

School Improvement Plan

School:	Broughton HS
Plan Year	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	<p>Overall EOC college and career ready proficiency (levels 4,5) increased 5.5 percentage points (45.5% 2012-13 to 51.0% 2014-15). Overall EOC proficiency (levels 3,4,5) increased 7.1 percentage points (52.7% 2012-13 to 59.8% 2014-15).</p> <p>Percent of Juniors Scoring 17 or above on the ACT is 71.9% (above the District 70% and above the State 59.7%)</p> <p>"Exceeded" expected growth in the past three years (according to EVAAS) with an average growth index of 2.25 in 2014-15.</p> <p>Math 1 EOC college and career ready proficiency (levels 4,5) increased by 14 percentage points (30.4% in 2012-13 to 44.4% in 2014-15). Biology EOC college and career ready proficiency (levels 4,5) increased by 0.5% percentage points (46.7% in 2012-13 to 47.2% in 2014-15).</p> <p>Math 1 EOC proficiency (level 3,4,5) increased by 22.1% percentage points (33.7% in 2012-13 to 55.8% in 2014-15).</p> <p>Met AMO target for All Students, White, and AIG subgroups for the past three years (2012-13, 2013-14, 2014-15) in English 2.</p> <p>Four year graduation rate increased from 81.4% for the class of 2012-13 to 85.3% for the class of 2014-15 (an increase of 3.9 percentage points).</p> <p>Our IB scores were tied for number 1 in the state on the NC Report Card for 2014-2015, with higher than a 95% exam pass-rate. (This was the first year it was documented on the Report Card.)</p>	<p>Overall EOC college and career ready proficiency (levels 4, 5) in 2014-15 was 5.3 percent points lower than the District overall EOC college and career ready proficiency. (Broughton 51.0% and District 56.3) Overall EOC proficiency (levels 3, 4, 5) in 2014-15 was 6 percent points lower than the District overall EOC proficiency and 3 percent points lower than the Central Region overall EOC proficiency. (Broughton 59.8%, District 65.8%, and Central Region 62.8%)</p> <p>Math 1 EOC college and career ready proficiency (levels 4, 5) in 2014-15 was 6.4 percentage points lower than the District, and 3.3% percentage points lower than the Central Region. (Broughton 44.4%, District 50.8%, and Central Region 49.7%) Biology EOC college and career ready proficiency (levels 4, 5) in 2014-15 was 9.6 percentage points lower than the District, and 6.0 percentage points lower than the Central Region. (Broughton 47.2%, District 56.8%, and 53.2%) English II EOC college and career ready proficiency (levels 4, 5) in 2014-15 was 0.3 percentage points lower than the District, and 0.1 percentage points lower than the Central Region. (Broughton 61.3%, District 61.6%, and 61.4%)</p> <p>Math 1 EOC proficiency (levels 3, 4, 5) in 2014-15 was 6.7 percent points lower than the District, and 4.6% percentage points lower than the Central Region. (Broughton 55.8%, District 50.8%, and Central Region 49.7%) Biology EOC proficiency (levels 3, 4, 5) in 2014-15 was 10.5 percent points lower than the District, and 5.3 percentage points lower than the Central Region. (Broughton 53.9%, District 64.4%, and 59.2%) English II EOC proficiency (levels 3, 4, 5) in 2014-15 was 1.2 percent points lower than the District (Broughton 69.4%, District 70.6%).</p> <p>Did not meet AMO targets for Black, and Economically Disadvantaged Students from 2013-14 and 2014-15 in English 2.</p> <p>Did not meet AMO (Annual Measurable Objectives) targets for all students, Black, Hispanic, Economically Disadvantaged, and Students with Disability for 2013-14 and 2014-15 in Math 1 EOC. In 2014-15, White students scored 48.7 percentage points higher on average than Black students, 57.2 percentage points higher on average than Hispanic students, and 60 percentage points higher on average than Students with Disabilities on the English 2 EOC according to AMO targets. In 2014-15, White students scored 54.1 percentage points higher on average than Black students, 43.9 percentage points higher on average than Hispanic students, and 51 percentage points higher on average than Students with Disabilities on the Math 1 EOC according to AMO targets.</p> <p>Our 9th grade retention rate was 23.2% in 2012-2013 to 24.1% in 2014-2015 (an increase of 0.9 percentage points).</p> <p>Our 9th grade retention rate is 13.7% higher than the District and is the highest retention rate in the District, excluding alternative schools.</p> <p>In 2014-2015, our graduation rate at 85.3% is below the county average at 86.1% (-0.8 percentage points). Black students are graduating -19.2 percentage points, Hispanic students are graduating -29.9 percentage points, and Economically Disadvantaged students are graduating -26.3 percentage points below White Students in 2014-15.</p>

