

D.H. Conley High School

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

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

2016-2018

Tab Legend

Yellow - All Schools

Green - K-8 Schools Only

Purple - 9-12 Schools Only

Gray - District Completed

Orange - Title 1 Schools

Vision and Mission Statements

PCS Vision:

Pitt County Schools: a system of excellence partnering with family and community to prepare students to function effectively in a rapidly changing world by developing global citizens through academic excellence.

PCS Mission Statement:

Pitt County Schools will ensure that every student is provided a rigorous and personalized education that prepares them for the ever-changing challenges of the 21st century.

School Vision Statement:

To equip students to be productive members of society and be competitive in today's world.

School Mission Statement:

Welcome to D. H. Conley High School where the faculty and administration believe that each student is a unique individual with special intellectual and physical abilities, as well as special emotional needs and cultural interests which must be fostered to the fullest potential. We work together to meet the needs of each student while maintaining a sense of fairness, democracy, and individuality. Experiences here guide students toward positive interactions with peers, family, faculty, and community. Also, we maintain open communication and a good working relationship with the community, as we value their support and concern in our efforts to enhance our program.

District Goals for Pitt County

District Goal 1:

Every student in Pitt County Schools graduates from high school prepared for work, further education, and citizenship.

Supports SBE Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

District Goal 2:

Every student in Pitt County Schools has a personalized education.

Supports SBE Goal 2: Every student has a personalized education.

District Goal 3:

Every student in Pitt County Schools has an excellent educator every day.

Supports SBE Goal 3: Every student, every day has excellent educators.

District Goal 4:

Every school in Pitt County Schools has up-to-date financial, business, and technology systems to serve its students, parents, and educators.

Supports SBE Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.

District Goal 5:

Every student in Pitt County Schools is healthy, safe, and responsible.

Supports SBE Goal 5: Every student is healthy, safe, and responsible.

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

Read 3D	Percentage Proficient (Green and Blue)					
	2015-16	All	Black	Hispanic	White	SWD
	K					
	1					
	2					
	3					

Read 3D	Percentage Proficient (Green and Blue)					
	2016-17	All	Black	Hispanic	White	SWD
	K					
	1					
	2					
	3					

Read 3D	Percentage Proficient (Green and Blue)					
	2017-18	All	Black	Hispanic	White	SWD
	K					
	1					
	2					
	3					

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)					
	2015-16	Growth - MG, DNM, EG	Estimated School NCE Gain			

	3								
	4								
	5								
	6								
	7								
Reading	8								
	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)								
	2016-17	Growth - MG, DNM, EG	Estimated School NCE Gain						
	3								
	4								
	5								
	6								
	7								
Reading	8								
	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)								
	2017-18	Growth - MG, DNM, EG	Estimated School NCE Gain						
	3								
	4								
	5								
	6								
	7								
Reading	8								

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

<http://www.ncac>

Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
2015-16	All	Black	Hispanic	White	AIG	SWD
3						
4						

Reading	5						
	6						
	7						
	8						
Reading	Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
	2016-17	All	Black	Hispanic	White	AIG	SWD
	3						
	4						
	5						
	6						
	7						
	8						
	Reading	Percentage Proficient (only indicate if greater than 5 students in that subgroup)					
2017-18		All	Black	Hispanic	White	AIG	SWD
3							
4							
5							
6							
7							
8							

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

		Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)				
2015-16	Growth - MG, DNM, EG	Estimated School NCE Gain				
3						
4						
5						
6						

Math	7									
	8									
Math	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)									
	2016-17	Growth - MG, DNM, EG	Estimated School NCE Gain							
	3									
	4									
	5									
	6									
	7									
	8									
	Math	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)								
		2017-18	Growth - MG, DNM, EG	Estimated School NCE Gain						
3										
4										
5										
6										
7										
8										
Science		Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)								
		2015-16	Growth - MG, DNM, EG	School Effect Number						
	5									
	8									
	2016-17									
	5									
	8									
	2017-18									
	5									
	8									
	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)									
		Growth - MG,	School Effect							

