

School Improvement Plan

School:	Cary HS
Plan Year	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	<ul style="list-style-type: none"> • 4 YGR from 2012-13 to 2016-17 is as follows: 84.6→ 82.1→ 84.5→87.2→88.5 • Course pass rate for CCM1A and 1B has trended upward 24.1% since 2013-14 (56.1 → 80.2). • EC students increased their math proficiency by 4.2% last year. • “All Students” increased their math proficiency by +4.3% (44.9% to 49.2%) • Cary High has scored in the top 3 out of 171 schools for Student Growth according to EVAAS for the past three years (13.87, 17.61, and 14.85 respectively) • 4 YGR for Hispanic students has increased by 9.8% over the past 4 years (67.7, 61.9, 69.6, 77.5) • 4 YGR for Black students increased by 11.7% over the past 4 years (80.5, 80.4, 82.7, 92.2) • 4 YGR for EC students has increased by 14.9% over the past 4 years (66.7, 61.9, 70.4, 81.6) • The 4 YGR for LEP students had decreased by 25% over the past three years but during the 2016-2017 school year the rate rebounded tremendously and was up 50.8% (51.7, 33.3, 26.7, 77.5). • CCM1 proficiency has remained at ~50% for the past 4 years while the number of students passing has doubled. • CHS continues to exceed expected growth for its students. In the 2016-2017 school year we received an overall value added score of 9.21. For math that score was 0.1 (meets expected growth), Biology was 2.2 (exceeds expected growth) and English 2 was 1.0 (exceeds expected growth). 	<ul style="list-style-type: none"> • After several years of consistent proficiency rates Hispanic students experienced a -10.8% drop in Reading and -12.7% drop in Math during the 2014-15 year. • ED students experienced a -4.7% drop in Math proficiency and a -13.1% drop in Reading proficiency during the 2014-15 year. • The proficiency rate of Biology has decreased from 73.3 to 64.9 over the past 3 years. • CHS MET 69 out of 97 AMO targets. During the 16-17 school year CHS met 31 if 49 AMO targets. • During the 2016 - 2017 school year we saw dips in student college and career readiness (scoring a 4 or 5 on EOC exams). Math was down 3.1%, English 2 was down 0.3%, and Biology was down 10.4%. Overall we were down 6%.
Process Data	<ul style="list-style-type: none"> • 3.6% increase in number of Students with Disabilities enrolled in AP Courses when comparing AP Enrollment numbers from 2011-2012 to 2014-2015. • 23% increase in total number of students taking 1 or more AP Exam when comparing AP Exam participation from 2011-2012 to 2014-2015. • 42% increase in number of Black students participating in 1 or more AP Exam when comparing AP Exam participation from 2011-2012 to 2014-2015. • 84.6% of the 2015-16 IMPstitute students passed three or four of their courses during the fall semester. • 95.1% of the 2015-16 Freshmen Seminar students passed 3 or 4 of their fall semester courses 	<ul style="list-style-type: none"> • 5% decrease in number of students scoring a 3, 4, or 5 on AP Exams when comparing AP Exam scores from 2011-2012 to 2014-2015.

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Staff and Student Demographics	<ul style="list-style-type: none"> • 8.4% increase in student population since 2011-2012 to current academic year, 2015-2016 (from 2,233 to 2,420). • 3.4% increase in number of teachers with advanced degrees when comparing 2011-2012 NC School Report Card to 2014-2015 NC School Report Card. • 13% increase in number of teachers with National Board Certification when comparing 2011-2012 NC School Report Card to 2014-2015 NC School Report Card. • 0.1% increase in number of fully licensed teachers when comparing 2011-2012 NC School Report Card to 2014-2015 NC School Report Card. • 0.1% decrease in teacher turnover rate when comparing 2011-2012 NC School Report Card to 2014-2015 NC School Report Card. 	<ul style="list-style-type: none"> • 1.8% decrease in the average percentage of students who attend school daily when comparing school attendance from 2011-2012 NC School Report Card to 2014-2015 NC School Report Card. • 49% increase in Students with Disabilities when comparing enrollment data from 2012-2013 to 2014-2015. • Certified staff is 89.2% white, which does not reflect our diverse student body. • School will need to form plan to address and allocate resources for an increasingly diverse student body: Since 2011-2012, there has been a steady increase in F&R students (+6%), SPED students (+49%), ESL/LEP Students(+16%), and Hispanic students (+4%).

