

# **SCHOOL IMPROVEMENT PLAN FOR EQUITY AND EXCELLENCE**

SCHOOL: CHAPEL HILL HIGH SCHOOL  
PRINCIPAL: DR. MARY ANN HARDEBECK, ED.D.

JULY 2005 TO JUNE 2008

CHAPEL HILL-CARRBORO CITY SCHOOLS

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# PART I: PROFILE

## A. Student Description:

Chapel Hill High School (CHHS) hosts a large and diverse student body. For the 2004-2005 school year, CHHS serves 1820 students in grades 9 through 12. The largest class is the freshmen class with 539 students. Tenth graders number 426, eleventh graders 456, and twelfth graders 399. Of the total student body, there are 924 males and 896 females enrolled. Six percent are Asian, 6% are Hispanic, 13% are black, 71% are white, and 4% are multi-racial. The youngest student is 13 years old and the oldest student is 21 years old.

In addition, CHHS serves forty-five more students who are cross-enrolled in other schools with the Chapel Hill Carrboro City Schools (CHCCS). Forty-two of the cross-enrolled students also attend East Chapel Hill High School, and three students attend Smith Middle School.

To date, for the 1820 students attending CHHS full time during the 2004-2005 school year, the average daily attendance is approximately 1745 or 95%. In the last SIP cycle, the average daily attendance was approximately 1600 or 95% of the 1706 students enrolled at that time.

CHHS has sixty-three English as Second Language students from twenty-two countries. Fifty-two students receive ESL instruction throughout the school day. The other students are on monitor status.

Among the student body, 239 are identified as Exceptional Education students as of September 2004. Thirty-one percent of these students are black, 62% are white, less than 1% are multi racial, 3% are Hispanic, and 3% are Asian. Fifty percent are Learning Disabled, 7% are Educable Mentally Disabled, 24% are Other Health Impaired, 1% are Severe and Profoundly Mentally Disabled, 3% are Trainably Mentally Disabled, less than 1% suffer from Traumatic Brain Injury, 5% are Behaviorally Emotionally Disabled, 4% are Autistic, less than 1% are Visually Impaired, less than 1% are Hearing Impaired, less than 1% is Orthopedic Impaired and 2% are Multihandicapped. In addition, CHHS has the following number of students served through a collaborative model as directed by their IEPs: 52 in math, 74 in English, 40 in social studies, 46 in science. Four students have access to a personal assistant for one or more periods a day.

One hundred four students have 504 plans.

One hundred forty-one students qualify for free lunch and twenty-seven students qualify for reduced lunch. The number of students who qualify for free and reduced lunch represents 9% of the student body. The number of lunches that the school serves per day is 990.

Many of CHHS students use district-provided transportation to and from school. Six hundred fourteen students ride the school bus in the morning and 637 students ride the school bus in the afternoon, which is 34 % of the student body. The district high school average is 36 % ridership; and the district average is 43.5 %. The percentage of ridership is affected by the need for self-transportation to first period classes, which are scheduled before the district-provided transportation brings students to school. The number of students who drive to school also affects ridership.

Information about disciplinary action for the 2004-2005 school year is currently not available. Figures for the 2003-2004 school year show that during the first semester of the 2003-2004 school year, 379 students were referred for disciplinary action for a total of 881 infractions. In the second semester of that same school year, 388 students were referred for a total of 782 infractions. Seventy three percent of the referrals were for white students, 21% were for black students, 4% were for Hispanic students, 1.5% were for Asian students, and .5% were for multi-racial students. One hundred forty-one students were suspended from school. White students accounted for 48% of the suspensions. Black students accounted for 33% of the suspensions. Hispanic students accounted for 13% of the suspensions and Asian students accounted for 2% of the suspensions. Multi-racial students accounted for 4% of the suspensions. Although the number of referrals is racially proportional, black students and Hispanic students are

over represented in the number of out of school suspensions. The average length of suspension was 4.1 days. Fifteen students had suspensions longer than 10 days; five students are white, five are black, and five are Hispanic. One student was expelled.

