

Ayden-Grifton High School

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

School Improvement, Title 1, Safe Schools, and Staff Development Plans

2014-2016

Tab Legend

Yellow	- All Schools
Green	- K-8 Schools Only
Purple	- 9-12 Schools Only
Gray	- District Completed
Orange	- Title 1 Schools

Low Performance Goals

Goal: By June 2016, Ayden Griffton High School will increase overall Biology End of Course proficiency from 25% to 35%, overall English End of Course proficiency from 38.3% to 48.3 % and overall Math I proficiency from 35.1% to 45.1%

Strategy 1: Improve Lesson Planning				
Action Steps	<p>Professional development will be provided to all teachers on how to plan and implement HOT questioning, activities and assignments.</p> <p>Teachers will implement lesson planning using Backward-Design for assignments and assessments. All lessons will include implementation of all five high yield instructional strategies. (Higher Order Thinking Strategies and Processes, Summarizing, Vocabulary in Context, Advanced Organizers and Non-Verbal Representation)</p> <p>Teachers will include learning targets, essential questions and academic vocabulary in daily lesson plans. These areas will be monitored on a weekly basis by administration using our walk through monitoring template.</p>			
Progress Monitoring Status/ Timeline	Has Begun/ Aug 2015- June 2016	Evidence: (Identify documents and artifacts)	Professional Development for Certified Staff Agenda/Sign In, Teacher Lesson Plans, Walkthrough Monitoring Data & Feedback	Person(s) Responsible: Classroom Teachers, Instructional Coach, and Administration
Strategy 2: Improve Instructional Strategies				
Action Steps	<p>Administration will conduct weekly walkthroughs and provide feedback to teachers regarding instruction.</p> <p>Increase use of common formative assessments on a weekly basis to reflect on instruction and make data driven decisions for instruction.</p> <p>Professional development will be provided to all teachers in how to plan and implement HOT questioning, activities and assignments.</p> <p>Teachers will create common formative assessments and use spiraling back questioning on assessments as a result of the data gained.</p> <p>Staff will post daily Students Will be Able To statements so that students are able to see the standards in "student-friendly" language and understand what they are learning. This will also ensure that teachers are using the standards to plan their lessons.</p>			
Progress Monitoring Status/ Timeline	Has Begun/ Aug 2015- June 2016	Evidence: (Identify documents and artifacts)	Professional Development for Certified Staff Agenda/Sign In, Teacher Lesson Plans, & Walkthrough Monitoring Data & Feedback	Person(s) Responsible: Classroom Teachers, Instructional Coach, and Administration

Strategy 3: Data Analysis				
Action Steps	Teachers will use data gained from common formative assessments and use spiraling back questioning on assessments.			
	Schedule weekly PLC meetings for EOC subjects. Teachers will learn how they are using CFAs to drive instruction and how to effectively plan and organize a PLC.			
	Formative six week assessments will be administered to students in EOC subject areas. Data from the assessments will be analyzed and gaps identified for student progress as it relates to gaps in instruction.			
Progress Monitoring Status/ Timeline	Has Begun/ Aug 2015- June 2016	Evidence: (Identify documents and artifacts)	Data Tracking Templates, SchoolNet Data, PLC Minutes,	Person(s) Responsible: Classroom Teachers, Instructional Coach, and Administration

Strategy 4: Increase Student Growth				
Action Steps	Formative six week assessments will be administered to students in EOC subject areas. Data from the assessments will be analyzed and gaps identified for student progress as it relates to gaps in instruction.			
	Remediation/Enhancement for all students enrolled in Biology, English II and Math I.			
Progress Monitoring Status/ Timeline	Has Begun/ Aug 2015- June 2016	Evidence: (Identify documents and artifacts)	Remediation/Enrichment , Attendance Logs, Lesson Plans, Remediation/Enrichment Plans	Person(s) Responsible: Science, English and Math teachers, Exceptional Childrens Teachers, Instructional Coach and Administration

Goal: By June 2016, Ayden Grifton High School will increase Silver or better on WorkKeys from 55.1% to 70%

Strategy 1: Increase proficiency				
Action Steps	Students will be assigned to complete Career 101. Student progress will be monitored by Instructional Coach.			
	Seniors will be assigned to remediation sessions that focus on preparing for WorkKeys. Daily attendance will be taken and monitored by Instructional Coach.			
	Incentives will be given to students who perform Silver or better on WorkKeys.			