		DNM, EG	Number				
Math I	2015-16						
	2016-17						
	2017-18						

K-8 Student Achievement Data

Math	Percentage Proficient (only indicate if greater than 5 students in that subgroup)							http://www.ncac
	2015-16	All	Black	Hispanic	White	AIG	SWD	
	3							
	4							
	5							
	6							
	7							
	8							
Math	Percentage Proficient (only indicate if greater than 5 students in that subgroup)							
	2016-17	All	Black	Hispanic	White	AIG	SWD	
	3							
	4							
	5							
	6							
	7							
	8							
Math	Percentage Proficient (only indicate if greater than 5 students in that subgroup)							
	2017-18	All	Black	Hispanic	White	AIG	SWD	
	3							
	4							
	5							
	6							
	7							
	8							

Science	Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
	2015-16	All	Black	Hispanic	White	AIG	SWD
	5						
	8						
	2016-17						
	5						
	8						
	2017-18						
	5						
	8						

Math I	Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
		All	Black	Hispanic	White	AIG	SWD
	2015-16						
	2016-17						
	2017-18						

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

Student Engagement Data

Number of students with > 10 unexcused absences

	2016	2017	2018
K			
1			
2			
3			
4			
5			
6			
7			

8			
Promotion Retention Data			
Promotion Rate:			
	2016	2017	2018
K			
1			
2			
3			
4			
5			
6			
7			
8			

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

Out of School Suspension Data

Percentage of OSS			
	2016	2017	2018
K			
1			
2			
3			
4			
5			
6			
7			
8			

Technology Readiness Data

Number of Tested Students			Number of Student Devices for Online Testing				
	2016	2017	2018		2016	2017	2018
3				Desktop			
4				Laptop			
5				iPad			
6							
7							

PCS DATA SUMMARY SHEET

9- 12 Student Achievement Data

Graduation Rate	School Year	All	Black	Hispanic	White	SWD
	2015-16	91.1	93.3	85.7	91.6	75
	2016-17					
	2017-18					

Attendance Rate		2015-16	2016-17	2017-18
	9th Grade	92.4/90.6		
	10th Grade	90.3/82.3		
	11th Grade	88.6/87.9		
	12th Grade	88.7/84.4		

Greater than 8 Unexcused Absences		2015-16	2016-17	2017-18
	9th Grade	32/41		
	10th Grade	42/79		
	11th Grade	44/45		
	12th Grade	40/58		

<http://www.ncaccountabilitymod>

PCS DATA SUMMARY SHEET

9- 12 Student Achievement Data

End of Course Growth

Biology	EVAAS Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
	School Year	Growth - MG, DNM, EG	School Effect Number
	2015-16	MG	0.1
	2016-17		
	2017-18		

English II	EVAAS Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
	School Year	Growth - MG, DNM, EG	School Effect Number

	2015-16	MG	0.2				
	2016-17						
	2017-18						
Math I	EVAAS						
	School Year	Growth - MG, DNM, EG	School Effect Number				
	2015-16	MG	-0.1				
	2016-17						
	2017-18						

PCS DATA SUMMARY SHEET

9- 12 Student Achievement Data

End of Course Proficiency

<http://www.ncacc>

Biology	Percentage Who Showed Proficiency (only indicate if greater than 5 students in that subgroup)						
	School Year	All	Black	Hispanic	White	AIG	SWD
	2015-16	64.72	31.7	28.6	69.8	91.5	18.9
	2016-17						
	2017-18						
English II	Percentage Who Showed Proficiency (only indicate if greater than 5 students in that subgroup)						
	School Year	All	Black	Hispanic	White	AIG	SWD
	2015-16	66.37	35.4	44.4	69.1	>95	20
	2016-17						