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Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Process Data	<p>We have had a 33% increase of enrollment in our IB program from 2013-2014 (90 students enrolled) to 2015-2016 (120 students enrolled). In 2016-2017, we have 150 students currently registered.</p> <p>In 2015-2016, there were 34 PLT common lessons or unit plans submitted with global content from 23 different PLTs. (This year, lessons were focused on global content because we recently became a global studies magnet school).</p> <p>According to our 2014-2015 walkthrough data, teachers had a variety of student engagement activities ranging from teacher lead work (average of 37% of walkthroughs) to hands on activities (average of 28% of walkthroughs) to class/small group discussions (average of 33% of walkthroughs). There was an increase of collaborate culture throughout the 2014-2015 school year from 56% of walkthroughs at the end of first quarter to 90% of walkthroughs/submitted common lessons at the end of the school year. (Note: There is no walkthrough data to compare this to in previous or current year)</p> <p>According to the Broughton School-Wide PBIS (Positive Behavior Interventions and Supports) Survey done in January 2016, 20 out of the 24 staff interviewed (83%) said that they taught school-wide expectations to the students.</p> <p>In 2014-2015 school year (the first year we re-implemented positive referrals), 22 teachers completed a positive referral and 48 students were nominated. In 2015-2016 school year, 24 teachers completed a positive referral and 38 kids were nominated.</p> <p>The Final Report from the AdvancED External Review Accreditation visit in the 2015-2016 school year highlighted a powerful practice of maintaining "...a comprehensive system of communication with stakeholder groups that provides an abundance of information to students, parents, and other stakeholder groups."</p> <p>The Final Report from the AdvancED External Review Accreditation visit in the 2015-2016 school year highlighted a powerful practice that Broughton "...has a rich history in the community and has a high level of community and stakeholder support."</p> <p>The Final Report from the AdvancED External Review Accreditation visit in the 2015-2016 school year highlighted a powerful practice of providing "...an abundance of academic and co-curricular opportunities, as well as leadership opportunities within the school environment."</p> <p>The Final Report from the AdvancED External Review Accreditation visit in the 2015-2016 school year highlighted a powerful practice of providing "...a comprehensive student services program staffed by a very highly qualified and experienced staff."</p>	<p>According to our 2014-2015 walkthrough data, the majority of walkthroughs showed that the majority of inquiry was on the lower level of Bloom's taxonomy (Remembering: average of 53%, Understanding: average of 74%, and Applying: an average of 59%) compared to inquiries involving higher level Bloom's taxonomy (Analyzing: average of 42%, Evaluating: average of 26%, and Creating: average of 22%). (Note: There is no walkthrough data to compare this to in previous or current year)</p> <p>According to the Broughton School-Wide PBIS (Positive Behavior Interventions and Supports) Survey done in January 2016, only 10 out of 24 teachers (41.7%) and only 1 out of 15 students (6.7%) knew what the acronym CAPS represents. Teachers who said they teach school-wide expectations in CAPS class and their classrooms was 7 out of 24 (29.2%).</p> <p>The Final Report from the AdvancED External Review Accreditation visit in the 2015-2016 school year highlighted one Improvement Priority that Broughton must address: "Provide teachers and support staff with training and professional development in the use of data analysis to support and inform the development of a strong differentiated core instructional plan."</p> <p>The data from the AdvancED External Review Accreditation visit in the 2015-2016 school year found that based on the Effective Learning Environments Observation Tool (eleot) observations conducted during their review found that there "...were few differentiated opportunities in the classroom."</p> <p>The data from the AdvancED External Review Accreditation visit in the 2015-2016 school year found that based on the eleot observations conducted during their review highlighted that the Digital Learning Environment (with a score of 1.68 which is below the AdvancED Network Average of 1.83) was a concern as the "...use of technology to support instruction was not observed on a regular basis."</p>