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Perception	<ul style="list-style-type: none"> • 14.7% increase in teachers agreeing that efforts are made to minimize the amount of routine paperwork teachers are required to do when comparing the 2011-2012 Teacher Working Conditions Survey to the 2013-2014 survey. • 12.5% increase in teachers agreeing there is an atmosphere of trust and mutual respect in the school when comparing the 2011-2012 Teacher Working Conditions Survey to the 2014-2015 Wake County Teacher Survey. • 18.2% increase from 2011-2012 Teacher Working Conditions Survey of teachers agreeing that at this school we utilize the results from previous Teacher Working Conditions surveys as a tool for school improvement. • 19.1% increase in teachers agreeing that the school environment is clean and well maintained when comparing the 2011-2012 Teacher Working Conditions Survey to the 2014-2015 Wake County Teacher Survey. • 14.1% increase in teachers agreeing that school administrators support teachers efforts to maintain discipline in the classroom when comparing the 2011-2012 Teacher Working Conditions Survey to the 2014-2015 Wake County Teacher Survey. • 13.4% increase in teachers agreeing that the school leadership consistently supports teachers when comparing the 2011-2012 Teacher Working Conditions Survey to the 2014-2015 Wake County Teacher Survey. • 17.7% increase in teachers agreeing that they feel comfortable raising issue and concerns that are important to them when comparing the 2011-2012 Teacher Working Conditions Survey to the 2014-2015 Wake County Teacher Survey. • 6.94% increase in teachers agreeing that as a PLT they consider the instructional tiers (tiers 1, 2, or 3) in considering how to best address student needs when comparing the 2014-2015 Wake County Teacher Survey to the 2015-2016 Wake County Teacher Survey. • Cary High continues to have a high percentage of agreement in the following categories when comparing the 2011-2012 Teacher Working Conditions Survey to the 2013-2014 Teacher Working Conditions Survey, the 2014-2015 Wake County Teacher Survey, and the 2015-2016 Wake County Teacher Survey: <ol style="list-style-type: none"> 1. The faculty work in a school environment that is safe (95.2%). 2. Teachers are encouraged to participate in school leadership roles (92.2%). 3. In the school we take steps to solve problems (89.7%). 4. Teachers are effective leaders in this school (89.8%). 5. Teachers are encouraged to reflect on their own practices (94.4%). 6. Teachers use assessment data to inform their instruction (92.6%). 7. Teachers work in Professional Learning Communities to develop and align instructional practices (92.7%). 8. Teachers agree that overall CHS is a good place to work and learn (94.8%). 9. Teachers are encouraged to try new things to improve instruction (93.6%). 	<ul style="list-style-type: none"> • 9.8% decrease in teachers agreeing that they are trusted to make sound professional decisions about instruction and are relied up to make decisions about educational issues when comparing the 2011-2012 Teacher Working Conditions Survey to the 2013-2014 survey. • According to the Teacher Working Conditions Survey from 2011-2012 and 2013-2014, only 50% of staff agree that professional development is differentiated to meet the individual needs to teachers and that professional development deepens teachers' content knowledge. • 25.5% decrease (from 70.3% to 44.8%) in teachers agreeing that state assessment data are available in time to impact instructional practices when comparing the 2011-2012 Teacher Working Conditions Survey to the 2013-2014 survey. • 23.3% decrease (from 73.0% to 50.0%) in teachers agreeing that state assessment data provides schools with data that can help improve teaching when comparing the 2011-2012 Teacher Working Conditions Survey to the 2013-2014 survey. • 18.2% decrease (from 50.4% to 32.2%) in teachers agreeing that state assessments accurately gauge students' understanding of standards when comparing the 2011-2012 Teacher Working Conditions Survey to the 2013-2014 survey. • 21.2% decrease in teachers agreeing that class sizes are reasonable such that teachers have the time available to meet the needs of all students when comparing the 2011-2012 Teacher Working Conditions Survey to the 2013-2014 survey. This is down to only 29.5% agreement. • 9.8% decrease in teachers agreeing that they are allowed to focus on educating students with minimal interruptions when comparing the 2011-2012 Teacher Working Conditions Survey to the 2013-2014 survey. • 13.1% decrease in teachers agreeing that policies and procedures about student conduct are clear and understood by faculty when comparing the 2011-2012 Teacher Working Conditions Survey to the 2013-2014 survey. • 14.7% increase in teachers agreeing that efforts are made to minimize the amount of routine paperwork teachers are required to do when comparing the 2011-2012 Teacher Working Conditions Survey to the 2013-2014 survey. • According to the Teacher Working Conditions Survey from 2011-2012 and 2013-2014, only about 50% of staff agree that administrators consistently enforce rules for student conduct.

School Improvement Plan

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Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
<p>4-Year Graduation Rate</p> <ul style="list-style-type: none"> • We have seen a 25% decrease in the 4-year graduation rate for LEP students over the past three years. • Graduation rates saw a dip in the second year of the three years of data for both EC and Hispanic students. • While most categories (overall rate, Hispanic, Black, and EC students) have seen an increase in the 4-year graduation rate, all categories remain below both our target goal of 88% and the District's 2020 target goal of 95%. 	<ul style="list-style-type: none"> • Language barrier between staff and student population • Lack of meaningful relationships between staff and student population • Course offering/placements • Students do not see themselves as an important part of the school thus we need to alter instruction, curriculum, and environment to make them feel a connection 	<ul style="list-style-type: none"> • Staff will participate in professional development that will provide instructional strategies that will help to mitigate the language barrier (SIOP training/refresh). • Staff will participate in Culturally Responsive Teaching Training that will help them to better relate to our diverse student body. • Attempt to hire additional bi-lingual staff members. • Add additional sheltered instruction offerings for core courses. • Rework the "SIMPLY Own It" program to teach students how to "play the game of school", including re-instating the "Own It Wall" where students are recognized for "Owning It."
<p>Biology proficiency rate has decreased from 73.3% to 64.9% over the past three years.</p>	<ul style="list-style-type: none"> • Course Sequencing • Lack of knowledge related to graduation requirements and the appropriate sequencing for Science courses (especially among Freshman and Sophomores). 	<ul style="list-style-type: none"> • Due to the heavy vocabulary in Biology, we should change the Science sequencing for LEP students, encouraging them to take Biology later in their high school career. • Add sheltered Biology class for LEP students since CHS will have the highest ESL population in the county. • Add ICR Biology class for EC students since CHS will have the highest Special Programs population in the county.