#### B. School Description:

Built in 1966 and one of the oldest of the Chapel Hill-Carrboro City System schools, Chapel Hill High School sits on nearly eighty-five acres of land and has a sprawling campus that encompasses four separate buildings and fourteen mobile units with 246,871 square feet. There are seven playing fields. It is the largest student population in the district with an enrollment of 1820 students. The school has experienced considerable growth over the past three years and is approximately 220 students (115%) over capacity at present.

Chapel Hill High School is recognized as one of the highest performing schools in the nation. In 1999, *The Wall Street Journal* named CHHS one of the top ten high schools in the nation. For the past six years, CHHS has been rated as a High School of Distinction in North Carolina. During the 2000-2001 school year, the North Carolina Department of Public Instruction recognized CHHS as one of the top ten most improved high schools in the state, and CHHS was ranked number one among fifteen High Schools of Distinction cross the state with 87.3% proficiency among its students. In the 2003-2004 school year, CHHS had 89.6% of students proficient according to the state's ABC accountability model. CHHS also met nineteen of nineteen goals to make Adequate Yearly Progress as defined by the No Child Left Behind goals. In addition, the average SAT score for CHHS students was 1174 with a 90% participation rate.

An impressive percentage of CHHS graduates go on to higher education. Among the class of 2004, 94% of graduates went to two or four year colleges, an increase from 89.3% in 2001. Eighty-four point nine percent of the graduates in the Class of 2004 entered a four-year college, and 10% entered a two-year college. One percent of the graduates went into military service; 4% entered the workforce.

CHHS offers a comprehensive high school curriculum, including thirteen categorical exceptional education programs, nine remedial courses, 149 general college prep courses, thirty Honors courses, and twenty-five Advanced Placement courses, as well as extensive programs in the Visual and Performing Arts and Career Technical Education. Dual enrollment at UNC Chapel Hill and community colleges is open to qualified students. The AVID program at CHHS has been recognized for its success; at the beginning of the 2003-2004 school year, the AVID program enrolled seventy-four students.

The school also offers an extensive co-curricular program. There are over fifty special interest clubs, twenty-one co-curricular organizations, and several student associations. The school hosts five academic honor societies and supports thirteen varsity sports for women and twelve varsity sports for men. CHHS also supports a full JV program for all students and has three student publications with a yearbook, literary magazine, and student newspaper.

The highly qualified certified teaching staff is comprised of 138 full-time teachers and two part-time teachers. Sixty one are male and seventy-seven are female. One hundred fifteen teachers are white, thirteen are black, two are Asian, two are Hispanic, and four are multi-racial. Sixty-four have Bachelor's degrees, sixty-eight teachers have Masters degrees, and three hold an earned Doctorate. There are seven counselors: one male and six females. The school nurse holds a specialist degree as does the school social worker and the student assistance counselor. Seventy-two teachers have attained career status. Fifty-eight teachers have probationary status and twelve of the probationary teachers are first-year teachers. Thirteen teachers have earned National Board Certification.

Two men and three women serve on the administrative team. Two administrators are black and the other three are white. The assistant principals hold masters degrees and the principal has a doctorate.

## PART II: MISSION, EQUITY VISION, AND BELIEFS

### A. Mission

The Chapel Hill High School mission is to provide a learning environment in which every student will experience success, achieve his or her fullest potential, and become a lifelong learner ready to meet the challenges of responsible citizenship in a global, technical society. Students, parents, staff, and the community are partners in this mission.

### B. Principal's Equity Vision

Not all CHHS students have shared in the academic success for which we are known. Specifically, when data are disaggregated, African American students, and more recently Latino students, on average, have achieved as groups at significantly lower levels than have white and Asian students. The elimination of the gap is our greatest challenge.

Our success in eliminating the gap will depend on the individual and collective effort of every member of the staff. We will create a continuous improvement environment so that we can better meet the needs of each student. We will convey high expectations in each course and provide a rigorous program of study for each student.

Distinctions of race, gender, cultural difference, economic status, or special needs will not determine the availability of resources that create opportunities to learn. Our staff members will continue to develop their knowledge of and sensitivity to these issues as part of our commitment to educational equity.

Strengthening relationships between students and teachers and between the school and the community advances achievement for students and support of our mission. Teachers and staff will build strong relationships with each other and the parents and guardians of our students. We will continue to strive to make CHHS a student-centered place and to create a climate in which parents feel invested in the operation of the school.