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Staff and Student Demographics	<p>In 2013-14, teachers with advanced degrees were 2 percentage points above the District (Broughton 36.2% and District 34.2%). In 2014-15, teachers with advanced degrees were 2.7 percentage points above the District (Broughton 36.6% and District 33.9%).</p> <p>In 2013-14, had 3 more staff members who held their National Board Certification compared to the District (Broughton 24 and District 21). In 2014-15, had 4 more staff members who held their National Board Certification compared to the District (Broughton 25 and District 21).</p> <p>In 2013-14, had 34.5 percentage points more staff members who had 10 or more years of experience as compared to the District (Broughton 61.5% District 27.0). In 2014-15, had 8.4 percentage points more staff members who had 10 or more years of experience as compared to the District (Broughton 61.1% District 52.7%).</p> <p>Overall, between 2013-14 and 2015-16, student demographics continue to reflect the diversity so valued by our global magnet philosophy: --a decrease of 12 Asian students (2013-14 86 and 2015-16 74). --a decrease of 41 Black students (2013-14 685 and 2015-16 644). --a decrease of 10 White students (2013-14 1,051 and 2015-16 1,041). --an increase of 55 Hispanic students (2013-14 255 and 2015-16 310).</p>	<p>The number of students who had written referrals was 380 in 2013-2014 and in 2014-2015 that number was 515 (an increase of 35.5 percentage points). Note: During 2014-2015, administrators encouraged teachers to improve documentation of behavioral challenges by increasing their written referrals.</p> <p>The number of written referrals was 1007 in 2013-2014 and in 2014-2015 that number was 1703 (an increase of 69.1 percentage points).</p> <p>The number of written referrals in 2013-2014 by race is 68% Black students, 9% White students, and 10.5% Hispanic students where in 2014-2015 is 65% Black, 13% White, and 10.5% Hispanic students. (Decrease by 3 percentage points with Black students and an increase of 4 percentage points in White students)</p> <p>The number of Out-Of-School Suspensions was 373 in 2013-2014 and in 2014-2015 that number was 400 (an increase of 7.0 percentage points).</p> <p>The teacher turnover rate has increased by 4.2 percentage points from the 2013-14 rate of 11.2% to the 2014-15 rate of 15.4%. The teacher turnover rate in 2014-15 is 2.0 percentage points higher than the District rate (Broughton 15.4% and District 13.4%).</p> <p>On average from 2012-2015: -Teacher Demographic profile: White-87% , Black - 10%, Hispanic- 1%, Multi/Other-2% Teacher demographics do not reflect student demographics.</p> <p>The Final Report from the AdvancED External Review Accreditation visit in the 2015-2016 school year highlighted an Opportunity for Improvement to "Increase the level of diversity within the International Baccalaureate Diploma Programme." It was noted that while Broughton has a well-established and high quality International Baccalaureate Diploma Programme, one of the strengths of Broughton is its diverse population and the overall school program "will be enhanced by working to ensure that enrollment in the IB program is more representative of the school as a whole."</p>