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Data Summary

Describe your conclusions

Cary High has worked hard for the past three years to make improvements to our four-year graduation rate both for the whole school and across sub-groups. While the rate has fluctuated some over the last four years, we did meet our goal of 85% graduation rate in the first year of the two-year school improvement cycle. In the second year we upped our goal to 88% and met that. This year we are working to increase that graduation rate to 90%. While we have seen gains in the graduation rate for our Hispanic students (increase of 1.9%), Black students (increase of 2.3%), and EC students (increase of 3.7%), at present, our overall 4-year rate as well as the rate for many of our sub-groups remains below the 2020 district goal of 95%. What is especially concerning is that the 4-year graduation rate for our LEP students has dropped by 25% to a low of 26.7% over the past three years. The student population of our school is changing significantly and next year we are expected to have the highest LEP and EC populations in the county. Our staff demographics do not match our diverse student demographics thus it is imperative we ensure our staff is able to meet the needs of these learners through a reallocation of resources and through professional development training related to SIOP strategies and culturally responsive teaching. We will continue our early interventions with 9th graders through our IMPstitute summer program and expand our Freshman Seminar program. We will continue to work within PLTs and focus on integrating the 4 Cs: Creativity, Communication, Collaboration, and Communication into daily instruction as a way to draw students in and make their experience at school more meaningful. Finally, we will re-vamp our "SIMPLY own it" program as we have learned through our Freshman Seminar courses that students want to own their learning but many just do not possess the basic skills to do so ~ It is our responsibility to teach them how.

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Principal:	Jacob Bryant
Date:	Sep - 2017

SIP Team Members

Name	School Based Job Title
1 Anderson, Marsha	Teacher
2 Anh, Bui	Other
3 Ashburn, Seth	School Improvement Chair
4 Atkinson, Celia	Teacher
5 Barefoot, Jeremy	Instructional Support Personnel
6 Blackburn, Lisa	Teacher
7 Boshoff, Amanda	Assistant Principal
8 Brown, Ellen	Instructional Support Personnel
9 Bryant, Jacob	Principal
10 Carreno, Mary	Teacher
11 Clayton, Virginia	Teacher
12 Cooper, Janice	Teacher
13 Crooks, Joanne	Teacher
14 Duncan, JoAnn	Teacher
15 Flexman, Merritt	Parent
16 Heath, Benjamin	Teacher
17 Jones, Sarah	School Improvement Chair
18 Loughridge, Morgan	School Improvement Chair
19 Mann, Joshua	Teacher
20 McGhee, Michael	Teacher
21 Owen, Alison	Parent
22 Peasley, Jilla	Instructional Support Personnel
23 Reddick, Jane	Parent
24 Rock, Keisha	Assistant Principal
25 Scott, Amberlee	Assistant Principal
26 Troxler, Mary Catherine	Teacher
27 Watson, Samantha	Teacher
28 White, Eric	Teacher
29 Woods, Jamal	Assistant Principal
30 York, Carol	Teacher

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Plan Year	2016-2018
Date:	Jun - 2016

Mission Statement

Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

Vision Statement

Cary High School's highest aim is to provide a stimulating environment, which encourages excellence in both academic and non-academic endeavors for all stakeholders. CHS is a vital component of a progressive and diverse community that demonstrates its commitment to education through vigorous support of the total school program. This attractive, safe, well-equipped facility reflects the pride of the community where students, educators and parents feel ownership.

CHS is a place where students want to be. With the pursuit of knowledge as their goal, motivated students are eager participants in their learning. Students feel comfortable in self-expression and open inquiry. They develop intellectually and personally through academic achievement and through contributions to the school and community in a wide variety of extra-curricular activities.

Accessible and approachable teachers are knowledgeable professionals. Highly trained in a variety of instructional techniques, they meet the diverse needs of all students inside and outside the classroom. As leaders, they serve as role models of excellence. Led by a highly visible, receptive administrative team, the school staff is committed to upholding high expectations, treating all people fairly and promoting learning for all.

Parents accept an active role in the education of their children and encourage their growth. As partners in the educational process, parents embrace lifelong learning.

Core Beliefs

- Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
- Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.
- Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.
- The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement.
- The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.
- The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.

Value Statement

1. We will maintain high expectations for all students.
2. We will provide an environment that encourages and stimulates life-long learners.
3. We will provide a positive, safe and stimulating environment.
4. We will recognize and respect the worth, dignity and diversity of all individuals.
5. We will share with the students, parents and community the responsibility to educate all students.
6. We will provide a quality education for all students.
7. We will provide learning opportunities that address the diverse needs of all students.
8. We will seek creative and effective methods to motivate students.
9. We will create strategies that hold students accountable for their decisions and actions.
10. We will mentor students to help them overcome barriers in their pathway to graduation.

