

# HAYWOOD COUNTY SCHOOLS

## School Improvement Plan

**SCHOOL NAME/NUMBER:** Tuscola High School (440)

**SCHOOL ADDRESS:** 564 Tuscola School Rd. Waynesville, NC

**PLAN YEAR(S):** 2022-2024

**DATES PREPARED:** 08/31/2022



**PRINCIPAL SIGNATURE:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### SCHOOL IMPROVEMENT TEAM MEMBERSHIP

Committee Member	Signature	Position
Heather Blackmon		Principal
Chad Carver		Assistant Principal
Lori Heatherly		Assistant Principal
Jacob Shelton		Assistant Principal
Amanda Wells		Lead Teacher
Michelle Ware		English Teacher
Bill Covin		Social Studies Teacher
Keith Cloer		Science Teacher
Lauren Gaddy		Bookkeeper
Adam Perry		Teacher Assistant
Katie Arrington		Parent
Dr. Patricia Bricker		Parent
Mark Mulholland		Student (Highest Ranking ROTC Cadet)
Nic Teague		Student (FFA President)
TBD		Student (President, National Honor Society)

**NC Priority Goal 1: Eliminate opportunity gaps by 2025**

**Area for Improvement and Supporting Data**

**School Goal #1**

**Increase the number of students in all subgroups that graduate and move to a post-secondary education opportunity; 4 year university, 2 year community college, training program for specific skills or professions.**

**Objective:**

**Increase student engagement, awareness and preparedness for learning opportunities that will equip them for post graduation success.**

**Action Steps needed to complete this objective:**

1. Develop relationships with community stakeholders to provide more opportunities for students in multiple areas of interest.
2. Provide Pre-ACT, ACT, and Workkeys prep for all students fortnightly using Navigator meetings.
3. Increase students exposure starting in 9th grade to college and career opportunities through visits to campuses, college and career fairs, and area businesses.
4. Increase the number of times that students meet individually with counselors to monitor 4 year plans and learn about opportunities for the future.
5. Use of "Virtual Job Shadowing" program in Navigator sessions and regular course work.

<b>Specific Outcomes (Measurement):</b>	<ol style="list-style-type: none"> <li>1. Increase School 4 year graduation cohort rate from 88.7% to 92% by 2024.</li> <li>2. Increase the percentage of students enrolled in at least one AP Course or dually enroll in a Community College course, increasing the current % of students from 20% to 30% by 2024..</li> <li>3. Expand the work based apprenticeship program to include 20% of all students in hands-on learning for students prior to graduation.</li> <li>4. Increase % of students earning a 19 or better on the ACT from 51.3% to 60% by 2024.</li> </ol>		
<b>How will you measure your outcomes?</b>	<ul style="list-style-type: none"> <li>• 4 year graduation cohort rate - June 2024</li> <li>• Number of students enrolled in AP and Dual Enrollment Courses - August 2023, January 2024, August 2024.</li> <li>• Records of students enrolled in both paid and volunteer apprenticeship programs - June 2024</li> <li>• ACT Scores- April 2023, April 2024</li> </ul>		
<b>Objective:</b>	<b>Decrease the number of students taking remedial courses in college.</b>		
<b>Action Steps needed to complete this objective:</b>	<ol style="list-style-type: none"> <li>1. Identify and strategically schedule eligible students for CCRG English and Math during their senior year to better enable them to be College and Career Ready</li> <li>2. Increase access, readiness, and attainment of rigorous coursework through increased enrollment in AP courses, advanced level CTE courses, and dual enrollment through Haywood Community College.</li> <li>3. Provide staff development for teachers in increasing course rigor by use of higher order thinking skills, critical reading, and writing,</li> </ol>		



