

School Improvement Plan



Charlotte-Mecklenburg Schools
South Mecklenburg High School
2018-2019

The School Improvement Plan serves as a road map that provides clarity to specific priorities and actions that are most important during the continuous improvement process. School Improvement Plans remain in effect for three years, but a School Leadership Team may amend as often as necessary or appropriate. The template is adapted with permission from UVA Partnership for Leaders in Education.

South Mecklenburg High School Contact Information

School:	South Mecklenburg High School	Courier #:	535
Address:	8900 Park Road	Phone Number:	980-343-3600
	Charlotte, North Carolina 28210	Fax Number:	980-343-3607
Learning Community:	Southwest Learning Community	School Website:	http://schools.cms.k12.nc.us/southmecklenburgHS/Pages/Default.aspx
Principal:	Dr. Maureen Furr		
Learning Community Superintendent:	Dr. Stephen Esposito		
CMS BOE Representative:	Margaret Marshall	CMS BOE District Number:	5

South Mecklenburg High 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	Email Address	Date Elected
Principal	Maureen Furr	m.furr@cms.k12.nc.us	9/5/2018
Assistant Principal	Alison Fisch	alison.fisch@cms.k12.nc.us	9/5/2018
Assistant Principal	Erica Gipson	erica.gipson@cms.k12.nc.us	9/5/2018
PTSA Representative	Rebecca Aelick	aelick4@earthlink.net	9/5/2018
Parent Representative	Ashlynn Kelker	a1kelker@yahoo.com	9/5/2018
Parent Representative	Meredith Stillman	mvstill1@msn.com	9/5/2018
College / Career Development Coordinator	Hermia Snipes	hermiabsnipes@cms.k12.nc.us	9/5/2018
Parent Representative	Glenda Nnaji	nowcounseling@yahoo.com	9/5/2018
Teacher Representative	Ayo Mateola	a1.mateola@cms.k12.nc.us	9/5/2018
Teacher Representative	Jessica Hamilton	jessicam.hamilton@cms.k12.nc.us	9/5/2018
Parent Representative	Gregory Lynn Tennent	glt1015@gmail.com	9/5/2018

PURPOSE OF THE CONTINUOUS IMPROVEMENT PLAN:

Articulate in a few sentences what you hope to achieve by participating in the continuous improvement process.

At South Meck, we strive to support the best academic and social/emotional growth possible for each of our students. We must engage our students in classwork that is relevant, meaningful to them, and appropriately rigorous in all cases. We also seek to provide a range of activities through coursework and extracurricular experiences such that every student can make a place for him or herself in our school community. By doing these things, in a climate of positivity and acceptance, we believe our students will graduate on time and ready for the challenges they will face as young adults with the knowledge and confidence to be successful.

#	Goals	2017-2018 Results	2018-2019 Goals	Goal Indicators (Metric to Indicate Progress)
1	To increase the AP enrollment for the AA subgroup from 17.8% to 25% and the Hispanic subgroup from 22% to 30% To increase the Cohort Graduation Rate for Asian males from 72.7% to 80% and Hispanic males from 76.7% to 80%	2017-18 AP Enrollment: AA: 17.4% Hispanic: 22% 2017-18 Cohort Graduation rate: Asian males: 72.7% Hispanic males: 76.7%	2018-19 AP Enrollment Goal: AA: 25% Hispanic: 30% 2018-19 Cohort Graduation Rate Goal: Asian males: 80% Hispanic males: 80%	AP enrollment Cohort Graduation rate
2	To increase student proficiency as evidenced by a 4 percentage point increase on EOC (End of Course) CCR (College and Career Ready – Levels 4 and 5) School Composite and a 3 percentage point increase on EOC GLP (Grade Level Proficient – Levels 3, 4, and 5) School Composites	2017-18 EOC CCR Composite: 58.8 2017-18 EOC GLP Composite: 67.6	2018-19 EOC CCR Composite: 62 2018-19 EOC GLP Composite: 70	NC End of Course Assessments CCR and GLP Composite Scores
3	To decrease the gap between AA and White subgroups and Hispanic and white subgroups while maintaining increased performance of the white subgroup	2017-18 EOC CCR Composite: White: 82% AA: 43.7% Hispanic: 43.6% 2017-18 EOC GLP Composite: White: 87.2% AA: 55.4% Hispanic: 54.4%	2018-19 EOC CCR Composite: White: equal or greater than 82% AA: no greater than a 10 percentage point gap (5.1 decrease) Hispanic: no greater than a 10 percentage point gap (5.2 decrease) 2018-19 EOC GLP Composite: White: equal or greater than 87.2% AA: no greater than a 20 percentage point gap (11.8 decrease)	State data sources

