

School Improvement Plan

Comprehensive Needs Assessment

School: Knightdale HS

Plan Year 2014-2016

Data Components	Areas of Strengths	Areas of Concern
Student Achievement	<ul style="list-style-type: none"> English I, Biology, and Algebra II have the highest proficient percent All groups increased percent proficient 3 consecutive years Increased graduation rate in African American and Asian students AP course offerings are increasing Number of students taking SAT has increased SAT scores have increased 	<ul style="list-style-type: none"> Number of students not meeting growth target The percentage of students with multi-risk factors is increasing and this group has the lowest percent proficient Graduation rate is lower than the county average Algebra I continues to be our lowest performing group
Instructional Practices/Strategies	Inadequate data available	<ul style="list-style-type: none"> Class sizes are high making differentiation more challenging High needs students are more challenging to motivate Inadequate data to evaluate instructional strategies or programs
Staff and Student Demographics	<ul style="list-style-type: none"> Increase in National Board Certified Teachers Decrease in both short and long-term suspensions 	<ul style="list-style-type: none"> More high needs students Fewer staff High turnover of teachers High percentage of beginning teachers
Perception	<ul style="list-style-type: none"> 9th grade orientation survey results show increasing satisfaction with the event 	<ul style="list-style-type: none"> Staff are dissatisfied with results of the current student behavior management system

School Improvement Plan

School:	Knightdale HS
Plan Year	2014-2016

Data Components	Areas of Strengths	Areas of Concern
Program	<ul style="list-style-type: none"> • Prime Time testing shows increases in student reading levels • ALC records show decrease in students who receive OSS • ASAP records show consistent use of the program • Graduation Coach and Graduate records show improvements for students they serve 	<ul style="list-style-type: none"> • Staff are dissatisfied with results achieved from the current student behavior management plan

Priority Concerns	Root Causes (with evidence)	Solutions
Graduation rate is declining overall. Graduation rate is especially low for LEP, Hispanic, and students with disabilities.	<ul style="list-style-type: none"> • High 9th grade retention rate • Socioeconomic, environmental, cultural, family factors do not value post-secondary education • Undocumented students have limited access to post-secondary education • Undocumented students do not expect to be able to pursue post-secondary education • Lack of support or presence of a caring adult to monitor and support students at risk of not graduating • High percentage of students are promoted with intervention in reading and/or math 	<ul style="list-style-type: none"> • Establish a framework for success by implementing strategies that support student success at all levels and address the root causes. • Establish a framework for intervention that enables teachers, school leaders, and instructional support staff to identify students at risk and intervene at critical points when students fall off the path to high school graduation.

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School:	Knightdale HS
Plan Year	2014-2016

Priority Concerns	Root Causes (with evidence)	Solutions
LEP, Hispanic, and students with disabilities have lowest proficiency ratings of all subgroups at KHS.	<ul style="list-style-type: none"> Classroom environment does not support the needs of ESL and students with disabilities who have inability to focus due to class disruptions, large class size, and their own limitations for attention span based on disability and/or language barrier. Instructional strategies currently in use do not adequately support specific needs of ESL and SWD. Teachers are not adequately trained and supported to meet unique needs of targeted subgroups Low teacher expectations for success. 	<ul style="list-style-type: none"> Establish a framework for effective teaching that includes research-based instructional strategies to meet the needs of ESL and SWD. Establish a framework for intervention that enables teachers, school leaders, and instructional support staff to identify student who are performing poorly and intervene at critical points when students are in jeopardy of failing.
Staff are dissatisfied with results of the current plan for managing student conduct.	<ul style="list-style-type: none"> Teachers do not feel empowered to manage student conduct in their classrooms Students are not adequately engaged in classroom activities Rules and policies are not consistently enforced by staff Infrequent discipline data reviews Lack of open discussion among staff about trends, perceptions, and areas of concern 	<ul style="list-style-type: none"> Establish a framework that empowers teachers to become leaders within the school environment Establish a framework that focuses on the intentional use of engaging instructional strategies to manage student behavior

Data Summary

Describe your conclusions

Knightdale High School staff will focus its energies on addressing three key areas within our School Improvement Plan. It is our expectation that focusing on these areas will result in improved student achievement for all students and job satisfaction for all staff.

Our first area of focus is to address graduation rate with particular emphasis on our lowest subgroups: LEP, Hispanic, and students with disabilities. Frameworks for support and for intervention are central to our plan.

We will extend our efforts for LEP and students with disabilities as we address our second area of focus related to proficiency ratings on End of Course tests. Key components are developing specific instructional strategies effective for targeted groups and implementing appropriate interventions for struggling students.

Our third and final focus area will be our school's systematic efforts to manage student conduct. We will empower teachers by providing more support for engaging lessons and implementing a comprehensive, school-wide behavior intervention plan.

