



2018-2020
Continuous School Improvement Plan
for
WEST HENDERSON HIGH SCHOOL

Approved by majority vote on October 18, 2018.

Shannon Auten

Ms. Shannon Auten, *Principal*

Daniel Holbert

Mr. Daniel Holbert, *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
Shannon Auten	Principal	August 26th, 2018
Daniel Holbert	Chairperson	August 26th, 2018
Matthew Parent	Vice Chairperson	August 26th, 2018
Stephanie Scott-Gaddy	Secretary	August 26th, 2018
Anne Ogburn	ESL Specialist	August 26th, 2018
Nicole Miranda	Math	August 26th, 2018
Graham Horton	EC	August 26th, 2018
Kelly King	Fine Arts	August 26th, 2018
Karen Dellinger	World Languages	August 26th, 2018
Emily Young	Lead Teacher	August 26th, 2018
Leanna Racquer	Science	August 26th, 2018
Jay Young	PE	August 26th, 2018
Joni Allison	Asst. Principal	August 26th, 2018
Betsy Brown	Media Specialist	August 26th, 2018
Dawn Frerk	Teacher Assistant	August 26th, 2018
Lori Cavanaugh	Parent	August 26th, 2018
Cole Church	Counselor	August 26th, 2018
Randy Lytle	ROTC	August 26th, 2018
Gina Collum	Instructional Coach	August 26th, 2018
Wendy Frye	District Representative	August 26th, 2018

The membership of our School Improvement Team was elected on August 26th, 2018.

The School Improvement Plan was approved by secret ballot vote on October 18, 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.

West Henderson High School Vision Statement

To be the standard of academic, extracurricular, and civic excellence

West Henderson High School Mission Statement

To prepare every student for his / her highest level of success

West Henderson High School Collective Commitments

In order to achieve the shared vision of WHHS, each faculty member commits to the following:

- I will maintain positive, respectful interactions.
- I will communicate and uphold high expectations for administration, faculty, and students with consistent enforcement.
- I will model professional best practices within the classroom.
- I will be a student advocate, fostering positive relationships with all students.
- I will be a positive, contributing member of my collaborative team.
- I will identify the essential curriculum standards with my collaborative team.
- I will collaborate with my colleagues regarding common standards and pacing.
- I will seek out the most effective practices to support each student's learning.
- I will utilize the provided PLC time to enhance my instructional practices.
- I will engage and communicate with all stakeholders involved in each student's learning.

In addition to the above, administration will also commit to the following:

- I will provide time within the teacher work day for collaboration.
- I will provide support and accountability in order to uphold the high expectations we have at WHHS.
- I will be accessible and visible during the school day.
- I will seek input from and efficiently communicate with the staff.

School Profile & Narrative Summary

West Henderson High School has approximately 1130 students and is located in northern Henderson County. Roughly 84% of our students are White, and our largest minority subgroup is Hispanic. We have about 38% students receiving free and reduced lunch. Economically, our community is a mix of Agricultural, Advanced Manufacturing and Service Industries. Recently, West Henderson implemented a Leadership Team and a School Safety Team. The Leadership Team handles decisions dealing with changes that need to be made to make the school better. Our School Improvement Team handles decisions in academics, curriculum and safety. Our School Safety committee focuses solely on improving the overall safety of our school and reporting it to the School Improvement Team.

The West Henderson School Improvement Team used various resources and data to guide the School Improvement Plan process. The result was a decision to focus on ensuring that West Henderson is a school which meets all School Performance Indicators and EVAAS growth. We are committed to increasing both proficiency and growth indices to achieve an A on the NC School Report Card. This plan also guides West Henderson High School's desire to provide a safe learning environment for all stakeholders.

Data from EOC performance and growth scores, benchmarks, CTE Assessment scores, ACT scores, ACT WorkKeys scores, and EVAAS revealed the need to focus on improved academic performance in both proficiency and growth for the 2018-19 school year. EVAAS growth models rated our school overall as "Not Met". With this plan, academic growth of each individual student will be emphasized. PLC's will meet weekly across the school providing collaboration to promote student success. These teams will create common assessments and rubrics to determine if and when interventions are needed. All teachers will participate in professional development related to differentiation throughout the year. We will use specific scheduling, shared planning or lunches, walk-throughs, and planning period/subject area PLC's to promote academic growth. Tutoring will be offered two afternoons each week. Identified students will use Edgenuity to provide intervention and remediation for students who are not proficient. The faculty will continue to use Blended Learning strategies and will implement the use of differentiated resources. An increased emphasis of using technology will be supported through professional development provided to teachers by our teacher leaders, instructional coach, and media specialist.