			Hispanic: no greater than a 20 percentage point gap (12.8 decrease)	
4	Provide duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.			
5	Provide duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.			
6	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.			
ACTION PLAN – PRIORITY #1				
Continuous Improvement Plan Focus Area (Big Rock): Equitable Access				
School's Priority: <i>Given the goals identified, what problem needs to be addressed to achieve these goals?</i> To develop and utilize structures and processes designed to enhance equitable access to coursework, with preparation and support to improve success for all students.			School Leader Responsible: Maureen Furr EOS Team	
Desired Outcome: <i>What will be different if you are successful in addressing this priority?</i> We want to increase the number/percentage of students in underrepresented subgroups who are participating in AP courses and Honors courses. A subset of access is success. If we achieved this priority, success by all students will maintain or exceed its current level across our school.				
Root Cause(s) to Address Hypothesis of Priority: <i>What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?</i> Based on data review and the EOS (Equal Opportunity Schools initiative) initiative, significant gaps are evident across our schools. In order to provide equitable access to rigorous coursework, we need to examine our practices around equity across classes.				

CMS Strategic Plan 2024 Focus Area of Alignment:

Every student will graduate with opportunities for meaningful employment and/or higher education.

Ensure every student has access to a rich, diverse, and rigorous curriculum.

ACTION PLAN – PRIORITY #1 ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome <i>Focus on teacher practice and systems & processes</i>	Person Completing Action	Timeline	Resources Needed / Source
EOS (Equal Opportunity Schools initiative) Subcommittee will assess current levels of participation in each discrete AP courses, broken down by subgroup	EOS Subcommittee	January 1	Data for the Navigator Portal Protocol for analysis
EOS Subcommittee will utilize AP potential feature through College Board website to identify students by test who demonstrate a reasonable level of potential for success in each offered course	EOS Subcommittee	January 1	College Board website Information developed in action 1
Support teacher development around the instruction of critical skills that will increase the likelihood that students will be able to approach AP coursework with greater confidence	ILT (Instructional Literacy Team)	End of 1 st semester	ILT and district resources
Develop an interview protocol to be used with students who have demonstrated AP potential but have not to date chosen to participate in order to determine perceived barriers; develop plan to address and remove identified barriers with students, staff, parents and other applicable stakeholders	EOS Subcommittee	Prior to 2018-2019 school year (April)	EOS resources Information from above action steps
Share general and specific information about AP coursework and its benefits to students with parents and targeted students to try to alleviate identify barriers and increase enrollment	EOS Subcommittee	April 2018	Information from above action steps

ACTION PLAN – PRIORITY #1 PROGRESS MONITORING

Indicator Review Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	Status at Review Date
Weekly	Observations indicating increased use of critical thinking skills (Blooms) and high levels of authentic engagement	Limited utilization of feedback	
Monthly	Discussion with department leaders and administrators who lead these departments, review of records of topics discussed, innovations tried	Limited or inconsistent implementation; provide PD to increase use of relevant skills	
January	Increase in performance in levels 4 and 5 on Semester 1 EOCs and increase in the pass rate for NC Final Exams	Increases not evident or consistent across subgroups; reapply strategies as needed	

ACTION PLAN – PRIORITY #2

Continuous Improvement Plan Focus Area (Big Rock):

Whole Child Teaching and Learning

School's Priority:

Given the goals identified, what problem needs to be addressed to achieve these goals?

Provide teachers with multi-structured support (whole school, department, and PLC) to develop and practice teaching strategies aimed at meeting the varied needs of learner in a diverse school setting.

