

## School Improvement Plan

## Comprehensive Needs Assessment

**School:** Phillips HS

**Plan Year** 2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	<p>Overall EOC College and Career Ready (levels 4 &amp; 5) increased 1.3% from 2012-2013 to 2014-2015.</p> <p>Math I EOC College and Career Ready (levels 4 &amp; 5) increased 1.2% from 2012-2013 to 2014-2015.</p> <p>English II EOC College and Career Ready (levels 4 &amp; 5) increased 8.6% from 2012-2013 to 2014-2015.</p> <p>Math I EOC proficiency (levels 3, 4 &amp; 5) increased 4.1% points from 2012-2013 to 2014-2015.</p> <p>5 Year graduation rate increased 13.7% points (73.3% to 87.0%) from 2013-2014 to 2014-2015 (overall 87%).</p> <p>"Met" expected growth the past 2 years (2013-2015) according to EVAAS with a peak of -1.4 average growth index.</p> <p>"Met" expected growth the 2014-2015 school year in Algebra I, Biology and English II</p> <p>In the 2016-2017 school year, there is significant evidence that the Phillips students made progress similar to the Growth Standard in Common Core Math I with an index of -1.14.</p> <p>In the 2016-2017 school year, there is significant evidence that the Phillips students made progress similar to the Growth Standard in English II with an index of -1.0</p> <p>In the 2016-2017 school year, there is evidence that the Phillips students made OVERALL progress similar to the Growth Standard in English II with an index of -0.5</p> <p>Phillips' 4-year graduation rate increased 19.8% from 71.1% in the 2015-16 school year to 90.9% in the 2016-17 school year.</p>	<p>Overall EOC proficiency (levels 3, 4 &amp; 5) decreased 1.6% from 2012-2013 to 2014-2015.</p> <p>English II EOC proficiency (levels 3, 4 &amp; 5) decreased 8.8% from 2012-2013 to 2014-2015.</p> <p>Biology EOC proficiency (levels 3, 4 &amp; 5) decreased 1.9% from 2012-2013 to 2014-2015.</p> <p>Biology EOC College and Career Ready (levels 4 &amp; 5) decreased 4.6% from 2012-2013 to 2014-2015.</p> <p>4 Year graduation rate decreased 2.3% (81.4% to 78.8) from 2013-2014 to 2014-2015 (overall 78.8%)</p> <p>4 year and 5 year cohort graduation data indicates a concern with our male subgroup</p> <ul style="list-style-type: none"> <li>• 4 year cohort 71.4% (overall 78.8%)</li> <li>• 5 year cohort 80% (overall 87%)</li> </ul> <p>95% testing participation requirement for NC indicates a missed target as "all students" for school year 2014-2015.</p> <ul style="list-style-type: none"> <li>• Math (all students) 94%</li> <li>• Reading (all students) 83%</li> </ul> <p>Based on 2014-2015 Spring goal summary reports indicates an area of focus for each tested subject (highest average by categories)</p> <ul style="list-style-type: none"> <li>• Math I/Geometry -24.8%</li> <li>• English II/Language -21.3%</li> <li>• English II/Literature -20%</li> <li>• Biology/Molecular -32%</li> </ul> <p>In the 2016-2017 school year, Phillips "Not Met" expected EVASS growth with an index of -2.80</p> <p>In the 2016-2017 school year, there is significant evidence that the Phillips students made less progress than the Growth Standard in Biology with an index of -2.7</p> <p>In the 2016-2017 school year, there is significant evidence that the Phillips students made OVERALL less progress than the Growth Standard in Common Core Math I with an index of -1.5</p> <p>In the 2016-2017 school year, there is significant evidence that the Phillips students made OVERALL less progress than the Growth Standard in Biology with an index of -4.25</p> <p>In accordance with the North Carolina Alternative Schools Accountability Model "C", Phillips was declining in the 2016-2017 school year.</p> <p>Baseline Data for students starting 17-18 at Phillips HS, about 50% of the 2017-18 student population attended Phillips last year:</p> <ul style="list-style-type: none"> <li>• Average Reading Ach Level on 8th grade EOG = 2.36 (25th percentile)</li> <li>• Average Math Ach Level on 8th grade EOG = 2.02 (24th percentile)</li> <li>• Average Science Ach Level on 8th grade EOG = 2.77 (28th percentile)</li> <li>• Average Math I Ach Level (for those that have already taken Math I EOC ) = 2.13 (29th percentile)</li> <li>• Average Biology Ach Level (for those that have already taken Biology EOC) = 1.98 (18th percentile)</li> <li>• Average Eng II Ach Level (for those that have already taken Eng II EOC) = 2.49 (25th percentile)</li> <li>• Average ACT Composite (for those that have already taken ACT) = 13</li> </ul>