Meeting minimum requirements for high school graduation is no longer adequate preparation in today's economy. While not every student will or must attend a four-year college immediately after high school, some postsecondary education – whether in a four-year college, a high-quality technical training program, or a community college – is now a necessity on the pathway to a successful adulthood.

Therefore, we will expand opportunities for students, regardless of their level of achievement when they enroll in CHHS. We have systematically and deliberately intervened to change conditions that negatively impact the academic achievement of our students. We continue to encourage aspiration and initiative by providing guidance. We do not maintain rigid rules that bar access to demanding courses or track students into a curriculum that reinforces low expectations.

We have developed instructional strategies, such as in-depth projects and learning that takes place in the workplace as well as in the classroom, so that students can gain knowledge of important concepts and ideas and understand their practical applications. We also provide instructional support to students through after school programs such as Second Chance Academy, CEED, and tutoring. We have removed barriers to gatekeeper courses. We continue to expand the advisement program, recognizing that completion of such subjects as algebra, calculus, chemistry, physics, foreign language, and technology classes in high school is crucial for access to a broad range of careers, including engineering, the natural sciences, medicine, and banking/finance, where minorities are severely underrepresented.

Our goal is for CHHS students to be successful after high school. We believe it is our responsibility to empower students to make their dreams become a reality. It is our charge to help students to achieve all they are capable of achieving. We embrace our responsibility to focus the efforts of the entire CHHS community so that we can bring this vision to reality.

Excellence without equity is a hollow victory.  
Mary Hatwood Futrell

### C. Beliefs:

Everyone is a teacher and a student.

All students can learn and experience success.

Student achievement rises to meet expectations.

People are our most important educational resource.

Everyone deserves respect and dignity.

Integrity, tolerance, and responsible behavior are fundamental to everything we do.

Rules we live by must be communicated clearly and consistently applied.

A safe environment in which to teach and learn is vital to our mission.

Distinctions of geographic location, socio-economic level, special needs, ethnicity, race, gender or cultural differences must not determine or limit the availability of resources available to students.

Every decision we make should be student-centered.

Change vitalizes any system.

Small classes create a better learning environment.

Success breeds success.

## PART III: STRENGTHS AND NEEDS ASSESSMENT

### A. AREAS OF STRENGTH:

As a nationally recognized school of excellence, Chapel Hill High School boasts an impressive roster of strengths among its staff, student body, and overall achievements. It is a community that values success for its entire student body, and this value permeates every aspect of the school environment.

The dedication and skill of the CHHS teachers and staff are the foundation of the school's success. Those who are long tenured continue to demonstrate a high level of commitment and motivation to innovative and collaborative teaching. Through the school's very effective new teacher induction program, this tradition gets passed on to the new generation of CHHS teachers and staff. In addition, CHHS supports teachers as they attain National Board Certification and post-graduate degrees.

Few schools in the nation offer the breadth and depth of the CHHS instructional program. Chapel Hill High's impressive data reflect high achievement by a majority percentage of the student body on end of grade and course tests, SATs, HSCT, and other standardized measures. Teachers are informed about how their students' performance compares to the students of other teachers in their subject areas or content departments. This disaggregation of data helps teachers to assess their impact on student learning; they have the tools and information to validate their own effectiveness in the delivery of instruction, particularly with minority students and with respect to gender differences. Chapel Hill High offers a wide range of Advanced Placement and Honors classes as well as a number of classes geared to students with special needs. Since the last SIP cycle, an increasing number of students have enrolled in academic internships and on-the-job training experiences. Teachers emphasize the use of media and technology to engage students in learning.

CHHS benefits from a strong sense of community within and surrounding the school. The leadership team has instituted systems for effectiveness and accountability, creating opportunities for recognition and encouragement. Students and teachers alike observe that the classrooms in the school have a positive and supportive atmosphere. Students feel encouraged to ask questions, and a team of strong leaders at all levels within the school is there to respond. The parent community is highly involved in school activities. The school community values education, diversity, and respect for differences.