School Leader Responsible:

Maureen Furr
Administration

Desired Outcome:

What will be different if you are successful in addressing this priority?

We would see an increase in attendance, decrease in disciplinary issues that require intervention and overall improvement in student academic outcomes.

Root Cause(s) to Address Hypothesis of Priority:

What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?

Significant evidence suggests that attention to social emotional development in addition to academic growth, increases overall academic achievement. It also results in increases in attendance and reduction in incidents requiring discipline.

CMS Strategic Plan 2024 Focus Area of Alignment:

Increase social and emotional supports for students so that they can thrive in school.

ACTION PLAN – PRIORITY #2 ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome <i>Focus on teacher practice and systems & processes</i>	Person Completing Action	Timeline	Resources Needed / Source
Ongoing PD around social-emotional factors that contribute to climate and student attitude towards school and learning	Administration	August Quarterly	
EOS participation in the African American achievement study that provides staff with additional PD around related strategies taken from programs such as PBIS (Positive Behavioral Intervention Support) and MTSS (Multi-Tiered System of Support team) programs to support student social-emotional needs.	EOS Subcommittee	Quarterly	EOS Resources
Modified and engaged staff in updated procedures around classroom and campus management and increase in campus-wide supervision by all faculty members	Administration	On-going; regular feedback and daily schedules	Procedures and schedules
Restorative Practices training for all staff	Administration EOS Subcommittee	January 1	Restorative Practices resources

ACTION PLAN – PRIORITY #2 PROGRESS MONITORING

Indicator Review Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	Status at Review Date
Weekly	Observations indicating use of social-emotional strategies	Limited utilization of feedback	
January	Increase in performance in levels 4 and 5 on Semester 1 EOCs and increase in the pass rate for NC Final Exams	Increases not evident or consistent across subgroups; reapply strategies as needed	
Quarterly	Decrease in discipline referrals and increase in attendance	Increases not evident or consistent across subgroups; reapply strategies as needed based on data review	

STATE AND LOCAL REQUIRED PLANS

Duty-Free Lunch

The NC SBE’s statutory provision 115C-105.27 (b) (6) requires all schools to include a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the SIP.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome <i>Focus on teacher practice and systems & processes</i>	Person Completing Action	Timeline	Resources Needed / Source
Build a master schedule that allows all teachers to have a scheduled lunch period.	Alison Fisch (master scheduler)	Before the start of the school year	Power School access, staffing information
Develop a supervision plan for our campus that supports safety for students and staff while seeking to share the burden of necessary supervisory assignments so that they do not occur daily.	Dan Meehan (point person for incidental schedule changes and duty assignments).	Throughout the school year	Knowledge of teaching schedules and location of teaching assignments
Assignment of administrators to lunch supervision in each of the five lunch periods; oversight to ensure that expectation is met. Ensure that adequate supervisory coverage by the administrative team is part of our plan, lending visible support to those involved in lunchroom supervision	Dan Meehan (point person for incidental schedule changes and duty assignments).	Throughout the school year	Ensured availability of administrators at the necessary times

PROGRESS MONITORING

Indicator Review Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	Status at Review Date
Quarterly	Review lunch supervision schedule	Occasional special schedules (ACT testing, early release days) may require adjustments; provide a back-up plan for absence	

STATE AND LOCAL REQUIRED PLANS

Duty-Free Instructional Planning Time for Teachers

The NC SBE’s statutory provision 115C-105.27 (b) (7) requires a plan to provide duty-free instructional planning time for every with the goal of providing an average of at least 5 hours of planning time a week. [Note that the statute referenced provides that all classroom teachers are to be provided duty-free instructional planning time during regular student contact hours, to the extent that the safety and proper supervision of student may allow.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome <i>Focus on teacher practice and systems & processes</i>	Person Completing Action	Timeline	Resources Needed / Source
Teachers require time to engage in preparation for instruction, particularly in collaboration with peers, so time is scheduled to support that need.	Alison Fisch, master scheduler	Before the start of the school year	Teaching assignments in the master schedule framework
Avoid scheduling changes or non-instructional activities that could curtail the provided 7.5 hours per week of duty-free planning time below the required 5 hours per week stipulated.	Sharon Poston, coordinator of substitutes and coverage	Throughout the school year	Teacher schedules, records to maintain required levels of availability for planning

PROGRESS MONITORING

Indicator Review Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	Status at Review Date
Monthly	Master schedule, planning schedule, emergency coverage schedule	Back-up plan in the event of excessive need for coverage during the instructional day that could reduce time available to an individual below the threshold of five hours per week.	