<b>Specific Outcomes (Measurement):</b>	<ul style="list-style-type: none"> <li>• Students will be better prepared for higher scores on placement tests when they enter college to reduce need for remedial courses</li> <li>• Increase the % of students scoring a Level IV or V on EOC Courses (measure of College and Career Readiness)</li> <li>• Observation and documentation of teachers using higher order thinking skills in their classrooms, as demonstrated in professional development.</li> </ul>		
<b>How will you measure your outcomes?</b>	<ul style="list-style-type: none"> <li>• ACT, CTE, EOC scores that indicate student readiness for college (Score greater than 19 on ACT, scores of Level IV and V on all normed exams.</li> <li>• Informal and Formal Observations of teachers and higher ratings on Standard IV of the instrument for all teachers.</li> </ul>		
<b>Objective:</b>	<b>Increase opportunities for effective teacher leadership in the school based upon the 2022 Teacher Working Conditions Survey.</b>		
<b>Action Steps needed to complete this objective:</b>	<ol style="list-style-type: none"> <li>1. Identify and nominate at least 3 teachers who will participate in the Aspiring Administrators Program led by the Associate Superintendent this year.</li> <li>2. Utilize the BT program and have more teachers trained as mentors for beginning teachers.</li> <li>3. Use teacher practices during professional development meetings to demonstrate best practices in the areas of student engagement, use of technology and blended learning, and student vs. teacher talk in the classroom</li> </ol>		
<b>Specific Outcomes (Measurement):</b>	<ul style="list-style-type: none"> <li>• Teachers will become references for other teachers seeking new ideas and methodologies</li> <li>• Teachers will gain confidence to take on more leadership roles in the school</li> <li>• New teachers will acclimate more quickly to Tuscola and will have reliable mentors to guide them when they experience difficulty with classroom management, student behavior, and teaching techniques</li> <li>• More teachers will move into administrative preparation programs growing the pool of internal candidates for great administrators for</li> </ul>		

	the future of Haywood County Schools.		
How will you measure your outcomes?	<ul style="list-style-type: none"> <li>• 2024 Teacher Working Conditions Survey (In 2022, only about 70% of the staff felt that teachers were effective leaders in the school)... This should be at 85-90%</li> <li>• Evaluations of first and second year teachers as the year moves forward</li> <li>• Mentor logs submitted by current mentors of beginning teachers,</li> </ul>		

Goal 1 Progress Updates:		
BOY Progress Update	SIT Team	<ul style="list-style-type: none"> <li>• Students are currently identified, enrolled and working on CCRG modules in English and Math</li> <li>• Pre-ACT and ACT prep is being provided to all students in Navigator Sessions</li> <li>• ACT Boot Camp scheduled for February 2023.</li> <li>• Career Development Coordinator and District Liaison are contacting students with early release on their schedules to get them enrolled in a volunteer or paid internship or apprenticeship.</li> <li>• Strong focus on strategic scheduling of students and teachers to promote a collaborative, engaging, supportive environment that keeps students in school.</li> </ul>
	District Team	
MOY Progress Update	SIT Team	
	District Team	
EOY Progress Update	SIT Team	
	District Team	



<b>NC Priority Goal 2: Improve school and district performance by 2025</b>	
<b>Area for Improvement and Supporting Data</b>	
<b>School Goal #2</b>	<b>Increase proficiency in EOC courses and Exceed Growth Predictions in all subgroups by 2024.</b>
<b>Objective:</b>	<b>Provide professional development designed to strengthen teacher understanding and use of engaging instructional strategies and MTSS Supports that reinforce curriculum standards and indicators.</b>
<b>Action Steps needed to complete this objective:</b>	<ol style="list-style-type: none"> <li>1. Professional Development for all staff in August on "Engaging Students on the 90 minute block" provided by NCCAT (August 2022).</li> <li>2. Teacher demonstrations of successful engagement strategies during monthly faculty meetings. Increased focus on curriculum and instruction during faculty meetings</li> <li>3. "Learning Walk" opportunities created for teachers with focus on areas of student engagement and level of instructional rigor.</li> <li>4. Increase teacher understanding of steps needed to strengthen Core Instruction as the most important part of the MTSS model.</li> <li>5. Follow up on NCCAT training in January 2023 with WRESA training for all staff on refining and reinforcing techniques learned in August on student engagement.</li> <li>6. Implementation of cell phone policy that does not allow students to have phones during instruction.</li> </ol>
<b>Specific Outcomes (Measurement):</b>	<ul style="list-style-type: none"> <li>• Staff Meetings that include a strong focus on curriculum and instruction</li> <li>• Featured teachers sharing best practices and techniques at staff meetings.</li> <li>• Staff implementation of techniques provided by NCCAT and WRESA training.</li> </ul>
<b>How will you measure your outcomes?</b>	<ul style="list-style-type: none"> <li>• Staff Meeting agendas and recordings</li> <li>• Formal and Informal teacher observations</li> <li>• "Engagement plotting" of students periodically during all classroom observations</li> <li>• Student compliance with new cell phone policy</li> </ul>
<b>Objective:</b>	<b>Use of data indicators and PLC meetings to increase % of students proficient on Math I and Math III EOC tests.</b>
<b>Action Steps needed</b>	Scheduled common planning periods for Math I and Math III teachers for collaboration and data analysis.