School Improvement Plan

Membership of School Improvement Team

School:	Knightdale HS
Plan Year	2014-2016
Principal:	Carla Jernigan
Date:	May - 2014

SIP Team Members

	Name	School Based Job Title
1	Abiola Busuyi	Other
2	Anna Gay	Teacher
3	Ayomikun Oshikoya	Other
4	Bertha Boone	Teacher Assistant
5	Brad Walston	Assistant Principal
6	Brian Phillips	Teacher
7	Carla Jernigan	Principal
8	Catherine Lewis	Teacher
9	Crystal Singletary	Parent
10	David Newkirk	Assistant Principal
11	Glenda Brooks	Parent
12	Jerrod McConnell	Teacher
13	Latricia Townsend	Parent
14	Linn Ginsler	Teacher
15	Madison Shope	Teacher
16	Marissa Miklavcic	Teacher
17	Nicole Ferraro	Other
18	Paulette Brooks	Teacher
19	Peter Kreitzer	Teacher
20	Relonda Richard	Teacher
21	Ryan Rosendahl	Teacher
22	Shaunda Cooper	Assistant Principal
23	Sherri Pinkney	Teacher
24	Tammy Glawson	Other
25	Valarie Hines	Instructional Support Personnel
26	Whitney Wilson	Teacher

School Improvement Plan

Mission, Vision and Value Statements

School:	Knightdale HS
Plan Year	2014-2016
Date:	Apr - 2014

Mission Statement:

Knightdale High School will inspire, prepare, and empower students to succeed in a changing world.

Vision Statement:

Build character, expand knowledge, and increase achievement.

Value Statement:

We will fulfill this mission through our u-KNIGHT-ed efforts and commitment to these values:

Unity: We value students, teachers, staff, parents, and the community working together toward a common goal (*Revised*)

Knowledge: We value the pursuit of knowledge through a rigorous curriculum focused on critical and creative thinking

Networking: We value the opportunity to build relationships through open communication and collaboration

Involvement: We value shared decision making with our families, businesses, and community

Growth: We value continuous improvement to ensure the academic and social growth of our students

Honor: We value integrity and pride in work and character

Technology: We value a learning environment that integrates 21st century technology and learning skills

Environment: We value a safe, orderly, supportive, and caring learning environment

Diversity: We value and celebrate diversity and foster an environment of respect for all

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

School:	Knightdale HS
Plan Year	2014-2016
LEA:	Wake County (920)

School Goal		Goal: By June 2016, Knightdale High School will increase the graduation rate as measured by North Carolina Department of Public Instruction from 78% to 88% and all subgroups will meet their state AMO subgroup targets.
Goal Manager		Assistant Principal for Transition and Intervention
Strategic Directive		Focus on Learning and Teaching
State Board of Education Goal		21st Century Students
Data Justification for Goal Based on Comprehensive Needs Assessment		KHS' graduation rate continues to increase gradually. That rate is still unsatisfactory to all of the school's stakeholders. Based on stakeholder input, the school has set a goal aligned with the school system's interests as well as the state's.
1	Key Process	All Knightdale High School teachers will design daily instructional lesson plans that include the 10 Highly Effective Habits.
	Process Manager	Relonda Richard
	Completion Date	Jun - 2016
	Restrainers	<ul style="list-style-type: none"> • Time • Personnel • Staff development
	Resources	<ul style="list-style-type: none"> • CMAPP • Researched based teaching strategies • KHS 10 Highly Effective Strategies Lesson Plan Template • EASi documents • Instructional strategy staff development • PLT data
	Measurable Process Check(s)	Instructional staff (teacher, administrators, and instructional support) will monitor the implementation of effective instructional practices using walk-through instruments. The data from walk-throughs will show a quarterly increase in the implementation of strategies.
	1 Action Step	All teachers will implement the 10 Daily Habits and other research-based strategies (SIOP, CRIS, Revised Bloom's Taxonomy, STEM, etc...) that support the unique needs of diverse learners and provide a rigorous and relevant curriculum for all students.
	Timeline	From 8/2014 To 6/2016
	2 Action Step	All subject area PLT's will meet on a weekly basis to review data from common formative and summative assessments, develop effective lesson plans, and measure effectiveness of instructional practices.
	Timeline	From 5/2014 To 6/2016

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

School:	Knightdale HS
Plan Year	2014-2016
LEA:	Wake County (920)

3 Action Step	Provide ongoing staff development on effective teaching strategies with a focus on strategies that support underperforming subgroups
Timeline	From 8/2014 To 6/2016

4 Action Step	All instructional staff members will participate in a walk-through process to monitor implementation for effective teacher practices and will review and discuss data in PLT weekly meetings.
Timeline	From 8/2014 To 6/2016