School Improvement Plan**Mission, Vision and Value Statements**

School:	Cary HS
Plan Year	2016-2018
Date:	Jun - 2016

School Goal		
By June 2018, the promotion rates per grade level will increase by 5% or more in all subgroups, thereby increasing the 4-year graduation rate to 90% or more.		
Goal Manager	Strategic Objective	State Board of Education Goal
Jacob Bryant	Learning and Teaching	Globally Competitive Students
Resources		
Safe and Orderly Schools Plan, Professional Learning Teams, AMO target data, Parental Engagement, DPI flexibility in Financial Transfers, Duty free lunch and planning, Character Education Plan, promotion rate data, EVAAS data, course pass rate data, Principals' 4-C toolbox, EDLeader 21 rubrics, Freshman seminar lesson plans/activities, goal reflection document, co-teaching and sheltered instruction professional development, certified SIOP trainer, master schedule, staff survey, student survey, early release days, and teacher workdays.		

Key Process
<p>1. Teachers and staff will utilize research-based instructional practices aimed at achieving our overall school improvement goal through higher levels of engagement and personalization of learning.</p> <p>Tier</p> <p>Tier 1 / Core Instruction</p> <p>Process Manager</p> <p>Amanda Boshoff</p> <p>Measurable Process Check(s)</p> <p>Professional Development Survey, PLT 4-C sample lessons, agenda and minutes from steering committee meetings, steering committee timeline for professional development implementation, sheltered instruction promotion rate data.</p>

Action Step(s)
<p>1. Form a professional development steering committee aimed at creating and implementing professional development.</p> <p>Timeline From 8/2016 To 6/2018</p> <p>2. Provide steering committee opportunities for classroom observations to capture best practices at Cary High School.</p> <p>Timeline From 8/2016 To 6/2018</p> <p>3. Participate in training on cultural responsiveness and sheltered instruction.</p> <p>Timeline From 8/2016 To 6/2018</p> <p>4. Introduce EdLeader21 rubrics on the 4-C's (communication, collaboration, creativity, critical thinking) to establish a foundational framework for PLTs to design instruction.</p>

Timeline From 8/2016 To 8/2018

Key Process

2. Teachers and staff will create a school culture that empowers students to take ownership of their success.

Tier

Tier 1 / Core Instruction

Process Manager

Seth Ashburn

Measurable Process Check(s)

Promotion rate data, AMO data, comparison data of course pass rate for sheltered vs. non-sheltered classes.

Action Step(s)

1. Develop a master schedule that provides time for an academic seminar period for students. This seminar will take place once per day for the first ten days of school and then eight times a year after that.

Timeline From 8/2016 To 6/2018

2. Develop materials for use during the 18 academic seminar sessions. These activities will cover the basics of "doing school" and goal setting and will be in addition to taking the 10-day head count and distributing interim reports and report cards.

Timeline From 8/2016 To 6/2018

3. Expand the summer Impstitute and Graduate programs to serve additional a-promise students.

Timeline From 8/2016 To 6/2018

4. Continue to seek grant funding for additional opportunities to serve all of our students.

Timeline From 8/2016 To 8/2018

5. Develop a master schedule that provides time for a senior seminar during the spring semester for "bubble students" that are at-risk of not graduating with their cohort.

Timeline From 8/2016 To 6/2018

6. Develop a master schedule that provides time for a pre-AP seminar for students who are on our AP potential list but are not quite ready to take on a full AP course. This seminar will give students an opportunity to experience the rigor (writing and communicating) of an AP class without the grade risk associated with taking one of those courses.

Timeline From 8/2016 To 6/2018

- Expand offerings of sheltered co-taught core courses through strategic scheduling to include Biology, Physical Science, English III, and American History I and II.

Timeline From 8/2016 To 6/2018

- Track and monitor data for students who have completed a summer Institute, Graduate, Freshman Seminar, or Sheltered Instruction course to ensure these resources are effective and should be continued.

Timeline From 8/2016 To 6/2018

Key Process

- Teachers and Staff will participate in professional learning teams aimed at creating high quality instruction and assessments for use in the classroom.

Tier

Tier 1 / Core Instruction

Process Manager

Amanda Boshoff

Measurable Process Check(s)

PLT agenda, PLT minutes, student survey, staff survey, promotion data, course pass rate data, AMO data, EOC data, PLT 4-C sample lessons

Action Step(s)

- Teachers will meet at a minimum of 60 minutes per week as a professional learning team.

Timeline From 8/2016 To 6/2018

- Create a master schedule that provides common planning for high failure rate courses.

Timeline From 8/2016 To 6/2018

- Formalize a process for extending our professional development activities into the work of the professional learning teams.

Timeline From 8/2016 To 6/2018

- PLTs will collaborate with neighboring high schools to share best practices.

Timeline From 8/2016 To 6/2018

- Develop and deliver professional development for new staff members as well as interested existing staff members that is focused on the basics of PLTs.

School: Cary HS**Plan Year** 2016-2018**LEA:** Wake County (920)**Timeline** From 8/2016 To 6/2018

6. Implement EdLeader21 rubrics on the 4-C's (communication, collaboration, creativity, critical thinking) in the development of PLT lesson plans.