Progress Monitoring Status/ Timeline	Has Begun/ Aug 2015- June 2016	Evidence: (Identify documents and artifacts)	Reports from Career 101, Attendance logs from remediation sessions	Person(s) Responsible:	Instructional Coach and Administration
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PCS DATA SUMMARY SHEET

Student Demographics

White	40.6
Black	44.7
Hispanic	11.3
Multiracial	2.5

Community Demographics

White	73.6
Black	21.1
Asian/Pacific Islander	5.26

Teacher Demographics

White	47.55
Black	44.5
Hispanic	6.1
Multiracial	2.1
National Board Certification	20
Masters Degrees	7

Teacher Turnover Rate

2012-2013	16%
2013-2014	14.50%
2014-2015	13.80%

9- 12 Student Achievement Data

	School Year	All	Black	Hispanic	White	SWD
	Graduation Rate:	2013-14	82.5	79.2	N/A	86.2
2014-15		81.1	80.4	81.3	81.3	41.7
2015-16						
2016-17						
Attendance Rate:	9th Grade	97				
	10th Grade	97.5				
	11th Grade	96.6				
	12th Grade	96				
Greater than 8 Unexcused Absences:	2014-15					
	9th Grade	15 Students				
	10th Grade	8 Students				
	11th Grade	15 Students				
	12th Grade	8 Students				

<http://www.ncaccountabilitymodel.org/SASPortal/mainUnchallenged.do?unchallenged=yes&unchallenged=yes>

PCS DATA SUMMARY SHEET

9- 12 Student Achievement Data

End of Course Growth

	EVAAS Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
	School Year	Growth - MG, DNM, EG	School Effect Number
Biology	2013-14	DNM	-4.6
	2014-15	DNM	-2.1
	2015-16		
	2016-17		
English II	2013-14	DNM	-5.8
	2014-15	DNM	-1.2
	2015-16		
	2016-17		
Math I	2013-14	MG	-1
	2014-15	MG	-0.8
	2015-16		

PCS DATA SUMMARY SHEET

9-12 Student Achievement Data

End of Course Proficiency

<http://www.ncaccountabilitymodel.org/SASPortal/mainUnchallenged.do?unchallenged=yes&unchallenged=yes>

		Percentage Who Showed Proficiency (only indicate if greater than 5 students in that subgroup)					
School Year	All	Black	Hispanic	White	AIG	SWD	
Biology	2013-14	11.3	5.5	<5	20	64.7	5.9
	2014-15	25	10	29.6	34.1	75	13
	2015-16						
	Percentage Who Showed Proficiency (only indicate if greater than 5 students in that subgroup)						
School Year	All	Black	Hispanic	White	AIG	SWD	
English II	2013-14	31	19	31.3	41.6	70.8	5.6
	2014-15	38.3	27.4	39.1	48.1	93.3	16
	2015-16						
	Percentage Who Showed Proficiency (only indicate if greater than 5 students in that subgroup)						
School Year	All	Black	Hispanic	White	AIG	SWD	
Math I	2013-14	20.2	14	14.3	29.6	92.3	<5
	2014-15	35.1	22.8	20.8	53.8	78.6	5
	2015-16						

		http://www.ncaccountabilitymodel.org/SASPortal/mainUnchallenged.do?unchallenged=yes&unchallenged=yes	
School Year	Percentage		
Math Rigor	2013-14	>95	
	2014-15	>95	
	2015-16		

		http://www.ncpublicschools.org/accountability/reporting/sat/	
School Year	Average Score		
SAT	2013-14	449	
	2014-15	475	
	2015-16		

		http://www.ncaccountabilitymodel.org/SASPortal/mainUnchallenged.do?unchallenged=yes&unchallenged=yes	
School Year	Percentage		
Workkeys Percent of students that were silver or better	2013-14	70.7	
	2014-15	55.1	
	2015-16		

		http://www.ncpublicschools.org/accountability/act/	
School Year	Composite Mean		
ACT	2013-14	16.5	
	2014-15	16.4	
	2015-16		