	2017-18						
Math I	Percentage Who Showed Proficiency (only indicate if greater than 5 students in that subgroup)						
	School Year	All	Black	Hispanic	White	AIG	SWD
	2015-16	58	23.9	30.5	42.9	90.7	<5
	2016-17						
	2017-18						
Math Rigor			http://www.ncaccountabilitymodel.org/SASPortal/mainUnchallenged.do?unchallenged=yes&unchallenged=yes				
	School Year	Percentage					
	2015-16	91					
	2016-17						
SAT			http://www.ncpublicschools.org/accountability/reporting/sat/				
	School Year	Average Score					
	2015-16	1038					
	2016-17						
Workkeys Percent of students that were silver or better			http://www.ncaccountabilitymodel.org/SASPortal/mainUnchallenged.do?unchallenged=yes&unchallenged=yes				
	School Year	Percentage					
	2015-16	73					
	2016-17						
ACT			http://www.ncpublicschools.org/accountability/act/				
	School Year	Composite Mean					
	2015-16	18.5	58				
	2016-17						
	2017-18						

PCS DATA SUMMARY SHEET

9-12 Student Achievement Data

Out of School Suspension Data

Percentage of OSS

	2015-2016	2016-2017	2017-2018
9	227		
10	238		
11	137		
12	139		
Totals	741	0	0

Goal 1 and Objectives

District Goal 1: Every student in Pitt County Schools graduates from high school prepared for work, further education, and citizenship.

School Goal for 6/30/2017: Every D.H. Conley student will graduate from high school prepared for work, further education, and citizenship.

Objective: Increase cohort graduation rate

Action Steps: The use of credit recovery through Twilight and OdysseyWare for students to complete graduation requirements; Using the 19 yr old requirement for graduation; Encourage students who are [potential W2s (dropouts) to go to PCC to complete the High School Equivalency Diploma. Encouraging students to take classes through PCSVA. Occupational Course of Study students complete on the job training hours to meet graduation requirements. The graduation coach will work with 11G, and 10th grade repeaters with credit recovery, Odysseyware, and twilight. Each senior will have a individualized graduation plan developed by student services.

Objective: Graduate students pursuing a CTE concentration prepared for careers

Action Steps: Students in CTE courses had the opportunity to take several industry recognized certifications that will allow them to obtain entry level jobs directly after graduating. The National Center for Construction Education and Research (NCCER) issued 121 certifications, Microsoft Office Systems issued 660 certifications, EverFi issued 17 certifications, ServSafe issued 2 certifications, 48 CPR/First Aid certifications were issued, 30 Certified Nursing Assistant certifications were issued, 67 Firefighting certifications and 16 National Retail Federation Customer Service & Sales certifications. Student participation in co-curricular career and technical student organizations was at approximately 50% of the students enrolled in the business (FBLA), marketing(DECA), Trade and Industrial (SkillsUSA), agriculture (FFA) and health science (HOSA) department's courses. Students gained valuable skills participating in local, regional, state and national competitions that prepared students for college or the workforce. CTE classes utilizes MyCollegeOptions.org to provide students with the opportunity to take an interest inventory and then match careers, degrees, and colleges with their top interests.

All senior students have been added into ACT WorkKeys courses in Plato and will be encouraged by their homeroom teachers to practice during RAP on the type of questions they will see on the WorkKeys test; students will have access to this and several other online practice resources for WorkKeys 24/7. This is an effort to increase student performance thereby increasing the number of students who are career ready upon graduation. Attempt to attain a 75% proficiency on WorkKeys (Silver and above).

Transcripts are reviewed by Student Services to evaluate if they can graduate with a CTE concentration.

Objective: Increase student performance on the state's End of Course (EOC)

Action Steps: Offer remediation during RAP period for math, English and Biology. Hire interns and/or retired teachers to do remediation during the school day for identified students who need extra help before EOC tests. Incorporate the use of Americor tutors from ECU in the areas of math and science. Link Crew tutors work with freshmen prior to exams each semester to increase performance and growth on EOC tests. Use of Mu Alpha Theta students as peer tutors. Students will be placed on an enrichment contract when they have a course average between 49 and 59 and the student desires to improve his/her grade. Students are required to attend RAP Enrichment for this course at least six times during the marking period.