STATE AND LOCAL REQUIRED PLANS

Bullying Prevention

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome <i>Focus on teacher practice and systems & processes</i>	Person Completing Action	Timeline	Resources Needed / Source
Clearly articulate expectations about respectful treatment of others in meetings and publications about behavior shared with students	Principal, members of the administrative team	Start of the year – quarterly thereafter periodic reminders	Access to students (class meeting, closed circuit broadcast ...

PROGRESS MONITORING

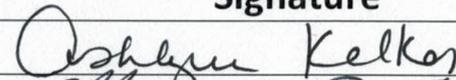
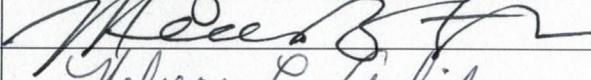
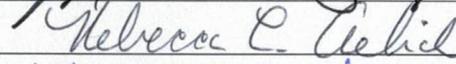
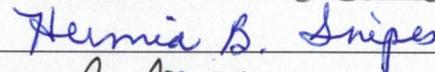
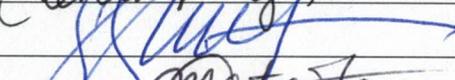
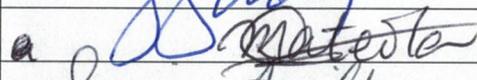
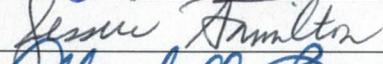
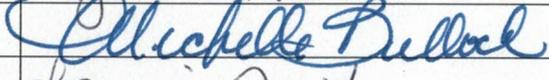
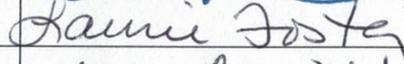
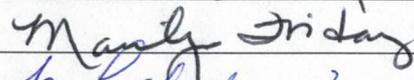
Indicator Review Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	Status at Review Date
Quarterly	Review of discipline records, Title IX reports, and counseling records (ideally with reduction in incidents apparent)	Analysis of each subgroup to be sure favorable outcomes are not just for some; if some groups do not show positive impact, reassess	

Approval of Plan

§ 115C-105.27. Development and approval of school improvement plans. (c) School Vote on the Plan. - Support among affected staff members is essential to successful implementation of a school improvement plan to address improved student performance at that school. The principal of the school shall present the proposed school improvement plan to all of the principals, assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for their review and vote. **The vote shall be by secret ballot.** The principal shall submit the school improvement plan to the local board of education only if the proposed school improvement plan has the approval of a majority of the staff who voted on the plan.

My signature verifies that I adhered to the aforementioned statutory requirement. The 2018-2019 School Improvement Plan was voted on by secret ballot on 10/17/18.

Principal Name:	Maureen Furr	Principal Signature:		Date:	10/17/18
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Committee Position	Name	Signature	Date
Member - Parent	Ashlynn Kelker		10/17/18
Member - Parent	Meredith Stillman		10/12/18
Member - Parent	Becky Aelich		10/17/18
Member - CDC	Hermia Snipes		10/17/18
Member - Parent	Glenda Nnaji		10/17/18
Member - Parent	Gregory Lynn Tennent		10/17/18
Member - Teacher	Ayo Mateo		10/17/18
Member - Teacher	Jessica Hamilton		10/17/18
Member - Teacher	Michelle Bullock		10/17/18
Member - Parent	Launie Foster		10/17/18
Member - Parent	Marilyn Friday		10/17/18
Member - Parent	Marie Lahodny (Kaminski)		10/17/18
Member - Parent	Staci B. McBride		10/17/18
Principal	Maureen Furr		10/17/18