Timeline From 8/2016 To 6/2018

Date	Aug - 2016
Waiver Requested	
No Waiver Request	
How will this waiver impact school improvement?	
No Waiver Request	
Please indicate the type of waiver:	Local
Please indicate the policy to be waived	No Waiver Request

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	Cary HS
Plan Year	2016-2018
School Year:	2016-2017

Development Activities for

Topic:	Participants:	Goal Supported:
Cultural Responsiveness Training	All CHS Staff Members	Overall School Goal and Key Process 1.
Sheltered Instruction Training	All teachers participating in Sheltered Instruction Courses.	Overall School Goal and Key Process 1.
Continue to integrate the 4-C's into classroom instruction through training staff on the EDLeader 21 rubrics.	All CHS Staff Members	Overall School Improvement Goal and Key Process 1 and 3.

School:	Cary HS
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Development Activities for

Topic:	Participants:	Goal Supported:
Differentiation - For teachers wanting to learn about addressing the needs of diverse learners which could include focusing on learning styles (visual, auditory, kinesthetic, etc), ELL and LEP, and SPED.	Cary High School Staff	Overall school goal as well as Key Process 1 and 3
Higher Level Instructional Strategies - For teachers of all grade and academic levels, learning how to appropriately achieve higher levels of Bloom's Taxonomy in their classroom through higher level questioning, teaching reasoning skills, providing rigor and relevance through "application" and "synthesis", and research skills.	Cary High School Staff	Overall school goal as well as Key Process 1 and 3
Technology Integration - For teachers wanting to effectively use available technology to enhance classroom instruction. This includes effective 3-to-1 use, webtools, and implementing and managing BYOD,	Cary High School Staff	Overall school goal as well as Key Process 1 and 3
Pedagogical Enrichment - For teachers wanting to strengthen the foundational core principles of daily instruction such as standards based lesson/unit planning and backwards design, implementing meaningful pre, formative, and summative assessments, and effective and efficient grading including providing meaningful feedback.	Cary High School Staff	Overall school goal as well as Key Process 1 and 3
Learner Agency in the Classroom - For teachers seeking to create a more student centered environment, incorporating higher levels of voice and choice through effective classroom management, using collaborative learning spaces, and strategic student centered lesson planning.	Cary High School Staff	Overall school goal as well as Key Process 1 and 3
Teaching Today's Teens - For teachers wanting to learn more about the social/emotional needs of students and effective classroom strategies to help students achieve success through understanding adolescent development and needs, cultural proficiency, and teaching with equity.	Cary High School Staff	Overall school goal as well as Key Process 1 and 3

School Improvement Plan

Intervention Planning Matrix

School:	Cary HS
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School Year:	2016-2017

	Reading	Math	Behavior
<p>Data Decision Process for Entry and Exit</p>	<p>9th/10th GRADE</p> <p><u>ENTRY</u> ACADEMICS: RISING 9th: QuickR Report on incoming freshmen that had one or more of the following risk factors:</p> <ul style="list-style-type: none"> • high absenteeism • failing one or more subjects in 8th grade • over-age/past retention • 1, 2, or low level 3 on EOGs in 8th grade • Suspensions <p>PREVENTION STRATEGY:</p> <ul style="list-style-type: none"> • Students are invited to summer IMPstitute. • Hispanic students are invited to a summer program - Gradúate, sponsored by the Society of Hispanic Professionals. • Those who not attending IMPstitute or Gradúate were placed in one of three Freshman Seminar classes 1st period, 1st semester. • All students, whether in IMPstitute, Gradúate, or Freshman Seminar earn one credit for successful completion. • Students in all three programs are monitored by the teachers who had them in the respective programs for their four years at CHS. <p>9th/10:</p> <ul style="list-style-type: none"> • Graduation cohort data (off track) • Failure lists, reviewed twice a month • Retained in 9th grade • Having been through grade recovery in 9th or 10th grade • Entering 2nd year: < 6 credits • Teacher referral <p>ATTENDANCE:</p> <ul style="list-style-type: none"> • Unexcused absence lists, reviewed twice a month • Teachers call parents called after 3 absences • Formal letter mailed home to parents at <p>BEHAVIOR:</p> <ul style="list-style-type: none"> • Students receiving chronic in school suspensions may be referred to intervention by assistant principals <p><u>EXIT</u></p> <ul style="list-style-type: none"> • When benchmark is achieved and maintained by progress monitoring the following: <ul style="list-style-type: none"> ◦ Common formative assessments ◦ Current grades report ◦ Attendance ◦ Discipline data • Mutual agreement by team that intervention plan can be exited . 	<p>11th GRADE</p> <p><u>ENTRY</u> ACADEMICS: Graduation Cohort Data (off track)</p> <ul style="list-style-type: none"> • Failure lists, reviewed twice a month • Below benchmark: ENGL II, Math I, PLAN (below 14) • PSAT • Retained in second year • Credit recovery in 10th grade • Entering 3rd year grade: <ul style="list-style-type: none"> ◦ < 12 for 26 credit track • Lacking course(s), plus electives • ENGL I and/or II • Math I and/or II (or 1 math course) • Earth science, physical science or biology • World history, American history I and/or II • Teacher referral <p>ATTENDANCE:</p> <ul style="list-style-type: none"> • Unexcused absence lists, reviewed twice a month • Teachers call parents called after 3 absences • Formal letter mailed home to parents at 6 • inconsistent absences across class periods (skipping) <p>BEHAVIOR:</p> <ul style="list-style-type: none"> • Students receiving chronic in school suspensions may be referred to intervention by assistant principals <p><u>EXIT</u></p> <ul style="list-style-type: none"> • When benchmark is achieved and maintained by progress monitoring the following: <ul style="list-style-type: none"> ◦ Common formative assessments ◦ Current grades report ◦ Attendance ◦ Discipline data • Mutual agreement by team that intervention plan can be exited. 	<p>12th GRADE</p> <p><u>ENTRY</u> ACADEMICS: Graduation Cohort Data (off track)</p> <ul style="list-style-type: none"> • Failure lists, reviewed twice a month • Retained in third year • Credit recovery in 11th grade • Entering 12th grade: <ul style="list-style-type: none"> ◦ < 18 for 26 credit track • Lacking course(s), plus electives <ul style="list-style-type: none"> ◦ ENGL I, II and/or III ◦ Math I, II and/or III (or 2 math course) ◦ Earth science, physical science or biology ◦ World history, American history I and/or II ◦ Teacher referral <p>ATTENDANCE:</p> <ul style="list-style-type: none"> • Unexcused absence lists, reviewed monthly • Teachers call parents called after 3 absences • Formal letter mailed home to parents at 6 • inconsistent absences across class periods (skipping) <p>BEHAVIOR:</p> <ul style="list-style-type: none"> • Students receiving chronic in school suspensions may be referred to intervention by assistant principals <p><u>EXIT</u></p> <ul style="list-style-type: none"> • When benchmark is achieved and maintained by progress monitoring the following: <ul style="list-style-type: none"> ◦ Common formative assessments ◦ Current grades report ◦ Attendance ◦ Discipline data • Mutual agreement by team that intervention plan can be exited.