## School Improvement Plan

## Comprehensive Needs Assessment

<b>School:</b>	Phillips HS
<b>Plan Year</b>	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Process Data	<ul style="list-style-type: none"> <li>• PLT's aligned with instructional Goals: Collaboration, 21st Century Tools/Concepts, Literacy across the curriculum and Project/Problem Based Instructional Learning.</li> <li>• Reference webstes: <a href="http://phillipshs.wcpss.net/pd--plt-resources.html">http://phillipshs.wcpss.net/pd--plt-resources.html</a> &amp; (<a href="http://phillipsacrosscurriculum.weebly.com/">http://phillipsacrosscurriculum.weebly.com/</a>)</li> <li>• Literacy coach leader works collaboratively with teachers, administrators, and department staff to improve student achievement by providing school-based support for teachers as we continue to implement effective literacy instructional practices.</li> </ul> <p>According to in-house surveys:</p> <ul style="list-style-type: none"> <li>• Teachers increased their online presence on the school's website from 56% in 2012 to 85% in 2016.</li> <li>• The integration of technology for daily instructional purposes has increased from 60.71% in 2013 to 90.7% in 2016.</li> <li>• 2015 survey determined that 79% of staff use technology as a tool for formative assessments.</li> </ul> <p>Additional in-house surveys concluded:</p> <ul style="list-style-type: none"> <li>• In 2014-2015 90.7% of certified staff--who participated in the survey-- used technology to support instruction on a weekly basis</li> <li>• In 2015-2016 67% of teachers use technology to collect evidence of student learning gaps and gains (formative assessment)</li> <li>• In 2015-2016 61.3% of teachers use technology for fostering collaboration and sharing within the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• New goal will focus on how technology is used to support instruction, rather than focusing on the frequency of use.</li> </ul> <p>In-house survey conducted in 2015-2016 determined:</p> <ul style="list-style-type: none"> <li>• 58.1% of teachers use technology as formative assessment to inform instruction</li> <li>• Teachers use technology to support 21st century literacy in the following ways:             <ul style="list-style-type: none"> <li>◦ 51.6% of teachers use technology to encourage students to create print and non-print media text</li> <li>◦ 29% of teachers use technology to encourage students to critique print and non-print multimedia text</li> <li>◦ 25.8% of teachers use technology to encourage students to analyze print and non-print multimedia text</li> <li>◦ 16.1% of teachers use technology to encourage students to evaluate print and non-print multimedia text</li> </ul> </li> </ul>

## School Improvement Plan

## Comprehensive Needs Assessment

<b>School:</b>	Phillips HS
<b>Plan Year</b>	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Staff and Student Demographics	<p>The diversity of the student population as compared to the school staff is as follows:</p> <p>62% black students versus 44.4% of staff, a difference of 17.6% points.          8% white students versus 37% of staff, a difference of 29% points.          23% hispanic students versus 7.4% of staff, a difference of 15.6% points.          42% male students versus 24.9% of staff, a difference of 17.1% points.          58% female students versus 74.1% of staff, a difference of 16.1% points.</p> <p>According to NC School Report Cards our school's teacher turnover rate in 2013-2014 was 13.8%, or .6% points more than the District's at 13.2%, but 1.8% points less than the State's at 15.6%.</p> <p>According to NC School Report Cards our school's teacher turnover rate in 2014-2015 was 6.1%, or 7.8% points less than the District's at 13.9%, and 9.6% points less than the State's at 15.7%.</p> <p>According to NCDPI's accountability report, our teacher turnover rate for the 2016-2017 school year was 10.33%, below WCPSS' 12.15%.</p>	<p>According to in-house survey parent communications has improved from 17% in 2014 to 32.2% in 2015 representing an increase of 15.2% points but still remains significantly low.</p> <p>In November of 2015 in order to improve parent involvement and communications we were able to reinstate our school's PTSA, but it has been difficult to recruit and increase membership beyond the founding members.</p> <p>Based on the NC School Report Cards our school's attendance average for 2013-2014 was 83.3%, a 12.2% point difference below the District's 95.5%.</p> <p>Based on the NC School Report Cards our school's attendance average for 2014-2015 was 82.6%, a 12.3% point difference below the District's 94.9%.</p> <p>Teacher demographics do not reflect student demographics.</p> <p>Overall student attendance for the 2016-2017 school year was 83.19%.</p> <ul style="list-style-type: none"> <li>• 9th graders had an overall attendance of 88.14%</li> <li>• 10th graders had an overall attendance of 81.93%</li> <li>• 11th graders had an overall attendance of 79.83%</li> <li>• 12th graders had an overall attendance of 83.74%</li> </ul> <p>Baseline Data for students starting 17-18 at Phillips HS, about 50% of the 2017-18 student population:</p> <ul style="list-style-type: none"> <li>• Average number of Days Absent = 23.7</li> <li>• Average Attendance Rate = 86.11%</li> </ul>