2 Key Process	All Knightdale High School staff members will use the Response to Intervention Model (RTI) to remediate and enrich students based on performance data.
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Process Manager	Jerrold McConnell
Completion Date	Jun - 2016
Restrainers	<ul style="list-style-type: none"> • Time • Personnel • Staff development
Resources	<ul style="list-style-type: none"> • Test scores from earlier grades • EVAAS • Retention lists • EASi documents • Instructional strategy staff development • PBIS

Measurable Process Check(s)	The Intervention Team will identify students at the end of each quarter who are failing a course to determine who is at risk of not graduating. The number of identified students will decrease by 10 % by the end of each semester.
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1 Action Step	All staff members will complete RTI training and implement remediation and enrichment strategies in instructional plans.
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Timeline	From 8/2014 To 6/2016
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2 Action Step	Each PLT will develop an RTI plan and create common formative and summative assessments and use results to identify students in need of Tier 2 interventions.
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Timeline	From 8/2014 To 6/2016
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3 Action Step	The Intervention Team will establish a monitoring system (early warning signs) that utilizes existing data systems with academic predictors and indicators to identify students who become at risk of dropping out or not graduating due to poor performance or poor attendance.
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Timeline	From 8/2014 To 6/2016
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School Improvement Plan

Summary of Goals, Key Processes and Action Steps

School:	Knightdale HS
Plan Year	2014-2016
LEA:	Wake County (920)

	4 Action Step	Provide extended learning programs such as afterschool programs for students in need of additional support and credit recovery programs.
	Timeline	From 8/2014 To 6/2016
3	Key Process	Every Knightdale High School faculty member will serve as an adult advocate and mentor for their assigned students
	Process Manager	Sherri Pinkney
	Completion Date	Jun - 2016
	Restrainers	<ul style="list-style-type: none"> • Time • Personnel • Staff development
	Resources	<ul style="list-style-type: none"> • PBIS • Professional Development • KHS 10 Highly Effective Strategies Lesson Plan Template • EASi documents
	Measurable Process Check(s)	Results from quarterly KHS developed staff, student and parent surveys will show a 5 % increase in favorable responses to items that measure positive relationships among, students, staff, and parents.
	1 Action Step	Provide staff development on building positive relationships with culturally diverse populations.
	Timeline	From 8/2014 To 6/2016
	2 Action Step	Schedule students in small learning communities using the academy model beginning with 9 th graders entering in 2014.
	Timeline	From 8/2014 To 6/2016
	3 Action Step	KHS will implement an advisor-advisee period to foster positive relationships and provide an opportunity for each staff member to serve as an advocate and mentor for a small group of students until graduation.
	Timeline	From 8/2014 To 6/2016
	4 Action Step	Implement the Positive Behavior Intervention and Support Model to increase school wide consistency of expectations and consequences and include incentives to celebrate and recognize appropriate behavior and interactions.
	Timeline	From 6/2014 To 6/2016

School Improvement Plan**Waiver Request****School:** Knightdale HS**Plan Year** 2014-2016

Date	Apr - 2014
Waiver Requested	
N/A	
How will this waiver impact school improvement?	
N/A	
Please indicate the type of waiver:	State
Please indicate the policy to be waived	N/A

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	Knightdale HS
Plan Year	2014-2016
School Year:	2014-2015

Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
<ul style="list-style-type: none"> • PBIS Training • Response to Intervention training, • Advisory training • Research-based strategies • STEM • Building positive relationships • Electronic resources • Essential Questions • Differentiation • Classroom management 	<ul style="list-style-type: none"> • Administrators • Licensed Staff • Support Staff 	Goal 1	<ul style="list-style-type: none"> • Test scores from earlier grades • EVAAS • Retention lists • EASi documents • Student/Staff surveys • PBIS • Discipline data • Teacher course grade distribution • NC Final Exam/EOC/CTE post-assessment data • AYP data • Walk-through data

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

School:	Knightdale HS
Plan Year	2014-2016
School Year:	2015-2016

Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
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School Improvement Plan

Intervention Planning Matrix

School:	Knightdale HS
Plan Year	2014-2016
School Year:	2014-2015

	Reading	Math	Behavior
Student Identification	Collecting data	Collecting data	Collecting data
Intervention Structure	Collecting data	Collecting data	Collecting data
Instruction	Collecting data	Collecting data	Collecting data
Assessment	Collecting Data.	Collecting Data.	Collecting Data.
Curriculum/Resources	We wish to utilize DPI flexibility with funds transfer.	We wish to utilize DPI flexibility with funds transfer.	We wish to utilize DPI flexibility with funds transfer.

School Improvement Plan

Intervention Planning Matrix

School:	Knightdale HS
Plan Year	2014-2016
School Year:	2015-2016

	Reading	Math	Behavior
Student Identification			
Intervention Structure			
Instruction			
Assessment			
Curriculum/Resources			