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Intervention Planning Matrix

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School Year:	2016-2017

	Reading	Math	Behavior
Intervention Structure	<p>SUMMER (9th grade only) IMPstitute and Graduate</p> <p>BEGINNING OF YEAR:</p> <ul style="list-style-type: none"> • Create watchlists for attendance, academics, behavior • Identify retainees • Form Intervention Team <ul style="list-style-type: none"> ◦ Assign caseloads ◦ Create plans for students and implement method for monitoring plans <p>INTERIM, QUARTERS 1,3:</p> <ul style="list-style-type: none"> • Identify students with failing grades using Current Grades Report <ul style="list-style-type: none"> ◦ Determine root cause - attendance, academic, behavior ◦ Communicate and problem solve with necessary individuals/groups (student, parent/guardian, counselor, Professional Learning Team (PLT), teacher, administrator) <ul style="list-style-type: none"> ◦ Create and monitor plan ◦ Grade Recovery Contract (GRC) outlined below <p>INTERIM, QUARTERS 2,4:</p> <ul style="list-style-type: none"> • Review Q1 (3) student plans/monitor progress/revise plans if needed • Identify new students with failing grades using Current Grades Report <ul style="list-style-type: none"> ◦ Determine root cause - attendance, academic, behavior ◦ Communicate and problem solve with necessary individuals/groups (student, parent/guardian, counselor, PLT, admin.) <ul style="list-style-type: none"> ◦ Create and monitor plan <p>STUDENT SERVICES:</p> <ul style="list-style-type: none"> • Each counselor paired with an administrator and Intervention Coordinator • Meet weekly to review academic, attendance, behavior data. • Intervention team regularly communicates with SAP, CDC, and Special Pops Coordinator to manages cases <p>SCHEDULING:</p> <ul style="list-style-type: none"> • Freshman Orientation Camp • Freshman Seminar 1st semester (see above) • Review schedules to ensure they align with on time graduation • Intervention during the day, outside of core class time: SMART Lunch • Strategic/purposeful scheduling of courses • Communication between Intervention Team and API to identify intervention needs/courses • Summer school available for credit recovery, and first-time credit for IMPstitute, Graduate • After/before school tutoring • Students in need of intensive short-term academic support are assigned to ALC for one or more periods of the day. The Alternative Learning Center (ALC) is not used for In School Suspension (ISS) <p>Graduation Plan upon entering 9th grade (updated annually)</p> <ul style="list-style-type: none"> • Explore/PLAN results used when conferencing with student 	<p>BEGINNING OF YEAR:</p> <ul style="list-style-type: none"> • Create watchlists for attendance, academics, behavior • Identify retainees • Form Intervention Team <ul style="list-style-type: none"> ◦ Assign caseloads ◦ Create plans for students and implement method for monitoring plans <p>INTERIM, QUARTERS 1,3:</p> <ul style="list-style-type: none"> • Identify students with failing grades using Current Grades Report <ul style="list-style-type: none"> ◦ Determine root cause - attendance, academic, behavior ◦ Communicate and problem solve with necessary individuals/groups (student, parent/guardian, counselor, Professional Learning Team (PLT), teacher, administrator) <ul style="list-style-type: none"> ◦ Create and monitor plan ◦ Grade Recovery Contract (GRC) outlined below <p>INTERIM, QUARTERS 2,4:</p> <ul style="list-style-type: none"> • Review Q1 (3) student plans/monitor progress/revise plans if needed • Identify new students with failing grades using Current Grades Report <ul style="list-style-type: none"> ◦ Determine root cause - attendance, academic, behavior ◦ Communicate and problem solve with necessary individuals/groups (student, parent/guardian, counselor, PLT, admin.) <ul style="list-style-type: none"> ◦ Create and monitor plan <p>STUDENT SERVICES:</p> <ul style="list-style-type: none"> • Each counselor paired with an administrator and Intervention Coordinator • Meet weekly to review academic, attendance, behavior data. • Intervention team regularly communicates with SAP, CDC, and Special Pops Coordinator to manages case <p>SCHEDULING:</p> <ul style="list-style-type: none"> • Review schedules to ensure they align with on time graduation • If student failed ENGL II, scheduled ENGL II in fall and ENGL III in spring • Career Development Coordinator/Special Pops Coordinator: case management with Intervention Team • Intervention during the day, outside of core class time: SMART Lunch • Strategic/purposeful scheduling of courses • Communication between Intervention Team and API to identify intervention needs/courses • Summer school available for credit recovery • Gradpoint Lab available for credit recovery • After/before school tutoring • Students in need of intensive short-term academic support are assigned to ALC for one or more periods of the day. 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School Improvement Plan