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Perception	<p>According to the 2014 Teacher Working Condition survey (TWC) and 2015 WCPSS Survey: --a 13.0 percentage points increase in the response to "Teachers are allowed to focus on educating students with minimal interruptions" (TWC 52.2% and WCPSS 65.2%). --a 5.9 percentage points increase in the response to "The faculty and staff have a shared vision" (TWC 71.8% and WCPSS 77.7%). --a 3.5 percentage points increase in the response to "The faculty work in a school environment that is safe" (TWC 84.1 and WCPSS 87.6%). --a 2.6 percentage points increase in the response to "The school leadership consistently supports teachers" (TWC 78.0% and WCPSS 80.6%). --a 2.6 percentage points increase in the response to "Parents/guardians support teachers, contributing to their success with students" (TWC 77.4% and WCPSS 80.0%). --a 2.0 percentage points increase in the response to "There is an atmosphere of trust and mutual respect in this school" (TWC 76.3% and WCPSS 78.3%).</p> <p>According to the 2015 WCPSS Teacher Survey: --were above the District percentage rate for the response to "There is an atmosphere of trust and mutual respect in this school." --were above the District percentage rate for the response to "The school leadership consistently supports teachers." --were above the District percentage rate for the response to ""Teachers feel comfortable raising issues and concerns that are important to them."</p> <p>According the 2014-2015 district student survey: --76.1% of students agreed/strongly agreed to the statement, "Overall, adults at my school treat students fairly." --87.1% of students agreed/strongly agreed to the statement, "Overall, my teachers are honest and open with me."</p>	<p>According to the 2014 Teacher Working Condition Survey and the 2015 WCPSS survey:</p> <ul style="list-style-type: none"> • There was a decrease of 10.5% when teachers responded to "the school leadership facilitates using data to improve student learning." (TWC 86.7% and WCPSS 76.2%.) These percentages are below the district response of 90.5%. • Teacher response to "school administrators support teachers' efforts to maintain discipline in the classroom" was 66.1% for both surveys. This percentage is below the district response of 76.8%. • There was an increase of 0.4% when teachers responded to "teachers have time available to collaborate with colleagues." (TWC 63.5% and WCPSS 63.9.) These percentages are below the district response of 80.1%. <p>According to the 2014-2015 District Student survey:</p> <ul style="list-style-type: none"> • 52.1% of students agreed/strongly agreed to the statement, "Most teachers at my school are interested in me as a person, not just as a student." • 55% of students agreed/strongly agreed to the statement, "The grades in my classes do a good job of measuring what I am able to do."

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
Broughton did not meet AMO targets in both English and Math. White students score significantly higher on EOCS than minority students.	There is a lack of processes for teachers and Professional Learning Teams to identify and remediate struggling students in not only English and Math courses, but across all curricula.	Professional Learning Teams develop a unified process in identifying topics students through data collection. PLTs then will then use this data to analyze what their next steps are to address and remediate the students. Professional development will be provided to enrich teaching strategies for engagement and to assist PLTs in data collection techniques and analysis.

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Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
Broughton High School had a 0.9% increase in 9th grade retention over the last two years, and is the highest rate in the district.	We have a large amount of freshman not meeting promotion standards because of lack of basic study and reading and/or math skills, lack of connection/engagement in school, and too many courses at one time.	Counselors will identify students who are at-risk of not meeting promotion standards and will enroll those students in a targeted block, In-Class Resource and/or other intervention courses. Faculty will develop resources to directly teach students and inform parents about school expectations, study habits/skills, and promotion standards.
There has been a significant increase in both number of students who receive referrals and the number of written referrals in all. In addition, the majority of referrals are African American students.	Although the referral increase could amount to increase in level of documentation over the past two years, there is also a lack of behavior expectations among the building. The school does not have a school-wide behavior expectation matrix in place, and overall, teachers lack training on cultural sensitivity and building relationships.	Professional development will be provided that specifically focuses on classroom management skills that provide options and alternatives to writing referrals for disruptive and noncompliant behavior. School wide behavior goals and strategies when addressing behavior will be created and implemented throughout the school.

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Data Summary

Describe your conclusions

Overall, we exceeded expected growth in the past three years, but our scores are lower than the Central Region in all three EOCs (Math 1, English 2, and Biology). We are still not meeting some specific AMO targets. For example, black students for both Math 1 and English 2 scored significantly lower than White students (54.1 percentage points and 48.7 percentage points for the 2014-15 school year, respectively). In addition, there was a significant decrease of 10.5% that teachers agree to the statement "the school leadership facilitates using data to improve student learning" from the 2014 Teacher Working Condition Survey to the 2015 WCPSS Survey.

