in the hispanic community

Measure of Success

We will host 8-10 events per academic year that targets community/family engagement.

Persons Responsible

- Counseling Department
- SIT Sub-Committee
- Additional Specialists

Target Date
June, 2019

Area Three Goals: Personalized Learning

Personalized Learning Goal One

The overall school growth index will increase to positive 1.

Strategies to Achieve this Goal

- We will utilize Smart Period interventions.
- We will use EVAAS predictions to know growth targets and identify “bubble kids.”
- We will use promise standards in NC finals and EOC classes.
- We will use CFA data to drive our interventions and enrichments.
- We will utilize Response Days to intervene or provide enrichment for students.

Measure of Success

School report card data will reflect positive growth.

Persons Responsible

All Faculty

Target Date

June, 2019

Personalized Learning Goal Two

The 4 year graduation rate will increase to 95% or above.

Strategies to Achieve this Goal

- MTSS interventions - identifying students at risk of not graduating on time
- EC Smart period interventions and support (content and organizational)(Eagle Academy)
- Schoolwide shift in grading practices to increase student achievement
- Summer school credit and attendance recovery opportunities
- College Access day
- School-wide Response Days

Measure of Success

- Staff will use research-based grading practices
- EC students will meet IEP goals
- Students will graduate with class cohort
- Decrease in number of students failing one or more courses
- Attendance will increase
- Tier II documentation of interventions

Persons Responsible

All faculty

Target Date

June, 2019

Area Four Goals: Safe and Nurturing Environments

Safe and Nurturing Environments Goal One

Every student will have a positive connection with at least one adult in the building.

Strategies to Achieve this Goal

- Staff will utilize SMART Period for enrichment/intervention.
- We have a stated goal that 80% of our student body will participate in extracurricular activities, and we will work as a staff to monitor that participation and to identify students who are not participating.
- Staff will greet students during duties and class change
- Teachers will complete 2x10s; Good Friday Calls; Student of the Week recognitions
- Staff will interact with students at supervision areas

Measure of Success

- 80% of students will participate in some extracurricular activity
- Reduction in absence/tardy frequency
- Decrease in disciplinary action required
- Increase in graduation rate

Persons Responsible

- Administration, Faculty and other staff

Target Date

June, 2019

Safe and Nurturing Environments Goal Two

We will continue to maintain a safe campus and identify areas where safety can be improved. Identified areas of potential improvement will be examined as they arise, and necessary steps taken whenever possible to improve school safety.

Strategies to Achieve this Goal

- We will form and develop a staff/faculty safety committee
- District staff will install magnetic door locks in high traffic areas
- Staff will continue frequent (3 per semester) lockdown drills to familiarize staff and students with procedures
- All staff including substitutes will be able to lock doors from inside rooms
- All staff will have hex keys to lock exterior doors as needed
- Staff will be offered hex key training as needed
- Staff will maintain monitoring procedures through duties

Measure of Success

- 100% compliance during safety drills with no identifiable and/or critical errors in procedure or adherence to agreed-upon protocol

Persons Responsible

- All faculty and staff are responsible for knowing safety procedures and implementing them appropriately
- Maintenance staff is responsible for installing and maintaining magnetic locks

Target Date

June, 2019

Data Review

We value making decisions based on data. The information that follows has been reviewed by our stakeholders as we determined school goals.

- EOC Proficiency Data
 - Overall: 2018-
 - Biology
 - 2018: 71.8%
 - 2017: 58.7%
 - 2016: 62.0%
 - 2015: 55.0%
 - English II
 - 2018: 71.9%
 - 2017: 67.3%
 - 2016: 62.0%
 - 2015: 63.0%
 - Math I
 - 2018: 65.6%
 - 2017: 73.9%
 - 2016: 57.0%
 - 2015: 54.0%
- EVAAS EOC Growth Data
 - 2018: -0.81
 - 2017: 0.55
 - 2016: 0.07
 - 2015: -2.40
- EVAAS Overall Growth Data
 - 2017: -3.76
 - 2016: -1.14
 - 2015: -7.29
- ACT Proficiency Data
 - 2018: 56%
 - 2017: 65%
 - 2016: 69%
 - 2015: 56%
- 4-year Graduation Rate
 - 2018: 88.6%
 - 2017: 92.1%
 - 2016: 88.0%
 - 2015: 87.0%
- 2018 NC Teacher Working Conditions Survey