PCS DATA SUMMARY SHEET

9-12 Student Achievement Data

Out of School Suspension Data

OSS - Number of Suspensions

	2014	2015	2016
9	90	59	
10	68	55	
11	76	39	
12	28	52	
Totals	262	205	0

DATA ANALYSIS 2012-2013

Subject	Standard (CCR - Level 4 & 5, GLP - Level 3 & Above)	All Students	Female	Male	Black	Hispanic	Two or More Races	White	EDS	LEP	SWD	AIG
All EOG/EOC Subjects	Grade Level Pro	23.8	25.1	22.8	9.8	17.9	33.3	38.2	14.6	<5	<5	
EOC Biology	Grade Level Pro	27	23	31	11.1	26.1	*	39.95				
EOC English 2	Grade Level Pro	35.9	44	27.8	16.1	40	*	54.25		*		
EOC Math I	Grade Level Pro	7.85	8	7.7	7.5	10		12.4				
Graduation Rate	Standard (4 Yea	77.7	82.6	73.5	72.9	81.3	*	82.4	74.6	*	66.7	>95
The ACT - Composite	Met UNC Minim	16.5										
The ACT - English	Met The ACT Be	30										
The ACT - Reading	Met The ACT Be	15.3										
The ACT - Math	Met The ACT Be	16										
The ACT - Science	Met The ACT Be	6.7										
The ACT - Writing	Met The ACT Be	9.3										
The ACT - All Subtests	Percent of Benc	<5%										
ACT WorkKeys	Silver or Better	53.4										

DATA ANALYSIS 2013-2014

Subject	Standard (CCR - Level 4 & 5, GLP - Level 3 & Above)	All Students	Female	Male	Black	Hispanic	Two or More Races	White	EDS	LEP	SWD	AIG
All EOG/EOC Subjects	College and Car	20.8	21.8	19.8	12.6	15.1	12.5	30.7	14.2	<5	<5	74.1
All EOC Subjects	College and Car	20.8	21.8	19.8	12.6	15.1	12.5	30.7	14.2	<5	<5	74.1
EOC Biology	College and Car	11.3	6.3	16.3	5.5	<5	*	20.0	<5	<5	5.9	64.7
EOC English 2	College and Car	31.0	38.9	24.4	19.0	31.3	*	41.6	24.5	*	5.6	70.8
EOC Math I	College and Car	20.2	21.8	18.8	14.0	14.3	20.0	29.6	13.9	8.3	<5	92.3
All EOG/EOC Subjects	Grade Level Pro	31.5	31.4	31.7	20.7	28.3	25.0	43.6	25.1	9.5	6.9	85.2
All EOC Subjects	Grade Level Pro	31.5	31.4	31.7	20.7	28.3	25.0	43.6	25.1	9.5	6.9	85.2
EOC Biology	Grade Level Pro	18.8	15.0	22.5	9.6	6.3	*	31.4	12.3	<5	5.9	82.4
EOC English 2	Grade Level Pro	41.1	47.2	36.0	25.4	43.8	*	54.5	32.4	*	5.6	79.2
EOC Math I	Grade Level Pro	34.4	33.3	35.4	26.7	33.3	40.0	43.7	30.4	16.7	8.7	>95
Graduation Rate	Standard (4 Yea	83.0	88.9	77.9	79.2	83.3	80.0	86.2	80.8	*	57.9	>95
Graduation Rate	Extended (5 yea	80.9	82.6	79.4	78.8	81.3	*	83.5	78.9	*	72.2	>95
The ACT - Composite	Met UNC Minim	44.0	51.7	39.1	12.2	30.0	50.0	68.0	27.2	<5	6.3	>95
The ACT - English	Met The ACT Be	29.3	34.5	26.1	8.2	10.0	33.3	48.0	16.0	<5	<5	94.1
The ACT - Reading	Met The ACT Be	22.0	22.4	21.7	6.1	20.0	16.7	33.3	13.6	<5	6.3	70.6
The ACT - Math	Met The ACT Be	14.7	8.6	18.5	<5	<5	<5	26.7	<5	<5	<5	70.6
The ACT - Science	Met The ACT Be	10.0	13.8	7.6	<5	5.0	<5	18.7	<5	<5	<5	58.8
The ACT - Writing	Met The ACT Be	10.2	17.2	5.6	<5	5.3	<5	18.9	9.0	*	<5	35.3
The ACT - All Subtests	Percent of Benc	17.3	19.3	16.0	<5	8.1	10.0	29.1	8.5	<5	<5	65.9
Math Course Rigor	Passing Math III	>95	>95	>95	>95	>95	*	>95	>95	*	87.5	>95
ACT WorkKeys	Silver or Better	70.7	74.0	66.7	58.3	75.0	*	79.2	73.1	*	*	90.0