School Goal for 6/30/2018:

Objective:

Action Steps:

Objective:

Action Steps:

Objective:

Action Steps:

School Goal for 6/30/2019:	
Objective:	
Action Steps:	
Objective:	
Action Steps:	
Objective:	
Action Steps:	

Goal 2 and Objectives

District Goal 2:

Every student in Pitt County Schools has a personalized education.

School Goal for 6/30/2017: Every student at D.H. Conley has a personalized education.

Objective: Increase the number of students who graduate from High School with post secondary credit.

Action Steps: Use of Student Services to include the Career Development Coordinator, Career Coach, and guidance counselors for the purpose of helping students develop their own personalized plan to meet their needs. Examples of opportunities for students to earn post secondary credit would include AP courses, PCC courses, NCVPS AP courses.

Objective: Increase the exposure of instructional level reading material across the curriculum areas.

Action Steps: Using NewsELA, teachers can assign students the same reading within their content areas that are based on each students lexile levels. Utilize the ESL teachers and special education teachers to modify assignments appropriate for the individual students reading level. Implement ACT prep and vocabulary into all English courses.

Objective: Increase the number of teachers and students using digital learning tools to help define and remediate individual growth.

Action Steps: Teachers can assign assessments using various online programs, such as ProblemAttic, PLATO, NewsELA, SchoolNet, All in Learning, Edmodo Snapshot, Khan Academy etc. to provide immediate feedback for the students. Teachers and parents can use the data received to find patterns of strengths and weaknesses to remediate within the areas.

School Goal for 6/30/2018:

Objective:

Action Steps:

Objective:

Action Steps:

Objective:

Action Steps:

School Goal for 6/30/2019:

Objective:

Action Steps:

Objective:	
Action Steps:	
Objective:	
Action Steps:	

Goal 3 and Objectives

District Goal 3:

Every student in Pitt County Schools has an excellent educator every day.

School Goal for 6/30/2017: Every D.H. Conley student has an excellent educator every day.

Objective: To continue and expand Professional Learning Communities (PLCs) at D. H. Conley to allow teachers the opportunity to collaborate as they develop standards-aligned, grade-level appropriate lessons.

Action Steps:

Provide teachers with collaboration time embedded into the regular work hours (Teachers, Instructional Coach, Administration), Communicate non-negotiables for Professional Learning Communities (Administration), Provide continued PLC support for all PLCs (Instructional Coach), Ensure that scheduling for the 2017-18 school year allows for embedded PLCs

Objective: To continue the Learning-Focused roll out

Action Steps:

Provide BTs with monthly mini-sessions on the Top 5 Research-Based strategies and Learning-Focused Lessons (Instructional Coach). Provide continued support in the Learning-Focused strategies and lessons to individual PLCs (Instructional Coach, Administration). Look For the Lesson Essential Question to be posted in classrooms (Administration). Provide new teachers the opportunity to attend the day-long lesson plan training.

Objective: To establish an Advanced Placement (AP) Professional Learning Community

Action Steps:

Establish monthly AP Professional Learning Community meetings, facilitate data discussions, and implement the use of AP Insight, Canvas, and PLATO resources. Develop a SMART goal for the school as well as each individual teacher relative to previous test scores. Develop strategies to increase rigor in the AP classroom. Send various AP teachers to College Board training sessions during the year.

School Goal for 6/30/2018:

Objective:

Action Steps:

Objective:

Action Steps:

Objective:

Action Steps:

School Goal for 6/30/2019:

Objective:

Action Steps:	
Objective:	
Action Steps:	
Objective:	
Action Steps:	

Goal 4 and Objectives

District Goal 4:

Every School in Pitt County Schools has up-to-date financial, business, and technology systems to serve its students, parents, and educators.