Intervention Planning Matrix

School:	Cary HS
Plan Year	2016-2018
School Year:	2016-2017

	Reading	Math	Behavior
Instruction	<ul style="list-style-type: none"> • Instructional planning in PLTs occurs weekly during school wide, regularly scheduled day after school. • Classroom strategies include: differentiation of core instruction, modifications to homework, extended time given when needed, preferential seating, redo opportunities, student/teacher conference, parent/teacher conference, alternative assessments, oral tests, signing agenda, goal setting, counselor meeting, extra practice problems, etc. • Clear and consistent expectations for classwork and grades <ul style="list-style-type: none"> ◦ All assignments re-posted on teachers' websites that is linked to school's website, updated regularly ◦ All grades are up to date, entered on a consistent basis • Peer tutoring through NHS • Grade Recovery Contract (GRC) <ul style="list-style-type: none"> ◦ For all students whose Q1 average is below a 60% ◦ Serves as Tier 1 plan ◦ Follow up at end of semester by Admin/Counselor/IC Team 	<ul style="list-style-type: none"> • Instructional planning in PLTs occurs weekly during school wide, regularly scheduled day after school. • Classroom strategies include: differentiation of core instruction, modifications to homework, extended time given when needed, preferential seating, redo opportunities, student/teacher conference, parent/teacher conference, alternative assessments, oral tests, signing agenda, goal setting, counselor meeting, extra practice problems, etc. • Clear and consistent expectations for classwork and grades <ul style="list-style-type: none"> ◦ All assignments re-posted on teachers' websites that is linked to school's website, updated regularly ◦ All grades are up to date, entered on a consistent basis • Peer tutoring through NHS • Grade Recovery Contract (GRC) <ul style="list-style-type: none"> ◦ For all students whose Q1 average is below a 60% ◦ Serves as Tier 1 plan ◦ Follow up at end of semester by Admin/Counselor/IC Team 	<ul style="list-style-type: none"> • Instructional planning in PLTs occurs weekly during school wide, regularly scheduled day after school. • Classroom strategies include: differentiation of core instruction, modifications to homework, extended time given when needed, preferential seating, redo opportunities, student/teacher conference, parent/teacher conference, alternative assessments, oral tests, signing agenda, goal setting, counselor meeting, extra practice problems, etc. • Clear and consistent expectations for classwork and grades <ul style="list-style-type: none"> ◦ All assignments re-posted on teachers' websites that is linked to school's website, updated regularly ◦ All grades are up to date, entered on a consistent basis • Peer tutoring through NHS • Grade Recovery Contract (GRC) <ul style="list-style-type: none"> ◦ For all students whose Q1 average is below a 60% ◦ Serves as Tier 1 plan ◦ Follow up at end of semester by Admin/Counselor/IC Team
Assessment and Progress Monitoring	<ul style="list-style-type: none"> • PowerSchools Current Grades Report run twice a month • Attendance reports run every two weeks • Communication with counselors, SAP, and admin. • Office discipline referrals • Teacher requests for intervention • Intervention Team attends PLTs with high failure rates • Intervention Team reviews all data weekly • Graduation Cohort Notebooks 	<ul style="list-style-type: none"> • PowerSchools Current Grades Report run twice a month • Attendance reports run every two weeks • Communication with counselors, SAP, and admin. • Office discipline referrals • Teacher requests for intervention • Intervention Team attends PLTs with high failure rates • Intervention Team reviews all data weekly • Graduation Cohort Notebooks 	<ul style="list-style-type: none"> • PowerSchools Current Grades Report run twice a month • Attendance reports run every two weeks • Communication with counselors, SAP, admin. • Office discipline referrals • Teacher requests for intervention • Intervention Team attends PLTs with high failure rates • Intervention Team reviews all data weekly • Graduation Cohort Notebooks
Curriculum/Resources	<ul style="list-style-type: none"> • C-MAPP • Seven Habits of Highly Effective Teens • Gradpoint • NCVPS • College Foundation of North Carolina (CFNC) • National Dropout Prevention Center • Association of Curriculum and Development • Intervention Central • Positive Behavior Interventions and Supports • National Center on Student • progress Monitoring • National School Reform Faculty • Why Try? 	<ul style="list-style-type: none"> • C-MAPP • Seven Habits of Highly Effective Teens • Gradpoint • NCVPS • College Foundation of North Carolina (CFNC) • National Dropout Prevention Center • Association of Curriculum and Development • Intervention Central • Positive Behavior Interventions and Supports • National Center on Student • progress Monitoring • National School Reform Faculty 	<ul style="list-style-type: none"> • C-MAPP • Seven Habits of Highly Effective Teens • Gradpoint • NCVPS • College Foundation of North Carolina (CFNC) • National Dropout Prevention Center • Association of Curriculum and Development • Intervention Central • Positive Behavior Interventions and Supports • National Center on Student Progress Monitoring • National School Reform Faculty

