



2018-2020

# Continuous School Improvement Plan for Hendersonville High School

Approved by majority vote on September 4th, 2018.

*W Robert Wilkins*

Mr. W. Robert Wilkins, *Principal*

*Tammy H. Irish*

Ms. Tammy H. Irish, *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

<b>Team Member Name</b>	<b>Position</b>	<b>Date Elected</b>
W. Robert Wilkins	Principal	May 21st, 2018
Tammy Irish	Assistant Principal	May 21st, 2018
Eric Gash	Assistant Principal	May 21st, 2018
Alyson Gooch	CTE, Teacher	May 21st, 2018
Courtney Hoelscher	Art, Teacher	May 21st, 2018
Mike Jones	Science, Teacher	May 21st, 2018
Dan Kealy	School Counselor	May 21st, 2018
Sabrina Sweeney	English, Teacher	May 21st, 2018
Angie Eudy	Foreign Language, Teacher	May 21st, 2018
Lindsey Bercume	Health/PE, Teacher	May 21st, 2018
Kat Chisholm	Exceptional Children, Teacher	May 21st, 2018
Elise Joyce	Media Coordinator	May 21st, 2018
Mathan Brewer	Math, Teacher	May 21st, 2018
Anna Moncrief	Social Studies, Teacher	May 21st, 2018
Marvin Featherstone	Teacher Assistant	May 21st, 2018
Pam Sutton	Instructional Coach	May 21st, 2018
Melisa Escobar	PTO President	May 21st, 2018
Derek Hawkins	Parent Representative	May 21st, 2018

The membership of our School Improvement Team was elected on May 21st, 2018.

The School Improvement Plan was approved by secret ballot vote on September 4th, 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**

Provide all students with a well-rounded education, including academic and extracurricular educational experiences.

## **School Mission Statement**

The mission of Hendersonville High School is to provide opportunities for the intellectual, physical, and social development of our students while maintaining the integrity of the community we serve.

## **School Beliefs (Core Values)**

Hendersonville High School shares the same core values as Henderson County Public Schools.

## School Profile & Narrative Summary

*Hendersonville High School began a tradition of excellence in education in 1901 and has provided for the secondary education needs of this community at the present campus since 1926. The school was remodeled and expanded in 1991. HHS has a positive traditional atmosphere which values the supportive, intimate relationships that allow students to discover and develop their talents in a small school. The school has a highly qualified and dedicated faculty and staff including 19 alumni of HHS. In addition, HHS has a very active alumni association. HHS excels in academics, athletics and the fine arts. Our students continue to record top SAT scores year after year, with a recent participation rate of 88%. HHS has over 90% of students at or above grade level and a graduation rate higher than 95%.*

*Hendersonville High School is a school with a diverse student body. The many positive offerings at HHS continue to attract a high percentage of students choosing to attend school in our district. Our enrollment has increased by more than 100 students from last year to give us a total of 771 students. Over 90% of our students attend some form of higher education after high school graduation.*

*Our two school improvement goals were developed after thorough analysis of our EVAAS data, State and Local Assessment data, End of Course test data, and teacher records. Each year, the Administrative Team and the School Improvement Team thoroughly examine HHS data in order to establish direction, adjust instruction, and determine change. Strategies are then implemented to meet our needs. In addition, data compiled from student, teacher, and parent surveys about our school guide us in the school improvement process.*

*We will continue to strive to improve EOC scores, specifically in English II, Biology and Math I. The use of purposeful technology in the classroom to guide instruction, assess students and prepare them for the 21st century will also be a focus for our continued school improvement.*

*HHS believes strongly in making sure we have a safe and caring learning environment for all students. The culture of HHS creates lifelong learners and contributes to the success of students and their future.*

# 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](#), our School Improvement Team has provided all teachers with one hour and forty minutes of instructional planning each school day.

## Duty Free Lunch

Duty free lunch is not an issue at our school.



# Instructional Materials/Textbook Waiver

## Building-Level Waiver Request

School: HHS

LEA Number: 450

School Number: 334

### Waiver Request 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 at our school to resolve conflict. At Hendersonville High School, we provide students with a working knowledge on how to effectively take a positive approach to resolving conflict. Our specific strategies include using our valuable human resources such as our school counselors and our social worker. These individuals work with students using a variety of methods and processes to facilitate and manage many types of conflict.

In addition, our students now have access to the “Report It, Don’t Ignore It” app where they can confidentially and anonymously communicate any type of issue they is threatening or unhealthy.

Relationships are key here at Hendersonville High School and our administrators, faculty and staff are always quick to address problems quickly and put the welfare of the students first.

# 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:



**H**uman Resources

**C**ommunity and Family Engagement

**P**ersonalized Learning

**S**afe 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:

- To continue a culture of instructional collaboration through common planning and professional development.