Students at CHHS are exposed to a broad range of programs, including service learning, that help students cultivate their interest in academic pursuits as well as in the arts and career and technical education. New programs such as Freshmen Seminar, a transitioning program for ninth graders, and Second Chance Academy, an intervention program for students at risk of failure in End-of-Course Test subjects, have been initiated to promote student achievement. Special services teachers provide additional instructional support for students and the adult to student ratio is preserved in classes with at risk students and in accountability courses the have large numbers of ninth and tenth grade students. The staff emphasize high expectations for performance of all students. A drive for student achievement pervades all instructional programs. Students also benefit from a wide range of co-curricular activities that cultivate student interests. Opportunities for participation in a wide variety of sports are also available to students.

### B. AREAS OF NEED:

Within the context of its overall achievements and success, areas of need exist.

In the area of staff development, support, and accountability, several areas of focus have emerged. Insufficient resources limit opportunities for important training such as strategies for teaching students with special needs and for team teaching with a collaborative partner. The absence of rigorous program evaluations at the district level limits our ability to determine the effectiveness of curriculum delivery. In the absence of district homework guidelines, teachers need to explore grading practices within their own content areas and develop philosophies about homework appropriate to each academic level and course. At present, there is little time for teachers to collaborate

or to have opportunities to observe peers. This need for collaboration is relevant to all areas of instruction, but of particular importance as we develop and implement strategies for ESL, minority, and special education students. A common time within the existing teacher workday is needed for planning and for the development of assessments. Moreover, time and funding will be required for professional development in order to prepare teachers to teach on a seven-period day, particularly if the School Board designates some form of block scheduling within the seven-period day. Additionally, there is a need to continually encourage all stakeholders to remain open-minded and free of prejudice in order to promote equity and engagement.

In the area of instructional program development and delivery, CHHS would benefit from a stronger remedial reading, math, and writing program. Greater representation of minority students should be encouraged in world language courses, higher-level science and math classes, and advanced placement classes. Greater participation in a broad range of elective offerings is also needed; students express a desire to take courses of personal interest that may fall outside their program of study. Students would benefit from greater participation in the arts curriculum and workforce development programs, an infusion of instructional technology and critical thinking skills in all content areas, and from additional collaboration with area community colleges, four-year colleges, universities, and with the Orange County School system. Time on task is frequently disrupted by other program demands (such as paperwork, district initiatives, testing); protection of instructional time is essential and should be a priority. Adequate preparation and practice for standardized testing needs to be delivered within the district's instructional framework. Teacher planning time should be protected. The implementation of the media/technology plan should be aligned with teacher observation instruments - such as the Serve and TPAI - to better support instructional delivery.

The greatest need in the area of communication, relationships, and collaboration is to better support our families facing challenges to ensure that every child is fully served at CHHS. For example, additional translation services are needed in order to better communicate with the ESL community. Increased feedback to parents regarding grades, behavior, attendance and tardiness is needed. Teachers express a need to have ways to get to know each other better and to have their performance recognized, valued, and appreciated by the entire school community. Identifying ways to acknowledge the professionalism of teachers would enhance teacher morale and possibly improve teacher retention. Teachers express a need to be more involved in decision-making, particularly in regard to district initiatives.

While students at CHHS benefit from the school's myriad strengths, improvements in several areas could enhance student support. Inequity of resources affects many students. For example, taking AP courses requires taking the AP exam, which has an expensive registration fee that must be paid by the student's family. Also, collaborative teaching teams are offered only to exceptional education and ESL students in the ninth grade and in English II in the tenth grade. In addition, participation in some co-curricular or athletic activities requires fees or fund raising on the part of students and parents as a condition of participation. The current over-population of the school has resulted in an above average student to teacher ratio in several advanced classes. In addition, attention should be given to the scheduling of athletic events so that the students' academic work does not suffer. Other areas that are cited for potential new programming include dropout prevention, drug and alcohol use counseling, healthy life choices counseling, freshmen and other new student assimilation, transition to post secondary experiences, after school academic support, and anti-bullying/character education.

Two areas of significant need emerge continually in an evaluation of every aspect of CHHS: reliable infrastructure for technology use and renovated as well as expanded physical facilities. CHHS continues to experience issues related to the aging physical plant, particularly in the following areas: the need for covered walkways, the need for lighting for the tennis courts and softball field, the need for additional and reliable copy machines, the need to complete soccer field repairs, the need for consistent climate control, the need for security cameras, the need for updating the world language lab, the need for more computers for student use, and the need for upgraded bathroom and concession facilities for the shared baseball and Smith Middle School fields. These areas of need have a direct impact on all of the issues outlined above.