DATA ANALYSIS 2014-2015

Subject	Standard (CCR - Level 4 & 5, GLP - Level 3 & Above)	All Students	Female	Male	Black	Hispanic	Two or More Races	White	EDS	LEP	SWD	AIG
All EOC Subjects	College and Car	24.9	24.2	25.5	*	<5	12.6	23.0	12.5	38.0	17.3	<5
EOC Biology	College and Car	17.0	15.6	18.4	*	*	5.7	22.2	*	25.9	13.0	<5
EOC English 2	College and Car	28.9	32.6	25.5	*	*	16.4	26.1	*	41.8	19.6	<5
EOC Math I	College and Car	28.8	24.8	33.7	*	*	15.2	20.8	11.1	47.4	19.0	<5
All EOG/EOC Subjects	Grade Level Pro	32.7	32.7	32.7	*	<5	20.3	29.7	43.8	45.0	24.7	<5
All EOC Subjects	Grade Level Pro	32.7	32.7	32.7	*	<5	20.3	29.7	43.8	45.0	24.7	<5
EOC Biology	Grade Level Pro	25.0	22.2	27.6	*	*	10.0	29.6	*	34.1	19.4	<5
EOC English 2	Grade Level Pro	38.3	40.7	36.2	*	*	27.4	39.1	*	48.1	29.0	20.0
EOC Math I	Grade Level Pro	35.1	35.2	34.9	*	*	22.8	20.8	22.2	53.8	25.6	<5
Graduation Rate	Standard (4 Yea	81.1	79.7	82.1	*	*	80.4	81.3	83.3	81.3	79.0	*
Graduation Rate	Extended (5 yea	88.6	90.1	87.4	*	*	88.9	>95	80.0	87.4	89.4	*
The ACT - Composite	Met UNC Minim	42.0	51.4	33.3	*	*	25.0	33.3	*	57.3	29.6	*
The ACT - English	Met The ACT Be	30.0	41.7	19.2	*	*	19.6	16.7	*	41.3	17.3	*
The ACT - Reading	Met The ACT Be	22.0	23.6	20.5	*	*	12.5	16.7	*	30.7	16.0	*
The ACT - Math	Met The ACT Be	20.7	20.8	20.5	*	*	10.7	16.7	*	29.3	12.3	*
The ACT - Science	Met The ACT Be	12.0	11.1	12.8	*	*	7.1	<5	*	18.7	8.6	*
The ACT - Writing	Met The ACT Be	<5	6.9	<5	*	*	<5	<5	*	9.5	<5	*
The ACT - All Subtests	Percent of Benc	17.9	20.8	15.2	*	*	10.0	10.0	<5	25.9	10.9	<5
Math Course Rigor	Passing Math III	>95	>95	>95	*	*	>95	93.3	>95	>95	>95	*
ACT WorkKeys	Silver or Better	55.1	59.0	52.0	*	*	41.2	45.5	*	70.7	36.8	*