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

- Provide a caring learning environment for all students by contacting parents throughout the school year about student progress and opportunities for involvement at HHS. These contacts will include personal teacher contacts, PTO communications, progress reports and School Messenger communications.

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

- All students will meet their Annual Measurable Objectives (AMOs) and the school will receive the highest school designation as determined by the new NC ABC model.

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

- All staff will participate in safety drills and training throughout the school year.

# Area One Goals: Human Resources

## **Human Resource Goal One:**

To continue a culture of instructional collaboration through common planning and professional development.

### **Strategies to Achieve this Goal:**

- Professional Development Opening Faculty Meeting (provided by Josh Barton, Elise Joyce, Mr. Wilkins, Mrs. Schweikert, Mrs. Keyzer and Mrs. Greiner)
- Weekly faculty meeting
- PLC meetings with instructional coach
- Common planning

### **Measure of Success:**

- PLC meeting notes
- Evidence of implementation of shared strategies
- Progress of students

### **Persons Responsible:**

Stakeholders will include administration and teachers.

### **Target Date:**

June, 2019

# Area Two Goals: Community and Family Engagement

## **Community and Family Engagement Goal One:**

Provide a caring learning environment for all students by contacting parents throughout the school year about student progress and opportunities for involvement at HHS. These contacts will include personal teacher contacts, PTO communications, progress reports and School Messenger communications.

### **Strategies to Achieve this Goal:**

- PTO email and Twitter School accounts to notify parents of school events and accomplishments.
- Use of parent portal on PowerSchool to view grades.
- Teacher will make direct phone calls to communicate with parents with regard to class progress and grades.
- Use of SchoolMessenger to alert parents of upcoming events and important school information.

### **Measure of Success:**

- Intentional use of twitter account by administration, media coordinator and PTO president.
- Communication log by teachers (both written and on PowerSchool)
- Administrative expectation of weekly updating of grades
- Completion of progress reports every nine weeks

### **Persons Responsible:**

Stakeholders will include administration, teachers, parents and our community partners (PTO) to reach our family engagement goal.

### **Target Date:**

June, 2019

# Area Three Goals: Personalized Learning

## Personalized Learning Goal One:

All students will meet their Annual Measurable Objectives (AMOs) and the school will receive the highest school designation as determined by the new NC ABC model.

### Strategies to Achieve this Goal:

- Teachers will meet in PLCs to share findings, analyze data and share strategies to better meet the needs of students.
- Teachers will observe other teachers at least three times throughout the school year
- Teachers will use EOC test data to recommend students for tutoring.
- Rotating schedules will be implemented to accommodate tutoring.
- Teachers will share consistent grading practices based on standards and mastery.
- Create a classroom culture of blended learning.

### Measure of Success:

- All HHS Final Exam scores and End of Course scores will improve at least 5%
- The lowest 5% of students in Math I, English II and Biology will receive in school tutoring.
- Increase online test taking strategies.

### Persons Responsible:

Stakeholders will include administration, teachers, tutors and the hard work of our student body.

### Target Date:

June, 2019

# Area Four Goals: Safe and Nurturing Environments

## Safe and Nurturing Environments Goal One:

All staff will participate in safety drills and training throughout the school year.

### Strategies to Achieve this Goal:

- Training on proper procedures for fire, lockdown and tornado drills and medical emergencies.
- Faculty and staff will participate in school crisis training drills.

### Measure of Success:

Attendance at training sessions will be required with appropriate follow up throughout the school year. Students will also participate in required monthly fire drills and two required lock drills throughout the school year.

### Persons Responsible:

All faculty and staff are required to participate in the training sessions. The student body will participate in all required student drills.

### Target Date:

June, 2019

## Safe and Nurturing Environments Goal Two:

Students will be trained on the new internet safety requirements and the new county safety initiative “Report It, Don’t Ignore It.”

### Strategies to Achieve this Goal:

- Teachers will conduct a classroom training complete with videos and student responses.
- Students will watch an instructional video on the new “Report It, Don’t Ignore It” app
- Throughout the year administration and teachers will remind and support students during times of conflict or when needed.

**Measure of Success:**

- Completion of Student responses
- Weekly administrative/school counselor meetings

**Persons Responsible:**

Stakeholders will include administration, teachers and support staff.

**Target Date:**

June, 2019



# Data Review

**End of Course Test Scores Proficiency: 85.2%**

**Growth Status: 93.6**

**Index: 6.03**

**EOC Subgroup Performance:**

- **Black: 51.5%**
- **Hispanic: 76.5%**
- **White: 89.6%**

**ACT: 74.6%**

**ACT WorkKeys: 73.2%**

**Graduation Rate & Drop Out Information:**

- **4 year: >95**
- **5-year: >95**

**Math Course Rigor: >95**

**School Performance Grade: A**