School Goal for 6/30/2017: D.H. Conley has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Objective:	Teachers will use NCEdCloud and it's components (including PowerSchool, PLATO, All In Learning, Canvas, and Clever) to create assessments, deliver instruction, and increase communication.
Action Steps:	All PLCs use All In Learning to analyze data and drive data instruction. CTE is using SchoolNet to create assessments. NewsELA is being used in most content areas to provide differentiated instruction.
Objective:	Administrators will meet all local, state, and federal funding guidelines and policies.
Action Steps:	Conduct regular in-house audits to ensure that local, state, and federal funding guidelines and policies are being met. The use of Cook Spreadsheets will allow up to date information to be accessed when the bookkeeper is not available.
Objective:	Technology will be utilized to increase and support communication with students, parents, and teachers.
Action Steps:	Our webmaster will convert our current website to one hosted by SchoolWires. This will create ease of use across the district. The website will be kept up-to-date with pertinent information for students, staff, and parents. Senior Counselor will use Remind 101 and the Senior Website to keep students abreast of scholarship, graduation, and post-secondary plan information. Focused workshops on topics such as Financial Aid and admissions requirements will continue. Connect 5 weekly calls will assist in keeping parents and students aware of upcoming events. Edmodo is used as a communication tool between students, parents, and teachers.

School Goal for 6/30/2018:

Objective:	
Action Steps:	
Objective:	
Action Steps:	
Objective:	
Action Steps:	

School Goal for 6/30/2019:

Objective:	
Action Steps:	

Action Steps:	
Objective:	
Action Steps:	
Objective:	
Action Steps:	

Goal 5 and Objectives

District Goal 5:

Every student in Pitt County Schools is healthy, safe, and responsible.

School Goal for 6/30/2017: Every student in DH Conley is healthy, safe, and responsible.

Objective: To encourage campus-wide participation in Positive Behavior Intervention Support (PBIS).

Action Steps:

A PBIS team will be formed and members attend training. Teachers will nominate students for Student of the Week to encourage positive behavior. Staff and students will be made aware of the PBIS matrix. Incentives given for students exhibiting positive behaviors. Pizza with the principal.

Objective: To ensure student safety in all areas of the school

Action Steps:

Teachers will stand outside their doorways during class changes. Teachers will have morning and lunch duty on a rotation. Administrators will be visible in the hallways and monitor RAP and lunch periods. The use of teachers who do not have a homeroom class as monitors during the RAP period.

Objective: To offer support to various students to ensure safe healthy lifestyles.

Action Steps:

Student Services offers various counseling groups to students such as Social Skills, Teen Parenting, and Relational Problem Solving.

School Goal for 6/30/2018:

Objective:

Action Steps:

Objective:

Action Steps:

Objective:

Action Steps:

School Goal for 6/30/2019:

Objective:

Action Steps:	
Objective:	
Action Steps:	
Objective:	
Action Steps:	

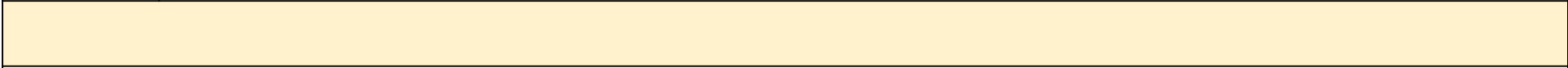
Title I School-wide Compliance Review and Plan

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1114(b) of Title I). Each required component is described below, with an explanation of how each contributes to the creation of a successful schoolwide program. The goals and strategies you've already developed may fulfill many of these requirements.