to complete this objective:	<p>Strategic student scheduling for 9th graders in mathematics based upon test score data from grades 3-8</p> <p>Evaluation of student progress using data indicators in EOC meetings with district math specialists to improve collaboration and focused instruction.</p> <p>Teacher use of curriculum maps and pacing guides developed by HCS teachers and the HCS district math specialist.</p> <p>Meetings of Math I and Math III teachers with district math specialist to help disaggregate data gathered by benchmark formative assessment given throughout the semester. Strategically planning of instruction for students based upon mastery of standards as indicated by these formative assessments.</p>
Specific Outcomes (Measurement):	<ul style="list-style-type: none"> <li>• Increase Math I proficiency from 54.8% to 58% by 2024.</li> <li>• Increase Math III proficiency from 56.8% to 60% by 2024.</li> </ul>
How will you measure your outcomes?	<ul style="list-style-type: none"> <li>• Math I and Math III EOC scores, January 2023, June 2023, January 2024</li> <li>• Increased ACT scores for all students in the area of mathematics, April 2023, April 2024.</li> </ul>
Objective:	<b>Increase percentage of all subgroups who are proficient on English II and Biology EOC tests.</b>
Action Steps needed to complete this objective:	<ol style="list-style-type: none"> <li>1. Strategic common planning for English I and English II teachers for vertical alignment .</li> <li>2. Use of data from new formative assessments created for English II.to guide strategic planning and instruction</li> <li>3. Common planning and co-teaching by Biology teachers. Student rotation frequently among teachers based upon specific needs and mastery of standards.</li> <li>4. Strong focus on literacy in all content areas to address the necessity of reading and applying knowledge on both the English II and Biology EOC exams.</li> </ol>
Specific Outcomes (Measurement):	<ul style="list-style-type: none"> <li>• English II EOC scores, January 2023, June 2023, January 2024, June 2024</li> <li>• Biology EOC scores, January 2023, June 2023, January 2024, June 2024</li> <li>• Increased ACT proficiency for all students based upon greater focus on literacy throughout the school</li> </ul>
How will you measure your outcomes?	<ul style="list-style-type: none"> <li>• English II, Biology, ACT scores 2023, 2024</li> </ul>
<b>Goal 2 Progress Updates:</b>	
<b>BOY Progress Update</b>	<div data-bbox="401 1292 653 1382">SIT Team</div> <ul style="list-style-type: none"> <li>• Common planning for English I and II teachers as well as Biology teachers</li> <li>• Team teaching and student movement among Biology students based upon student needs</li> </ul>



		(including need for small group instruction).
	District Team	
MOY Progress Update	SIT Team	
	District Team	
EOY Progress Update	SIT Team	
	District Team	

<b>NC Priority Goal 3: Increase educator preparedness to meet the needs of every student by 2025</b>	
<b>Area for Improvement and Supporting Data</b>	
<b>School Goal #3</b>	<b>Develop a comprehensive counseling plan that utilizes the ASCA model and brings the counseling program into the classroom to improve social and emotional learning and strategic planning for graduation and beyond.</b>
<b>Objective:</b>	<b>Bring the school counseling curriculum into each classroom through Navigator (homeroom) meetings every 2 weeks.</b>



