

School Improvement Plan

Comprehensive Needs Assessment

School: Knightdale HS

Plan Year 2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	<ul style="list-style-type: none"> • Graduation Rate (2015) 88% • More AP course offerings • English 2 EOC scores increased from 36.7% to 42.6% (2015-2016) 	<ul style="list-style-type: none"> • Math 1 EOC scores have decreased from 26.7% to 10.1% • Biology EOC scores decreased from 34.7% to 20.3%
Process Data	<ul style="list-style-type: none"> • Instructional Learning Rounds • Capturing Kid's Hearts (most staff trained) • Staff trained in Gradpoint • Instructional Coaching 	There is no consistent data for PLT structures and expectations (scheduling, minutes, topics, etc)
Staff and Student Demographics	<ul style="list-style-type: none"> • Decrease in both short and long-term suspensions 	<ul style="list-style-type: none"> • High number of beginning teachers (42 total)
Perception	Data from perception survey (MTSS)	Data from teacher perception survey (MTSS)

School Improvement Plan

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Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
KHSCD currently has a graduation rate of 88.8%. In order to reach our goal of every student, college ready, the graduation rate must increase to at least 95%.	<ul style="list-style-type: none"> -Grading practices lack consistency -Relationships between students and teachers needs improvement (particularly with onboarding of staff) -Intervention team and MTSS cohort are new structures -Discipline structures 	<ul style="list-style-type: none"> -Common grading policy created by the grading committee -Teachers all trained in CKH -MTSS leaders and intervention team will disseminate school wide data and information in small PLTs -Restorative justice and mediation programs will be expanded
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 dues to class disruptions, large class size, and their own limitastions 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 consistly 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	2016-2018
Principal:	Jim Argent
Date:	Jul - 2014

SIP Team Members

	Name	School Based Job Title
1	Christa Graham	Teacher
2	Crystal O'Hara	School Improvement Chair
3	Elizabeth Stevenson	Assistant Principal
4	Heather Rogers	Teacher
5	Jessica Wolf	Teacher
6	Julie Faulkner	Teacher
7	Michael Williams	Teacher
8	Nicole Ferraro	Parent
9	Stephanie Ford	School Improvement Chair
10	Tasia Sanders	Other
11	Valerie Walker	Teacher

School Improvement Plan

Mission, Vision and Value Statements

School:	Knightdale HS
Plan Year	2016-2018
Date:	Apr - 2014

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

Build character, expand knowledge, and increase achievement.

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 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 2016-2018
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 95% and all subgroups will meet their state AMO subgroup targets.		
Goal Manager	Strategic Objective	State Board of Education Goal
Assistant Principal for Transition and Intervention	Learning and Teaching	21st Century Students
Resources		

Key Process	
All Knightdale High School teachers will design daily instructional lesson plans that include the 7 Core Competencies.	
Process Manager	Tier
Relonda Richard	None
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.	

Action Step(s)	
1. Coaches will be provide ongoing Professional Development on the literacy, Core Competencies/PBL.	
Timeline	From 5/2014 To 6/2016
1. All teachers will implement the 7 Core Competencies within their daily lesson.	
Timeline	From 8/2014 To 6/2016
2. Professional Learning Teams will meet weekly to support the needs of diverse learners and to discuss data from common formative and summative assessments.	
Timeline	From 5/2014 To 6/2016
4. All instructional staff members will participate in a self-assessment based on the 7 Core Competencies.	
Timeline	From 8/2014 To 6/2016

Key Process
Committee will research and design intervention and enrichment strategies that would provide on going professional development for the staff.

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Summary of Goals, Key Processes and Action Steps

School: Knightdale HS
Plan Year 2016-2018
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Process Manager

Jerrold McConnell

Tier

None

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.

Action Step(s)

1. The Intervention Team will provide strategies and additional support for teachers that would meet the needs of at risk students.

Timeline From 5/2014 To 6/2016

2. Each PLT will create formative assessment to identify students in need of remediation and enrichment.

Timeline From 8/2014 To 6/2016

4. The Intervention Team will identify and match at risk students with the appropriate extended learning programs; such as after-school and credit recovery.

Timeline From 8/2014 To 6/2016

Key Process

Implement systems and structures that will foster a positive climate for both students and staff.

Process Manager

Sherri Pinkney

Tier

None

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.

Action Step(s)

1. 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

1. Implement systems and structures that will foster a positive climate for both students and staff.

Timeline From 5/2014 To 6/2016

1. Every Knightdale High School faculty member will serve as an adult advocate and mentor for their assigned students

Timeline From 5/2014 To 6/2016

1. Schedule students in small learning communities using the academy model beginning with 9th graders entering in 2014.

Timeline From 8/2014 To 6/2016

1. The PBIS coach will provide staff development on building positive relationships with culturally diverse populations.

Timeline From 8/2014 To 6/2016

1. 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

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

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

Development Activities for

Topic:	Participants:	Goal Supported:
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School:	Knightdale 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:	Knightdale HS
Plan Year	2016-2018
School Year:	2016-2017

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

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