Schoolwide reform strategies: Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

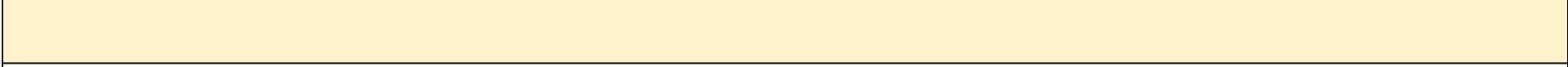
School Comment:	Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:
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Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

School Comment:	Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:
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High-quality and ongoing professional development: Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

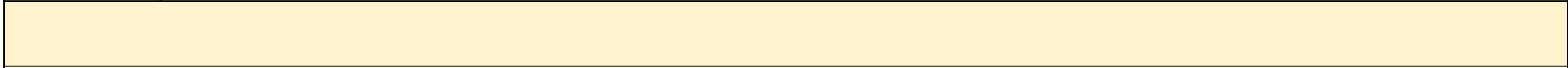
School Comment:	Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:
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Strategies to attract highly qualified teachers to high-need schools: Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

School Comment:	Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:
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Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

School Comment:	Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:
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Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

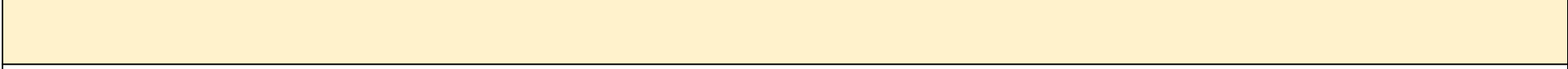
School Comment:	Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:
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Measures to include teachers in decisions regarding the use of academic assessments: In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

School Comment:	Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:
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Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

School Comment:	Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:
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Coordination and integration of Federal, State, and local services and programs: Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

School Comment:	Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:
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Safe School Plan for D. H. Conley High School

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

School Principal: Don Marr

Statement of Responsibility for the School District Superintendent

In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: Actions as deemed appropriate by the Pitt County Board of Education.

Due to recent legislation adopted by the NC General Assembly, school districts are no longer required to have a district safe schools' plan.

Statement of Responsibility for the School Principal

In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: Actions as deemed appropriate by the superintendent of Pitt County Schools.

Possible consequences for failure to carry out the responsibilities of the school's safe school plan include the possibility of a letter of reprimand being placed in the administrator's personnel file and disciplinary proceedings under G. S. 115C-325.

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s): Tarrus Carr; Reed Potts; Mareika Harrison; Melissa Hamm

Teachers: Marah McMahan, Brantley Barrow, Michael Cox, Kristen Noland, David Madigan, Edith Frazier, Zack Credle, Audrey Moore, Trevor Spencer, James Nolen, John Wiley, Ken Whitehurst

Other School Staff: Kelly Wynne

Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

Pitt County Schools has a variety of referral procedures for staff members, school administrators, parents/guardians, and students to identify and serve the needs of students at risk of academic failure or disruptive behavior. Procedures to identify and serve the needs of at-risk students include: referral to school administration; referral to site-based programs such as TIPS, Special Education; referral to PCS support staff such as school counselor, social worker, school nurses; referral to community support services; placement in alternative programs or settings; referral to Pitt County Department of Social Services; referral to teen court; referral to anger management services and/or other services as available.

Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

Pitt County Schools uses a variety of methods to assess the needs of students at risk for academic failure or disorderly behavior. Assessments include observation of student behavior; review of student's academic, discipline, and attendance records; review of student's test performance; progress monitoring; student and parent conferences; social work assessment; educational assessment; psychological assessment; nursing assessment; student, staff, parent, and community surveys. Pitt County Schools has established procedures in accordance with North Carolina General Statute for removing at-risk students from the classroom when necessary. Some of the options include: in-school suspension, short-term out-of-school suspension, alternative school placement, long-term out-of-school suspension, or expulsion.

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program:

Academic services are provided to the student so that he/she continues to make progress towards graduation through online coursework and support provided by certified teachers; counseling services are provided by a certified school counselor and the student participates in character education using the IMPACT curriculum along with service projects in the community; the school social worker from the student's home school provides services to the student and family to link them to appropriate community agencies.

In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place.

