

Green Hope High School

2016-2018 School Improvement Plan

Mission: Green Hope High School will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators, and critical thinkers.

Vision: All Green Hope High School students will be challenged, inspired, and prepared to reach their full potential as contributing members of a complex and changing global community.

Core Beliefs:

1. Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
2. Every student is expected to learn, grow, and succeed while we eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.
3. Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.
4. 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.
5. The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.
6. 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.

Values:

1. We will challenge and engage each student in academically relevant, rigorous and meaningful learning each day.
2. We will eliminate the ability to predict achievement by meeting students where they are and working to overcome barriers to success, regardless of previous performance, socioeconomic status, race, or ethnicity.
3. We will support staff by providing professional development opportunities based on need.
4. We will promote a culture of continuous improvement, risk-taking and innovation.
5. We will embrace diversity by maintaining an inviting, respectful, inclusive, flexible and supportive environment.
6. We will continue to partner with parents and the community to match students with resources and opportunities beyond the classroom.

School Goal: By June 2018, Green Hope High School will annually graduate at least 95% of its students overall and in each subgroup, ready for productive citizenship as well as higher education and a career.

While the four-year cohort graduation rate for the 2014-2015 school year was >95%, not all subgroups are at that level. Subgroups with a four-year graduation rate below 95% include Black (87.5%), Economically Disadvantaged (76.7%), and Students with Disabilities (90.4%).

Subgroup	2012-2013 School Year		2013-2014 School Year		2014-2015 School Year	
	# of Students	Rate	# of Students	Rate	# of Students	Rate
All Students	501	93.8	512	>95	546	>95
Male	260	90.8	246	>95	275	>95
Female	241	>95	266	>95	271	>95
American Indian	*	*	*	*	*	*
Asian	81	93.8	97	>95	112	>95
Black	15	73.3	33	84.8	40	87.5
Hispanic	32	84.4	19	89.5	22	>95
Two or More Races	17	>95	22	>95	13	>95
White	352	>95	337	>95	357	>95
Economically Disadvantaged	26	76.9	28	85.7	30	76.7
Limited English Proficient	9	55.6	*	*	5	>95
Students With Disabilities	49	81.6	19	68.4	52	90.4
Academically Gifted	*	*	223	>95	200	>95

GREEN HOPE HIGH SCHOOL

By June 2018, Green Hope High School will annually graduate at least 95% of its students overall & in each subgroup, ready for productive citizenship as well as higher education and a career.

Key Process 1	
Build the capacity of all teachers for highly effective PLT work in order to improve outcomes for all students, with a focus in subgroups achieving below their peers.	
Measurable Process Check	
<ul style="list-style-type: none"> ▪ All PLTs will record the progress of implementation. PLT information will be compiled by administration and will be disaggregated and analyzed by the School Improvement Team. ▪ All PLTs will utilize grade distribution data as a measure of whole class and subgroup achievement. ▪ All GHHS teachers will participate in the PLT survey in May 2017. The data from the 2017 survey will be compared to the 2016 survey data as a measure of school-wide effectiveness. 	
Action Step	Timeline
Roles and responsibilities for PLT work and facilitation will be clearly defined by administration.	August 2016
PLTs will be strategically formed and PLT facilitators will be selected by administration and Department Leaders.	August 2016
Administration will facilitate professional development for all staff defining the expectations for PLT work at Green Hope High School.	August 2016
Monthly professional development will equip PLT members with the skills necessary to build capacity among their team for effective PLT work.	August 2016- June 2017

Key Process 2	
Strengthen the alignment among the written, taught, and tested curriculum in order to improve outcomes for all students, with a focus on students in subgroups achieving below their peers.	
Measurable Process Check	
<ul style="list-style-type: none"> ▪ All PLTs will record the progress of implementation. PLT information will be compiled by administration and will be disaggregated and analyzed by the School Improvement Team. ▪ All PLTs will utilize grade distribution data as a measure of whole class and subgroup achievement. ▪ All GHHS teachers will participate in the PLT survey in May 2018. The data from the 2018 survey will be compared to the 2016 and 2017 survey data as a measure of school-wide effectiveness. 	
Action Step	Timeline
The definition of and expectations for common assessments will be clearly defined by administration.	August 2017
Administration will facilitate professional development for all staff regarding PLT common assessments at Green Hope High School.	August 2017
Monthly professional development will equip PLT members with the skills necessary to build the capacity among their team for developing, implementing, and analyzing standards-based assessments.	August 2017- June 2018

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