## School Improvement Plan

## Comprehensive Needs Assessment

**School:** Phillips HS

**Plan Year** 2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Perception	<p>In 2015 our school conducted an in-house Survey that determined the following:</p> <ul style="list-style-type: none"> <li>• 100% of teachers agree that our small classes allow for teachers to meet the needs of our students.</li> <li>• 95% of teachers agree that they have adequate space to work productively.</li> <li>• 95% of the faculty agree that they work in a school environment that is safe.</li> <li>• 92% of teachers agree that they have sufficient access to appropriate instructional materials.</li> <li>• 92% of teachers agree that they have sufficient access to instructional technology, including computers, printers, software and internet access.</li> <li>• 96% of teachers agree that the school environment is clean and well maintained.</li> <li>• 92% of teachers agree that the school leadership facilitates using data to improve student learning.</li> </ul> <p>Followup Surveys conducted in subsequent months since the initial survey have further determined the following:</p> <ul style="list-style-type: none"> <li>• The process for effectively making group decisions to solve problems has increased from 50% in 2013 to 77.4% in 2016 which represents a 27.4% improvement.</li> </ul> <p>The District TWC 2014-2015 student survey determined the following about our school:</p> <ul style="list-style-type: none"> <li>• 94.5% strongly agree/agree that adults at my school treat students fairly.</li> <li>• 100% strongly agree/agree that they will continue their education after high school.</li> <li>• 100% strongly agree/agree that their education will create many future opportunities.</li> <li>• 100% strongly agree/agree that they are hopeful about their future.</li> <li>• 94.1% strongly agree/agree that going to school after high school is important.</li> </ul> <p>According to in-house surveys in the 2016-17 school year, 100% of faculty and staff agree that Facilities &amp; resources is not an issue at our school.</p> <p>According to the WCPSS Teacher Working Conditions Survey of 2016-2017:</p> <ul style="list-style-type: none"> <li>• 68.57% (24 respondents) agreed/strongly agreed that "Overall, my school is a good place to work and learn."</li> <li>• 82.86% (29 respondents) agreed/strongly agreed that "The faculty work in a school environment that is safe."</li> <li>• 88.57% (31 respondents) agree/strongly agree that "Teachers have sufficient access to instructional technology, including computers, devices, printers, software, and internet access."</li> <li>• PTSA current number of paid members 10 6=parents 4 =staff / Applications pending payment 7=parents.</li> </ul>	<p>A 2012 in-House survey determined that 55% of parents/guardians know what is going on in this school, versus 55.1% as compared to a followup survey in 2015 or a .1% increase.</p> <p>A 2012 in-House survey determined that 60% of faculty agreed that we have an effective process for making group decisions, versus 77.4% as compared to a followup survey in 2015 or a 17.4% improvement.</p> <p>The District TWC 2014-2015 working conditions survey of our school determined that 45.2% agreed that parents/guardians support teachers, contributing to their success with students. as compared to the State TWC 2013-2014 results of 45.7%, or a decrease of .5%. This compares to the Central Area schools 2014-2015 survey results determining 79.5%, or a difference of 34.3% as compared to our school.</p> <p>The District TWC 2014-2015 working conditions survey of our school determined that 58.1% agreed that there is an atmosphere of trust and mutual respect in our school, as compared to the State TWC 2013-2014 results of 68.6%, or a decrease of 10.5%.</p> <p>The District TWC 2014-2015 working conditions survey of our school determined that 60% agreed that teachers feel comfortable raising issues and concerns that are important to them, as compared to the State TWC 2013-2014 results of 71.4%, or a decrease of 11.4% points.</p> <p>The District TWC 2014-2015 working conditions survey of our school determined that 64.5% agreed that the faculty and staff have a shared vision, as compared to the State TWC 2013-2014 results of 88.2%, or a decrease of 23.7%.</p> <p>The District TWC 2014-2015 student survey determined the following about our school:</p> <ul style="list-style-type: none"> <li>• 58.8% strongly agree/agree that they have a say about what happens to them at their school.</li> <li>• 58.8% strongly agree/agree that politics and government is boring.</li> <li>• 70.5% strongly agree/agree that they enjoy talking to the teachers here.</li> </ul> <p>According to in-house surveys in the 2016-17 school year:</p> <ul style="list-style-type: none"> <li>• Only 61.9% of faculty/staff agreed that we have a shared vision.</li> <li>• 71.4% agreed that Issues concerning how student Conduct is managed is an issue at our school.</li> <li>• 71.4% agreed that Issues regarding SCHOOL LEADERSHIP influenced my response to "shared vision"</li> <li>• 71.4 % agreed that INSTRUCTIONAL PRACTICES &amp; SUPPORT concerns influenced my response to "shared vision"</li> </ul> <p>According to the WCPSS Teacher Working Conditions Survey of 2016-2017:</p> <ul style="list-style-type: none"> <li>• 44.12% (15 respondents) disagreed/strongly disagreed that "The school leadership consistently supports teachers."</li> <li>• 48.57% (17 respondents) disagreed/strongly disagreed that "Teachers feel comfortable raising issues and concerns that are important to them".</li> <li>• 48.57% (17 respondents) disagreed/strongly disagreed that "There's an atmosphere of trust and mutual respect in this school."</li> <li>• 34.29% (12 respondents) disagreed/strongly disagreed that "The faculty and staff have a shared vision."</li> </ul>