We now have a Smart Period (Falcon Flight) in place to help us with our mission to reach all students. This will provide additional support to struggling students and those that need extra time to work on assignments, or study. In addition, we will provide attendance make-up and tutoring sessions two days a week and at least three Saturday school opportunities each semester for those students who may be at risk due to attendance

issues. All school staff will be expected to create positive relationships to support identified at-risk students and their needs.

We will continue to provide students with a safe and nurturing environment. A primary focus is to improve relationships between staff and students by ensuring all students have a meaningful connection with at least one adult on campus. Areas of support will include activities related to student and staff engagement in extracurricular activities, building positive student-staff relationships, and student peer relationships. Our Student Government Association made it a priority this year to model positive student interactions at all school events. Other student clubs have joined the initiative of ensuring no student eats lunch alone. We will also explore a mentoring program for students new to West Henderson.

We want to provide additional support to students who struggle with substance abuse, have mental health concerns or are dealing with bullying through our counselors and school social worker. Qualified speakers will also be invited to speak at assemblies to promote positive student behaviors. Through school assemblies and communication with parents, we continue to publicize district resources for gathering student feedback on ways we can increase student safety. For example, students use the *Report It; Don't Ignore It* app to report inappropriate behavior.

Identified areas of our school will be safer with the addition of staff duties, use of strategically placed video monitors and a School Safety Committee that will continually meet to brainstorm ideas to make our campus safer.

West Henderson High School will continue to communicate effectively with all stakeholders by means of School Messenger, Parent Portal, school and teacher websites, personal phone calls, emails, letters, social media, and face-to-face conferences. We will offer select school forms in Spanish to ensure proper communication with both ESL students and our Spanish-speaking parents.

West Henderson High School is committed to promoting the success of all students. With the focus of this School Improvement Plan being driven by professional learning communities, and effective communication by all stakeholders, West Henderson High School aspires to be a school community and a community school.

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.

Adapted School Schedule to Include a Smart Period (Falcon Flight)

For the 2018-2019 school year, West Henderson High School has implemented a Falcon Flight Smart Period, a thirty minute block of instructional time during the school day to help reach students that need more individualized instruction. This time takes place from 9:25 am-9:55 am four days per week. During this time, students that need reteaching, remediation or more one-on-one instruction can meet with their teachers to better their understanding of the standards covered in the course. Students that are high-achieving can also meet with their teachers for challenging enrichment activities during this time. Teachers will receive training to successfully use this time to support student learning. By utilizing this block of time, we are reaching all learners at West Henderson High School and helping each student to succeed.

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 decided that teachers will have 85 minutes of planning daily which will exceed the requirement of 5 hours of planning each week. Once a month, teachers will attend a professional development activity related to the School Improvement Plan.

Duty Free Lunch

With staff input, the School Improvement Team decided that teachers will have a duty-free lunch period on a daily basis with the exception of up to 5 weeks per semester when they are needed for cafeteria duty in order to maintain a safe school environment.

Instructional Materials/Textbook Waiver

Building-Level Waiver Request

School: West Henderson

LEA Number: 450

School Number: 352

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 in our school to resolve conflict. Our specific strategies include the creation of a School Culture Committee which will host four focus groups each year to gather feedback from students about school culture concerns. As part of our area four goal on safe and nurturing environments, we will explore a mentor program that will include conflict resolution and peer mediation components. A requirement of any peer mentor program we adopt will be the program must include a training component for students on conflict resolution techniques and problem-solving strategies. We will continue to utilize the adult resources we have in place for conflict resolution including school counselors, social worker, administrators, and school behavior team.

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:

- Provide teachers a variety of professional development opportunities on how to differentiate instruction for diverse learners.
- Based on results from common assessments, PLCs will collaborate to create remediation and acceleration activities.