Goal:	Reduce the number of Short Term/Long Term Out Of School Suspensions by 5% annually.
Target:	40% for 16-17
Indicator:	Suspension Data - SY 15-16 741/1630 45%
Milestone Date:	6/30/2018
Goal:	Implementation of PBIS Module II -to reduce the percentage of students with 2-5 referrals
Target:	14% for 16-17
Indicator:	Individual School SET report -SY 15-16 271/1644=16%
Milestone Date:	6/30/2018

In accordance with General Statute §115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs). **List strategies the school plans to implement specifically to address at-risk students.**

Strategy:	Use of Graduation Coach (including use of Twilight) and Attendance Specialist to increase graduation rate for the 4 yr cohort.							
Indicator of Success:	Graduation rate (Rate for SY 2015-16 91%)							
Target:	Increase graduation rate by 1% (Target is 92%)							
Strategy:	Use of the social worker, Conflict Resolution Group, and graduation coach to work with at-risk students on target goals.							
Indicator of Success:	Graduation Rate							
Target:	Increase graduation rate by 1%							
Strategy:	Link Crew tutoring during RAP two times per week as well as exam cram before exams. Use of remediation rooms during RAP in Math, Science							
Indicator of Success:								
Target:								

In accordance with General Statute §115C-105.47 (b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed				
PBIS Module Number (1, 2 or 3):	Module 1: May 20, 2016; Module 2: April 6&7 2017				
The First 20 Minutes video	August 24, 2016/August 24, 2016				
The Greenblatt Act PPT presentation	SafeSchools/Sept. 2016				
Bloodborne and Haz Mat	SafeSchools/Sept. 2016				
Title IX	SafeSchools/Sept. 2016				
Human Trafficking Awareness for Educators	SafeSchools/Sept. 2016				

Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.
Schools understand the need to work closely with law enforcement officials and court officials. School officials will make every effort to comply with the requests of law enforcement officials and court officials.

Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.

Parent/Student Handbook and Code of Conduct; PCS website, PCS mobile apps, School website

All 3rd Graders Reading At or Above Grade Level

State Requirement: All third graders must be proficient in reading.

School Goal: All third graders reading at grade level.

Indicator: EOG Reading Assessment

Milestone Date: 6/30/2017

Objective: Increase the percentage of Kindergarten students proficient in reading.

Action Steps:

Objective: Increase the percentage of first grade students proficient in reading.

Action Steps:

Objective: Increase the percentage of second grade students proficient in reading.

Action Steps:

School Goal: All third graders reading at grade level.

Indicator: EOG Reading Assessment

Milestone Date: 6/30/2018

Objective: Increase the percentage of Kindergarten students proficient in reading.

Action Steps:

Objective: Increase the percentage of first grade students proficient in reading.

Action Steps:

Objective: Increase the percentage of second grade students proficient in reading.

Action Steps:

School Goal: All third graders reading at grade level.

Indicator: EOG Reading Assessment

Milestone Date: 6/30/2019									
Objective:	Increase the percentage of Kindergarten students proficient in reading.								
Action Steps:									
Objective:	Increase the percentage of first grade students proficient in reading.								
Action Steps:									
Objective:	Increase the percentage of second grade students proficient in reading.								
Action Steps:									

Duty Free

State Requirement: All School Improvement Plans must have a plan to provide duty free lunch periods and instructional planning times for teachers.

School Goal: Duty Free lunch periods and required planning times for teachers as deemed appropriate for the safety of the students.

Indicator: Schedules

Milestone date: 6/30/2017

Objective: To schedule appropriate planning times as required

Action Step 1: Removal of tardy duty during planning period. Scheduled protected PLC meetings weekly during planning periods. Implement faculty meetings during planning periods one time per month.

Objective: To plan for duty free lunch periods as safety considerations allow.

Action Step 2: Teachers with 3rd period planning are scheduled to have lunch duty to help monitor student safety twice per week for a 30 minute period of time. These teachers still have their lunch time with their department as well as their planning period.