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	Reading	Math	Behavior
Data Decision Process for Entry and Exit	<p>ENTRY ACADEMICS: RISING 9th: QuickR Report on incoming freshmen that had one or more of the following risk factors:</p> <ul style="list-style-type: none"> • high absenteeism • failing one or more subjects in 8th grade • over-age/past retention • 1, 2, or low level 3 on EOGs in 8th grade • Suspensions <p>PREVENTION STRATEGY:</p> <ul style="list-style-type: none"> • Students are invited to summer IMPststitute. • Hispanic students are invited to a summer program - Gradúate, sponsored by the Society of Hispanic Professionals. • Those who not attending IMPststitute or Gradúate were placed in one of two Freshman Seminar classes 1st period, 1st semester. These students are also referred for tier two intervention services. • All students, whether in IMPststitute, Gradúate, or Freshman Seminar earn one credit for successful completion. • Students in all three programs are monitored by the teachers who had them in the respective programs for their four years at CHS. <p>9th/10:</p> <ul style="list-style-type: none"> • Graduation cohort data (off track) • Failure lists, reviewed twice a month • Retained in 9th grade • Having been through grade recovery in 9th or 10th grade • Entering 2nd year: < 6 credits • Teacher referral via the intervention referral process <p>ATTENDANCE:</p> <ul style="list-style-type: none"> • Unexcused absence lists, reviewed twice a month • Teachers call parents after 3 absences • Formal letter mailed home to parents at 6 absences <p>BEHAVIOR:</p> <ul style="list-style-type: none"> • Students receiving chronic in school suspensions may be referred to intervention by assistant principals <p>EXIT</p> <ul style="list-style-type: none"> • When benchmark is achieved and maintained by progress monitoring the following: <ul style="list-style-type: none"> ◦ Common formative assessments ◦ Current grades report ◦ Attendance ◦ Discipline data • Mutual agreement by team that intervention plan can be exited . 	<p>ENTRY ACADEMICS:</p> <ul style="list-style-type: none"> • Graduation Cohort Data (off track) • Failure lists, reviewed twice a month • Below benchmark: ENGL II, Math I, PLAN (below 14) • PSAT • Retained in second year • Credit recovery in 10th grade • Entering 3rd year grade: <ul style="list-style-type: none"> ◦ < 12 for 26 credit track • Lacking course(s), plus electives • ENGL I and/or II • Math I and/or II (or 1 math course) • Earth science, physical science or biology • World history, American history I and/or II • Teacher referral via the intervention referral process <p>ATTENDANCE:</p> <ul style="list-style-type: none"> • Unexcused absence lists, reviewed twice a month • Teachers call parents called after 3 absences • Formal letter mailed home to parents at 6 absences • inconsistent absences across class periods (skipping) <p>BEHAVIOR:</p> <ul style="list-style-type: none"> • Students receiving chronic in school suspensions may be referred to intervention by assistant principals <p>EXIT</p> <ul style="list-style-type: none"> • When benchmark is achieved and maintained by progress monitoring the following: <ul style="list-style-type: none"> ◦ Common formative assessments ◦ Current grades report ◦ Attendance ◦ Discipline data • Mutual agreement by team that intervention plan can be exited. 	<p>ENTRY ACADEMICS:</p> <ul style="list-style-type: none"> • Graduation Cohort Data (off track) • Failure lists, reviewed twice a month • Retained in third year • Credit recovery in 11th grade • Entering 12th grade: <ul style="list-style-type: none"> ◦ < 18 for 26 credit track • Lacking course(s), plus electives <ul style="list-style-type: none"> ◦ ENGL I, II and/or III ◦ Math I, II and/or III (or 2 math course) ◦ Earth science, physical science or biology ◦ World history, American history I and/or II ◦ Teacher referral via the intervention referral process <p>ATTENDANCE:</p> <ul style="list-style-type: none"> • Unexcused absence lists, reviewed monthly • Teachers call parents called after 3 absences • Formal letter mailed home to parents at 6 absences • inconsistent absences across class periods (skipping) <p>BEHAVIOR:</p> <ul style="list-style-type: none"> • Students receiving chronic in school suspensions may be referred to intervention by assistant principals <p>EXIT</p> <ul style="list-style-type: none"> • When benchmark is achieved and maintained by progress monitoring the following: <ul style="list-style-type: none"> ◦ Common formative assessments ◦ Current grades report ◦ Attendance ◦ Discipline data • Mutual agreement by team that intervention plan can be exited.

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