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

- Create more engagement and attendance at West Henderson sporting and arts events.

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

- Increase proficiency on ACT and ACT WorkKeys
- Increase proficiency on all End of Course Exams:

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

- Increase staff and student engagement in school community events.
- Strengthen the security of the building and the safety of students of West Henderson.

Area One Goals: Human Resources

1.1 Human Resource Goal One:

Provide teachers a variety of professional development opportunities on how to differentiate instruction for diverse learners.

Strategies to Achieve this Goal:

- 1.1.A Implement strategies learned through professional development on scheduled workdays and planning period meetings.
- 1.1.B Utilize PLC time to strategize with EC, AIG and ESL specialists.

Measure of Success:

- Teacher Attendance at PD
- Lesson plans developed with specialists
- Student engagement
- Teacher growth measured by teacher observations and self-evaluation on professional development plans

Persons Responsible:

Instructional Coach, PLCs, Administration, Departmental Teacher Leaders Strong in Differentiation

Target Date:

June, 2019

1.2 Human Resource Goal Two:

Based on results from common assessments, PLCs will collaborate to create remediation and acceleration activities.

Strategies to Achieve this Goal:

- 1.2.A Create remediation and acceleration activities in PLC meetings.
- 1.2.B Utilize Falcon Flight time to deliver remediation and acceleration activities with students.
- 1.2.C Share created resources of remediation and acceleration activities.

Measure of Success:

- Collaborative plans (Google Drive Folders)
- Student growth measured by increased passing rates on common assessments and final course grade
- Teacher growth measured by EVAAS data, teacher observations and self-evaluation on professional development plans

Persons Responsible:

PLC Teams (Leaders to Set up Folders in Google Drive), Instructional Coach, Administration, Lead Teacher

Target Date:

June, 2019

Area Two Goals: Community and Family Engagement

2.1 Community and Family Engagement Goal One:

Create more engagement and attendance at West Henderson sporting and arts events.

Strategies to Achieve this Goal:

- 2.1.A Host multiple family engagement events for our students and their families as well as the students and families of our feeder schools.
 - Host a Movie Night after a home sporting event
 - Provide a Holiday Season Child Care session
 - Host a Special Needs Basketball 5th Quarter at a home basketball game
 - Continue to invite and honor students from Elementary and Middle Schools at Athletic and Art events
 - Showcase student work and projects during family engagement events.
- 2.1.B Increase student involvement at events in the community and at feeder schools.
 - Continue student and club participation at the Annual Deer Dash 5K.
 - Continue to make our students aware of opportunities to read to and tutor students and participate in festivals at feeder schools.
 - Provide opportunities for our students to mentor younger students through clubs aligned at the high and middle school.

Measure of Success:

- Club Attendance
- Community Attendance
- Media Coverage
- Social Media analytics

Persons Responsible

SGA, Club Sponsors, Athletic Coaches, Art Teachers

Target Date:

June, 2019

Area Three Goals: Personalized Learning

3.1 Personalized Learning Goal One:

Increase proficiency on ACT and ACT WorkKeys

- Grade 11 ACT from 67.4 % to 70% of students score at 17 or above
- Grade 12 ACT WorkKeys from 58.2% to 70% students receive a Silver.

Strategies to Achieve this Goal:

- 3.1.A Utilize Falcon Flight (Smart Period) and ISS to prepare students for these tests.
- 3.1.B CTE teachers use ACT WorkKeys Curriculum once a week in their classrooms for 30 minutes and leave ACT WorkKeys Curriculum for all substitute plans.
- 3.1.C Administer full ACT practice test on an Early Release day.
- 3.1.D Question of the Day-Use Google Classroom

Measure of Success:

- Composite score increases from PreACT to ACT
- Average increase of student levels on all three tested areas in WorkKeys Curriculum

Persons Responsible

Faculty, Counselors

Target Date:

June, 2019

3.2 Personalized Learning Goal Two:

Increase proficiency on all End of Course Exams

- Math 1 from 63.6% to 66.6% by June of 2019 and to 69.5% by June of 2020
- English 2 from 65.4% to 67.5% by June of 2019 and 69.5% by June of 2020
- Biology EOC from 67.4% to 69.6% by June of 2019 and 71.9% by June of 2020