## School Improvement Plan

## Comprehensive Needs Assessment

<b>School:</b>	Phillips HS
<b>Plan Year</b>	2016-2018

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
<p>The overall EOC proficiency (levels 3, 4 &amp; 5) decreased 1.6% from 2012-2013 to 2014-2015.</p> <ul style="list-style-type: none"> <li>• English II decreased 8.8% points.</li> <li>• Biology decreased 1.9% points</li> </ul>	<p>According to 2014-2015 CBM data our at-risk students have low reading and comprehension skills, which significantly impacts score results.</p>	<ul style="list-style-type: none"> <li>• Installing and supporting 21st century school wide learning objectives Curriculum:               <ul style="list-style-type: none"> <li>◦ 21st century tools/literacy</li> <li>◦ Project/problem based instruction</li> <li>◦ Literacy across the curriculum.</li> <li>◦ Collaboration</li> </ul> </li> <li>• Literacy coach focusing on supporting teacher application of school wide learning objectives.</li> <li>• PLT's and professional development aimed at supporting school wide learning objectives.</li> <li>• Use of CMAPP to support instruction.</li> <li>• MTSS (Response to Instruction)-Process for intervening to help failing students.</li> <li>• Sustained Silent Reading Initiative (SSR)</li> </ul>
<p>Based on 2014-2015 Spring goal summary reports indicates an area of focus for each tested subject (highest average by categories)</p> <ul style="list-style-type: none"> <li>• Math I/Geometry -24.8%</li> <li>• English II/Language -21.3%</li> <li>• English II/Literature -20%</li> <li>• Biology/Molecular -32%</li> </ul>	<p>According to 2014-2015 CBM data our at-risk students have low reading and comprehension skills, which significantly impacts score results.</p>	<ul style="list-style-type: none"> <li>• Installing and supporting 21st century school wide learning objectives Curriculum:               <ul style="list-style-type: none"> <li>◦ 21st century tools/literacy</li> <li>◦ Project/problem based instruction</li> <li>◦ Literacy across the curriculum.</li> <li>◦ Collaboration</li> </ul> </li> <li>• Literacy coach focusing on supporting teacher application of school wide learning objectives.</li> <li>• PLT's and professional development aimed at supporting school wide learning objectives.</li> <li>• Use of CMAPP to support instruction.</li> <li>• MTSS (Response to Instruction)-Process for intervening to help failing students.</li> <li>• Sustained Silent Reading Initiative (SSR)</li> </ul>