Broughton's ninth grade retention rate increased by 0.9 percentage points and is 13.7% higher than the District.

Students and teachers feel that they are overall treated fairly. There was a small increase in teachers agreeing with the statement "There is an atmosphere of trust and mutual respect in this school" (Teacher Working Condition Survey 2014 76.3% and WCPSS Survey 2015 78.3%). The majority of students (76.1%) agreed/strongly agreed to the statement, "Overall, adults at my school treat students fairly" according to the 2014-2015 District student survey. However, there is need for improvement within the behavior and community of our school. Our number of referrals increased by 69 percentage points. Although Black students decreased from 2013-14 to 2014-15 by 3 percentage points (68%, 65%, respectively), the large percentage of referrals does not reflect the percentage of the entire student body. According to the Broughton School-Wide PBIS survey, very few students knew the behavior expectations (6.7%) and few teachers consistently taught school-wide behavior expectations in CAPS class and their classroom (29.2%). In addition, only about half (52.1%) of students in the 2014-15 District Survey agreed/strongly agreed to the statement "Most teachers at my school are interested in me as a person, not just as a student."

In conclusion, professional development will be provided to address how teachers can differentiate using data and effective engagement strategies in addition to closing the achievement gap within our student body. Clearer school-wide expectations and systems will be put in place for instructional strategies and behavior. Many of these strategies can focus on the 9th grade class to improve promotion rate in addition to student services providing interventions for at risk 9th grade students.

School:	Broughton HS
Plan Year	2016-2018
Principal:	Stephen Mares
Date:	May - 2016

SIP Team Members

Name	School Based Job Title
1 Andrea Urso-Hignutt	Teacher
2 Angela Cronin	Teacher
3 Ava Closs	Teacher
4 Beth Beasley	Parent
5 Brenda Harrell	Assistant Principal
6 Brent Sauls	Instructional Support Personnel
7 Bryce Richardson	Teacher
8 Chris Barnett	Teacher
9 Cole Baker-Bagwell	Parent
10 David Brooks	Instructional Support Personnel
11 Debbie Parrish	Instructional Support Personnel
12 Diane Lockwood	Assistant Principal
13 Elizabeth White	Parent
14 Graymon Ward	Teacher Assistant
15 Ina Nyko	Instructional Support Personnel
16 Julianna Pattisall-Williams	Teacher
17 Leah Greene	Teacher
18 Linda Riggins	Parent
19 Margie Harrison	Teacher
20 Marion Dye	Parent
21 Mary Beth Harvey	Teacher
22 Mary Gulledege	School Improvement Chair
23 Mary Kathryn Connor	Instructional Support Personnel
24 Mike Lentz	Assistant Principal
25 Mike Ludwick	Assistant Principal
26 Nan Daughety	Instructional Support Personnel
27 Nick Wheeler	Teacher
28 Nicole Vellucci	Instructional Support Personnel
29 Sarah Hernandez	Teacher
30 Sean Grinstead	Teacher
31 Stephanie Profio-Miller	School Improvement Chair

School Improvement Plan**Membership of School Improvement Team**

School:	Broughton HS
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Principal:	Stephen Mares
Date:	May - 2016

SIP Team Members

Name	School Based Job Title
32 Stephen Mares	Principal
33 Tracie Clarke	Teacher

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Date:	May - 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

Through rigorous and innovative lessons that invite risk-taking and critical thinking, Broughton students will become global citizens who value diversity, collaborate effectively, and share their talents to improve the world.

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

We value a safe, welcoming, learning environment that empowers students and educators alike to develop fully their intellectual, artistic, and altruistic capacities.

School Goal		
By June 2018, Broughton High School will increase the graduation rate to 90%, close all achievement gaps by attaining their Annual Measurable Objectives, and meet or exceed growth standards as measured by North Carolina's Accountability System.		
Goal Manager	Strategic Objective	State Board of Education Goal
Stephen Mares	Learning and Teaching	Globally Competitive Students
Resources		
Student Success support circle, MTSS Explorer, Quickr reports/watchlists from middle school, AP Potential List, PS quarterly stored grade reports, PS Attendance reports, EVAAS reports, Easi discipline reports, WCAP, Staff Meeting Agenda, Re-entry suspension process documents, Duty Free Lunch and Planning, parental engagement, Safe and Orderly Schools Plan, Character Education Plan. We wish to utilize DPI flexibility with funds transfer.		