## PART IV: STUDENT ACHIEVEMENT GOALS

These goals are for both the district as a whole and for schools separately. Some goals apply to all schools and others are germane to some building levels and not others. They are grouped to make it clear which are which. All goals are intended to be met by the end of the Strategic Plan period in 2008 unless otherwise specified. (Each school's progress toward meeting these goals is assessed annually using district benchmarks.)

### All Schools

1. At least 90 percent of parents, students, and staff in each racial/ethnic group will give their schools a rating of A or B on the CSMpact by 2008.
2. The percentage of African-American and Latino students identified as gifted will at least double from the percentage in 2001-02.
3. The percentage of students within each racial/ethnic group who are absent more than ten percent of the year will be reduced by at least 50 percent from the percentage in 2001-02.
4. The percentage of students within each ethnic group who are tardy more than ten percent of the days in the year will be reduced by at least 50 percent from the percentage in 2001-02.
5. All schools will make Adequate Yearly Progress (as defined by the federal No Child Left Behind legislation) as measured by EOG and HSCT assessments.
6. All schools will be Schools of Excellence or will make exemplary gains as measured by the North Carolina ABCs of Public Schools program.
7. CHCCS African-American and Latino students will rank among the top ten in the state as compared to their counterparts on all EOGs, writing tests, EOCs, and SATs.

### Elementary Schools Only

At least 95% of entering, non-exceptional education and non-LEP kindergarteners will demonstrate grade-level readiness skills as defined as having a level III score on the beginning of the year rubric in concepts about print, letter identification and mathematics within the first nine weeks.

### Elementary and Middle Schools Only

8. At least 99% of students will meet proficiency requirements for promotion to fourth grade, sixth grade, and ninth grade by 2005.

### Middle Schools Only

9. At least 95% of all students will successfully complete pre-algebra prior to entering high school.

### Middle and High Schools Only

10. The proportion of minority teachers teaching advanced, honors, and AP courses will at least equal the proportion of minority classroom-based teachers.
11. Evidence will indicate that students of different races committing the same type of offense with the same mitigating factors are disciplined similarly.
12. At least 90 percent of middle and high school students in each racial/ethnic group will have a GPA of at least 2.0 by 2008.
13. At least 90 percent of the semester grades for middle and high school students in each racial/ethnic group will be passing.
14. At least 90 percent of students in each racial/ethnic group will demonstrate proficiency on each EOC.
15. At least 95% of middle and high school students will participate in at least one co-curricular or extra-curricular program during their middle and high school careers.

### High Schools Only

16. The percentage of dropouts within each racial/ethnic group in grades 9-12 will be reduced by at least 50 percent from the level in 2001-02.
17. The number of graduates in each racial/ethnic group will be at least 85 percent of the number of students in that racial/ethnic group's cohort in eighth grade.
18. The percentage of African-American and Latino students enrolled in honors and AP courses will at least double by 2005 and at least triple by 2008 as compared to the percentage in 2001-02.
19. At least 90 percent of all students in each racial/ethnic group will complete geometry prior to their junior year.
20. The percentage of African-American and Latino high school students who drop out of school in a given year will decrease by at least 50 percent as compared to the percentage in 2001-02.
21. The average SAT score for African-Americans and Latinos will be at 1000 points or higher with participation rates of at least 75 percent.
22. The number of African-American and Latino students scoring a 3 or higher on AP exams will at least double by 2005 and at least triple by 2008 as compared to the percentage in 2001-02.
23. At least 90 percent of ninth grade students in each racial/ethnic group will be promoted to tenth grade.
24. At least 98% of high school graduates in each racial/ethnic group will be admitted to an institution of higher education or will have employability skills and plans for full-time employment.

## PART V: ACTION ITEMS

### Action Item 1: Staff Development, Support, and Accountability

#### A. DISTRICT STRATEGIES

- 1) Improve instruction in literacy, mathematics, exceptional education, and gifted education.
- 2) Hold staff development on teaching a diverse population and implementing equity practices.
- 3) Implement revised instructional policies to ensure access to and equity in the curriculum and resources. Hold staff accountable for implementing policies.
- 4) Implement Gifted Education Plan and put mechanisms in place to monitor implementation and hold staff accountable.