## School Improvement Plan

## Comprehensive Needs Assessment

<b>School:</b>	Phillips HS
<b>Plan Year</b>	2016-2018

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
<p>Based on the NC School Report Cards our school's attendance average for 2013-2014 was 83.3%, a 12.2% point difference below the District's 95.5%.</p> <p>Based on the NC School Report Cards our school's attendance average for 2014-2015 was 82.6%, a 12.3% point difference below the District's 94.9%.</p>	<p>Approximately 30% of MEPHS students have had 18+ absences in in the 2015-2016 school year. Student attendance has been a longstanding issue which is complicated by low socio-economic status (SES) (86% FRL), pregnancy/parenting (15%) and homelessness (10%).</p>	<ul style="list-style-type: none"> <li>• Attendance Committee to collaborate with MTSS team in developing strategies for improving attendance.</li> <li>• Provide incentives and focused interventions that will assist with improved student attendance.</li> <li>• Increase School wide Parent/Student/Community Outreach Activities via PTSA, Student Services and the SIP Climate Goal Team/Committee.</li> <li>• Continue to generate interest and grow the school's PTSA organization.</li> <li>• Continue to generate interest and grow the school's course offerings and student clubs.</li> </ul>
<p>In the 2016-2017 school year, Phillips "Not Met" expected EVASS growth with an index of -2.80</p>	<p>Most of the data is skewed due to the comparison of different student populations in attendance to Phillips from year to year.</p>	<ul style="list-style-type: none"> <li>• Phillips will monitor student achievement data based on the current student population.</li> <li>• Phillips will continue to use "Seminar," 40 minutes a day, for students to work with teachers on homework, reviews, test revisions, re-taught lessons.</li> </ul>
<p>According to our baseline data for students starting Phillips in the 2017-2018 school year, their Average Attendance Rate is 86.11%. Furthermore, the overall average student attendance for the 2016-2017 school year was 83.19%.</p>	<ul style="list-style-type: none"> <li>• The student population that attends Phillips has attendance issues before arriving at the school.</li> <li>• Our "buy-back" system of support has been abused by some students.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and support students that are identified with chronic absenteeism.</li> <li>• Re-evaluate our "buy-back" system of support.</li> </ul>

## School Improvement Plan

<b>School:</b>	Phillips HS
<b>Plan Year</b>	2016-2018

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
<p>According to the WCPSS Teacher Working Conditions Survey of 2016-2017:</p> <ul style="list-style-type: none"> <li>• 44.12% (15 respondents) disagreed/strongly disagreed that "The school leadership consistently supports teachers."</li> <li>• 48.57% (17 respondents) disagreed/strongly disagreed that "Teachers feel comfortable raising issues and concerns that are important to them".</li> </ul>	<ul style="list-style-type: none"> <li>• There hasn't been transparency, from leadership, in the decision making process.</li> <li>• Lack of a clear system of communication between the branches of personnel in the school; teachers, support staff and administration.</li> </ul>	<ul style="list-style-type: none"> <li>• "What's on your mind" form posted on the school website, where all staff can provide feedback which will be a standing agenda item for the leadership team to discuss.</li> <li>• The school leadership team will share meeting notes with the entire staff as a means of transparency in the process.</li> <li>• Surveys will be conducted requesting staff feedback for specific school events.</li> </ul>

<b>School:</b>	Phillips HS
<b>Plan Year</b>	2016-2018

**Data Summary**

Describe your conclusions

Mary E. Phillips has increased overall EOC College and Career Ready (levels 4 & 5) by 1.3% points since 2012-2013, and met expected growth according to EVAAS data since 2013-2014. In that same time frame, however, proficiency (levels 3, 4, & 5) have decreased in English II and Biology. The summary report indicates that areas to focus on include Geometry, Language, Literature and Molecular Biology. As our data indicates we are graduating a greater percentage of our seniors, however, cohort graduation rates have decreased by 2.3% points and indicate a concern with our male subgroup. In addition, we continue to struggle with student attendance but continue to develop targeted strategies to improve attendance and student achievement.

In the past several years teachers have embraced technology and increased their "online/internet" presence from 56% in 2012 to 85% in 2016. The integration of technology for daily instructional purposes and formative assessments is widespread throughout the various curricula at almost 91%. We successfully achieved our goal and with the new SIP will concentrate our focus on using technology in more innovative and effective ways to further support instruction. Our school's highly qualified teachers have overwhelmingly embraced technology integration, school improvement strategies and methodologies as demonstrated by our lower turnover rate as compared to the District and State.

At Phillips we are working hard to continuously foster a nurturing learning environment where students feel they are treated fairly. As a result, our population of at-risk students overwhelmingly believe education is important and demonstrate a desire to continue their education past high school. At the same time we must make our students feel they have more of a "say" in their school, while simultaneously engaging more of their parents/guardians into their child's education. We will continue to work on improving the "School Climate" for students, parents/guardians and the school's staff.

It is imperative that in order for our school to achieve the level of success we have set out to accomplish, it is vitally important that we analyze data more effectively and frequently, and use this "just-in-time" data to guide us in developing even more effective strategies that are implemented and monitored with fidelity.