Key Process
<p>1. Teachers/staff will implement effective strategies learned during professional development in order to increase student achievement.</p> <p>Tier Tier 1 / Core</p> <p>Process Manager Assistant Principal of Curriculum</p> <p>Measurable Process Check(s) Faculty will administer quarterly measurement tool to evaluate professional development implementation with instructional strategies. PLTs will complete assessment analysis tool (aka peer gap analysis tool) at the end of each semester. Staff participation in the showcase opportunities.</p>

Action Step(s)
<p>1. The School Improvement Team will create a measurement tool to collect data on the current level of implementation of tier one instructional strategies, cultural competency, and global issues.</p> <p>Timeline From 8/2016 To 10/2016</p> <p>2. All teachers will participate in professional development focused on instructional strategies, assessment data analysis, global issues, and cultural competency.</p> <p>Timeline From 8/2016 To 4/2018</p> <p>3. School Improvement Team will provide opportunities for teachers and PLTs to showcase strategies learned during professional development experiences to improve achievement of all students, including those students who are not demonstrating their academic potential. Opportunities will include a bulletin board in a common teacher space, time at faculty meetings, and during early releases.</p>

Timeline From 10/2016 To 4/2018

- Teachers and PLTs will analyze assessment/benchmark data throughout their units to identify individual students and groups who are not demonstrating their academic potential.

Timeline From 9/2016 To 5/2018

- The Intervention Team (with feedback from the Broughton faculty) will create a list of required teaching methods within the classroom, along with specific Tier 1 and 2 instructional strategies that fall under these teaching methods for teachers to use in the classroom.

Timeline From 8/2016 To 10/2016

Key Process

- The Broughton Family will increase promotion rate of 9th graders to 92.5% by 2018.

Tier

Tier 1 / Core

Process Manager

Intervention Coordinator/Student Services SIT Representative

Measurable Process Check(s)

Key Process 2 team in conjunction with intervention team will use academic, attendance and behavior "watch lists" to measure students at-risk for not meeting promotion standards.

Action Step(s)

- Counselors will identify students who are at-risk of not meeting promotion standards and will enroll those students in a targeted block, In-Class Resource and/or other intervention courses.

Timeline From 7/2016 To 8/2018

- Counselors will identify qualifying high achieving students and place them in Honors level courses.

Timeline From 7/2016 To 8/2017

- Counselors will identify retained 9th graders who need English 1 to be promoted and will enroll those students in an English 1 and 2 block to be back on cohort.

Timeline From 7/2016 To 8/2017

- The Key Process 2 Team will work with Intervention Team to identify classes with a high concentration of students who are at-risk for not meeting promotion standards based on academic achievement, behavior, and attendance.

Timeline From 8/2016 To 9/2017

5. Instructional support personnel will collaborate with content specific PLT in order to review data, and to align core instructional practices to support all students.

Timeline From 9/2016 To 4/2018

6. Students, parents, teachers, counselors, intervention team members, and administrators will collaborate to develop plans utilizing MTSS explorer for students not meeting promotion and behavior standards, as well as students with excessive absences.

Timeline From 8/2016 To 5/2018

7. Teachers/Staff will develop resources to inform students and parents about school expectations and promotion standards.

Timeline From 8/2016 To 5/2017

Key Process

3. The Broughton faculty will work to decrease the number of referrals for African American students by 20% and the entire student body by 10% over the next two years.

Tier

Tier 1 / Core

Process Manager

PBIS coordinator

Measurable Process Check(s)

Key Process 3 team members will collect referral information quarterly.

Key Process 3 team members will measure how many times we have behavior ads on WCAP to guide student behavior and how often staff expectations are reviewed at staff meetings

ISS teacher and administration will report the percentage of students who are completing the ISS and OSS re-entry reflection process.