Improve growth index on Math and English End of Course Exams from -9.08 to -1.86 for 2018-19 school year in order to meet expected growth

Strategies to Achieve this Goal:

- 3.2.A Create and analyze data from common formative assessments (aligned to EOC power standards) to collect and compare data.
- 3.2.B Use EVAAS to determine student in the level 2 range for targeted intervention.
- 3.2.C Provide students with online practice and test-taking strategies specific to each End-of-Course exam.
 - English 2: Incorporate at least one additional informational text and accompanying lesson per quarter to improve understanding of central idea, supporting details, and vocabulary in context.

- Math 1: Give opportunities for students to show mastery of standards through retests and corrections and use USA TestPrep.

Measure of Success:

- Data from benchmark and End-of-Course exams
- Growth from pre-assessments to post-assessments

Persons Responsible

Professional Learning Communities of teachers of EOC courses

Target Date:

June, 2019

Area Four Goals: Safe and Nurturing Environments

4.1 Safe and Nurturing Environments Goal One:

Increase staff and student engagement in school community events.

Strategies to Achieve this Goal:

- 4.1.A Explore options for a staff and student mentor program.
- 4.1.B Encourage staff to be present and interacting with students at clubs and extracurricular events.
- 4.1.C Conduct quarterly student focus groups.

Measure of Success:

- Every student at West Henderson has a connection with at least one adult on campus.
- Student community survey
- Attendance of staff and students at extracurricular and school community events

Persons Responsible

Faculty, Freshmen Orientation Teachers, Student Culture Committee, Student Leaders (Members of various clubs and athletic teams)

Target Date:

June, 2019

4.2 Safe and Nurturing Environments Goal Two:

Strengthen the security of the building and the safety of students of West Henderson.

Strategies to Achieve this Goal:

- 4.2.A Install electronic locks on all exterior doors.
- 4.2.B Collaborate with district personnel on developing a clear, district step-by-step procedure for addressing students of concern.
- 4.2.C Continue to meet with School Safety Committee, conduct three lockdown drills each semester, and respond immediately to Report It; Don't Ignore reports.

Measure of Success:

- Restricted entry to building through exterior doors
- Completed and widely communicated procedure for addressing students of concern
- Decreased incidents of bullying
- Student response and feedback through classroom discussions, focus groups, and surveys

Persons Responsible

District safety response, School Safety Committee Members, School Resource Deputy

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.

End of Course Proficiency

The percentage of students in the school proficient for 2017-18 for Math 1 was 69.1, for 2016-17 was 70.3 and for 2015-16 was 74.8. We had two Math 1 teachers resign after the 2016-17 school year and have hired five new math teachers in the past three years. The school proficiency for 2017-18 for English 2 was 67.3, for 2016-17 was 73.1 and for 2015-16 was 72.1. We had two English 2 teachers retire after the 2016-17 school year and have hired four new English teachers in the past three years. The school proficiency for 2017-18 for Biology was 67.4, for 2016-17 was 61.4 and for 2015-16 was 67.8.

School Growth Index

For the 2017-18 school year, the School Growth index was -9.08. This is lower than the 2016-17 school year which was -4.7 and the 2015-16 was 2.03. We exceeded growth in 2015-16, but have not met growth the past two years.

ACT and ACT WorkKeys Proficiency

The school proficiency percentage for the ACT for 2017-18 was 67.6, for 2016-17 was 69.0 and for 2015-16 was 70.9. The school proficiency percentage for the ACT WorkKeys for 2017-18 was 58.2, for 2016-17 was 79.6 and for 2015-16 was 69.2. We had 11 students receive a Platinum certificate last year which was a new record for West Henderson.

Graduation Rate

93.8 percent of the student in the Class of 2018 graduated on time. Over 95 percent graduated for the Class of 2017 and the Class of 2016.

CTE Assessments

Following are the percent of proficient students in our CTE Courses: Agricultural Education 86, Business, Finance & Information Technology Education 87, Family & Consumer Sciences Education 87, Health Sciences Education 100, Marketing & Entrepreneurship Education 83 and Trade & Industrial Education 84.