<b>Action Steps needed to complete this objective:</b>	<ol style="list-style-type: none"> <li>1. Students and Navigator teachers will move together for 4 years (Approximately 20 students per teacher).</li> <li>2. Counselors will ensure that Navigator teachers are aware of graduation requirements from THS.</li> <li>3. Frequent exposure to transcript analysis and 4 year planning in Navigator lessons developed by counselors.</li> <li>4. Social/ Emotional Learning sessions implemented in Navigator meetings led by trained teachers</li> <li>5. Implementation of "Virtual Job Shadowing" in Navigator meetings as well as in the classroom.</li> </ol>
<b>Specific Outcomes (Measurement):</b>	<ul style="list-style-type: none"> <li>• Increased student understanding and ability to plan course selections based upon transcripts and 4 year plans.</li> <li>• Increased student knowledge of opportunities available to them while still in high school, as well as beyond graduation.</li> <li>• Student use of "Virtual Job Shadowing" to become better informed of the requirements necessary for different careers, and to use interest inventories and aptitude tests in the program to help guide future planning.</li> </ul>
<b>How will you measure your outcomes?</b>	<ul style="list-style-type: none"> <li>• Log-In frequency to "Virtual Job Shadowing"</li> <li>• Efficiency and accuracy of student registration for courses for 23-24 school year</li> <li>• Student statement of a college/career path at the end of their Junior year.</li> </ul>
<b>Objective:</b>	<b>Implementation of a written comprehensive school counseling plan for the counseling department.</b>
<b>Action Steps needed to complete this objective:</b>	<ol style="list-style-type: none"> <li>1. Development of a mission statement and month by month plan of responsibilities/activities provided by the counseling department.</li> <li>2. Increased communication between the counseling department and students through the Counseling "Google Classroom" and "Remind 101" or each graduating class.</li> <li>3. Counselors will meet with three 9th grade students per week on their caseload to introduce themselves and assure that students are aware of the opportunities available in the counseling department.</li> <li>4. Each counselor is paired with an Assistant Principal for their alphabetic caseload of students, and will follow them for all four years to provide a greater support team for students.</li> </ol>
<b>Specific Outcomes (Measurement):</b>	<ul style="list-style-type: none"> <li>• EVERY student will know who their assigned counselor is, and how they can be of assistance to them throughout their 4 years.</li> <li>• Counselors/administrators/teachers will have a schedule for planning and responsibility for the wide variety of activities and responsibilities of counselors each month.</li> </ul>

		<ul style="list-style-type: none"> <li>The work of counselors can be more focused on individual students, with Navigator teachers as liaisons between counselors and students for general information.</li> </ul>
How will you measure your outcomes?		
Objective:		<b>Increase in student period attendance and reduction of tardies to class.</b>
Action Steps needed to complete this objective:		<ol style="list-style-type: none"> <li>1. Implement and enforce a more stringent attendance policy for students now that remote learning is not an option or substitution for regular school attendance.</li> <li>2. Ensure that the environment of classrooms are conducive to learning and engaging for students to look forward to attending class.</li> <li>3. Frequent monitoring of teacher and student attendance in order to identify students with truancy issues, or issues that are barriers to coming to school.</li> </ol>
Specific Outcomes (Measurement):		<ul style="list-style-type: none"> <li>Daily attendance rates</li> <li>Students' performance in classes will increase based upon the fact they are getting face to face instruction, guidance and motivation from teachers.</li> <li>Number of students who must file appeals at the end of the semester in order to earn credit will be less than last year (well over 200)</li> </ul>
How will you measure your outcomes?		<ul style="list-style-type: none"> <li>Increased student performance and test scores</li> <li>Increased graduation rate</li> <li>Fewer students repeating courses for credit lost due to excessive absences and tardies.</li> </ul>
<b>Goal 3 Progress Updates:</b>		
<b>BOY Progress Update</b>	<b>SIT Team</b>	We have Instituted a new, more stringent attendance policy and reinforced with students and teachers about the importance of accuracy in attendance. Developed letters to be sent home by teachers after 5 absences, an administrator or counselor call home. Home visits by Social Worker where necessary.
	<b>District Team</b>	
<b>MOY Progress Update</b>	<b>SIT Team</b>	



	District Team	
EOY Progress Update	SIT Team	
	District Team	