School Goal: Duty Free lunch periods and required planning times for teachers as deemed appropriate for the safety of the students.

Indicator: Schedules

Milestone date: 6/30/2018

Objective: To schedule appropriate planning times as required

Action Step 1:

Objective: To plan for duty free lunch periods as safety considerations allow.

Action Step 2:

School Goal: Duty Free lunch periods and required planning times for teachers as deemed appropriate for the safety of the students.

Indicator: Schedules

Milestone date: 6/30/2019

Objective: To schedule appropriate planning times as required

Action Step 1:	
Objective:	To plan for duty free lunch periods as safety considerations allow.
Action Step 2:	

State Staff Development Funds

State Requirement: All School Improvement Plans must address the use of staff development funds

School Goal:

Indicator:

Milestone date:

Objective:

Action Step 1:

Objective:

Action Step 2:

Objective:

Action Step 3:

How will we fund these strategies?

Source 1:

Source 2:

Source 3:

Source 4:

Source 5:

BOY: What data will be used to

BOY: How will you determine whether the action steps led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

EOY: What does data show regarding the results of the implemented action steps?

EOY: Based upon identified results, how should action steps be changed?

This section has been left blank because there is no state allotment for staff development.

Signature Page

School District:	Pitt County Schools		
School Name:	DH Conley High School		
Plan Year(s):	2016-2017		
Date prepared:	11/28/16		
Vote Tally:	2016-17	2017-18	
Approved:	75		
Not Approved:	3		
Principal Signature:	D. Marr		12/2/16
			Date
Local Board Approval Signature:			
			Date

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position*	Name	Committee Position*	Name
Principal	Don Marr		
Assistant Principal Representative	Tarrus Carr, Melissa Hamm, Mareika Harrison, Reed Potts,	At-Large Member	Stephanie Hardee
SIT Chair	Renea Baker	At-Large Member	Wayne Deans
Inst. Support Representative	Lisa Smith, Instructional Coach	At-Large Member	David Madigan
Teacher Assistant Representative	Hill Grimes	At-Large Member	Jackie Horton

Parent Representative	Annie Fuller	Teacher Representative	Shannon McLaughlin; PE Dept
Parent Representative	Gina Robinson	Teacher Representative	Vanessa Sasser; Media Coordinator
Parent Representative	Loretta Pizzutilla	Student Representative	Ben Estorge, Junior President
Parent Representative	Amy Dunn; EC Parent	Student Representative	Emma Jane Cole, Freshman President
Teacher Representative	Karen Pumphrey; Guidance Dept.	Teacher Representative	Kristen Aycock; English Dept.
Teacher Representative	Brad Grampa; Guidance Dept.	Teacher Representative	Lauren Gardner; World Languages Dept.
Teacher Representative	Kurt Garner; CTE Dept.	Teacher Representative	Cindy Beall; Science Dept.
Teacher Representative	Jill Williams; Arts Dept.	Teacher Representative	Joey Crutchfield; Special Ed. Dept.
Teacher Representative	Greg Lewis; SS Dept.		
Teacher Representative	James Nolen; Science Dept.		

* Add to list as needed. Each group may have more than one representative.

Summary of School Based Waivers

Request for Waiver

1. Please describe the waiver you are requesting.

- 1. Class size
- 2. Duty free lunch period for teachers

2. Identify the law, regulation, or policy from which exemption is requested.

- 1. GS 115c-301
- 2. GS 115c-105.27

3. State how the waiver will be used.

- 1. In grades 4-12, class size can be above the state maximum allowed.
- 2. To use this waiver in cases where it is not feasible to give teachers a duty free lunch period when student safety is a concern.

4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.

- 1. This waiver allows the school to create classes that go above the maximum student allotted numbers in cases where it is in the best interest of students.
- 2. Student safety takes precedence over provisions of duty free lunch periods for teachers.

Signature

Date