Action Step(s)

1. Teachers will build positive relationships with students by: welcoming students at the doorway at the beginning of each class, conducting academic conferences with students, collecting accurate contact information for parents, and creating a safe and non-judgmental learning environment.

Timeline From 8/2016 To 5/2018

2. Key Process 3 members will work with school administrators, as well as Broughton and Wake County intervention teams, to provide staff development that specifically focuses on classroom management skills that provide options and alternatives to writing referrals for disruptive and non-compliant behavior.

Timeline From 8/2016 To 12/2017

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3. The Intervention Team (with feedback from the Broughton faculty) will create four school wide behavior goals, along with specific Tier 1 and 2 strategies for teachers to use when addressing behavior.

Timeline From 8/2016 To 10/2016

4. Faculty and administration will teach, model, and reinforce four school wide goals through weekly WCAP programming and monthly staff meetings throughout the school year.

Timeline From 8/2016 To 5/2018

5. Both teachers and administration will be more consistent in enforcement of school rules and expectations.

Timeline From 8/2016 To 5/2018

6. Staff development will be provided for teachers to understand cultural behavior that is different from their own (socio-economical and race) and to help improve teacher and student relationships.

Timeline From 10/2016 To 5/2018

7. Students who are suspended (in or out of school) will undergo a re-entry reflection process with a faculty member to help ensure they don't find themselves suspended again.

Timeline From 9/2016 To 5/2018

8. A taskforce within the school improvement team will be created to collect and analyze data with a focus on improving school systems/procedures with the goal of helping foster all students as a part of the Broughton community. This could include, but not limited to, assemblies, school activities, and systems of positive reinforcement

Timeline From 8/2016 To 10/2016

School:	Broughton HS
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Date	Aug - 2016
Waiver Requested	
NA	
How will this waiver impact school improvement?	
NA	
Please indicate the type of waiver:	Local
Please indicate the policy to be waived	NA

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

Development Activities for

Topic:	Participants:	Goal Supported:
MTSS Explorer Training	Broughton faculty	By June 2018, Broughton High School will increase the graduation rate to 90%, close all achievement gaps by attaining their Annual Measurable Objectives, and meet or exceed growth standards as measured by North Carolina's Accountability System.
Cultural Competency Training	Broughton Faculty	By June 2018, Broughton High School will increase the graduation rate to 90%, close all achievement gaps by attaining their Annual Measurable Objectives, and meet or exceed growth standards as measured by North Carolina's Accountability System.
Addressing Behavior	Broughton Faculty	By June 2018, Broughton High School will increase the graduation rate to 90%, close all achievement gaps by attaining their Annual Measurable Objectives, and meet or exceed growth standards as measured by North Carolina's Accountability System.
Assessment Data Analysis	PLTs	By June 2018, Broughton High School will increase the graduation rate to 90%, close all achievement gaps by attaining their Annual Measurable Objectives, and meet or exceed growth standards as measured by North Carolina's Accountability System.
Tier 1 and 2 Instructional Strategies	Broughton faculty	By June 2018, Broughton High School will increase the graduation rate to 90%, close all achievement gaps by attaining their Annual Measurable Objectives, and meet or exceed growth standards as measured by North Carolina's Accountability System.

School Improvement Plan**Summary Sheet of Professional Development Activities**

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

Development Activities for

Topic:	Participants:	Goal Supported:
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School Improvement Plan

Intervention Planning Matrix

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

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	pending Fall data	pending Fall data	pending Fall data
Intervention Structure	pending Fall data	pending Fall data	pending Fall data
Instruction	pending Fall data	pending Fall data	pending Fall data
Assessment and Progress Monitoring	pending Fall data	pending Fall data	pending Fall data
Curriculum/Resources	pending Fall data	pending Fall data	pending Fall data

School Improvement Plan

Intervention Planning Matrix

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School Year:	2017-2018

	Reading	Math	Behavior
Data Decision Process for Entry and Exit			
Intervention Structure			
Instruction			
Assessment and Progress Monitoring			
Curriculum/Resources			