Implementation Steps to Support District Strategies	Timeline	Person Responsible	Financial and Other Resources Needed
<p>1. a. Offer staff development on differentiation for all teachers. Provide specific instructional strategies/techniques with particular EOC and other required courses.</p> <p>b. Offer staff development on information literacy. Foster peer collaboration for the exchange of instructional strategies.</p> <p>c. Offer staff development in literacy in the content areas in order to support the efforts of the Reading Specialist.</p> <p>d. Identify and certify staff to become CRISS (Creating Independence through Student-owned Strategies) trainers to improve instruction across all curricula.</p>	<p>1.a. Began 2003; Ongoing</p> <p>b. Began 2003; Ongoing</p> <p>c. Began 2003; Ongoing</p> <p>d. Begin 2005-2006; Ongoing</p>	<p>1.a. Staff Development Team (PDT), Dept. Chairs, Classroom teachers.</p> <p>b. PDT, Media Specialist</p> <p>c. PDT, Reading Specialist</p> <p>d. Principal; Staff Development team in coordination with the Executive Director of Curriculum Instruction; PDT</p>	<p>1.a-d District Coordinator of English and Language Arts, District Coordinator of Math and Science, and Executive Director of Curriculum of Instruction; Delayed start to permit staff development in lieu of teacher work days and/or creative use of testing days.</p>
<p>2.a. Implement Equity Practices for faculty and staff, with emphasis on specific classroom practices and different cultural learning styles.</p>	<p>2.a. Began 2003; ongoing</p>	<p>a. Principal, School Equity Team, PDT</p>	<p>a. Faculty meeting spotlights,</p>

<p>b. Provide equity mentoring for all new teachers and for those who request it.</p> <p>c. Provide additional training for new teachers to ensure consistency for all faculty.</p> <p>d. Provide instructional strategies for teachers who work with ESL students.</p>	<p>b. Began 2003; ongoing</p> <p>c. Began 2003;ongoing</p> <p>d. Began 2003;ongoing</p>	<p>b. Principal, School Equity Team, New Teacher Coordinators</p> <p>c. Principal, School Equity Team, New Teacher Coordinators</p> <p>d. Principal, ESL teachers</p>	<p>Blogs, on-line technology tools.</p> <p>b. Time to meet. Meeting times should be coordinated with new teachers.</p> <p>c. Time to meet. Meeting times should be coordinated with new teachers.</p> <p>d. ESL teachers need time to meet with faculty members requesting assistance.</p>
<p>3.a. Publish and circulate course descriptions among current students, rising 9<sup>th</sup> graders, and their parents in order to raise awareness of curriculum opportunities and preparation requirements.</p> <p>b. Hold counselor meetings with rising 9<sup>th</sup> graders and their parents to present course participation opportunities, information about course of study, and expectations for college placement and honors level courses.</p> <p>c. Hold counselor meetings with students and parents of all grade levels, individually and in small groups for program of study and career planning.</p>	<p>3.a. Ongoing</p> <p>b. Ongoing</p> <p>c. Ongoing</p>	<p>a. Principal, AP responsible for Counseling Dept., Counseling Dept., Department Chairs</p> <p>b. Principal, AP responsible for Counseling Dept., Counseling Dept., Department Chairs</p> <p>c. Principal, AP responsible for Counseling Dept., Counseling Dept., Dept. Chairs</p>	<p>a. Counselors to organize meetings. Money to publish outlines and course offerings. Classroom time to speak to students.</p> <p>b. Time to organize and hold meetings.</p> <p>c. Time to organize and hold meetings.</p>

d. Disseminate disaggregated achievement data to the faculty at faculty and department meetings so that department chairs, lead teachers, and teachers can make informed decisions about enhancing course instruction.	d. Ongoing	d. Department Chairs, Lead Teachers, Faculty, Principal	d. Time built into staff development/ faculty meetings.
e. Monitor attendance at mandatory staff development sessions and faculty meetings.	e. Ongoing	e. Principal, APs, PDT	e. Resources in place.
f. Balance teacher assignments, factoring in teachers' interests and abilities. Create schedules so that teachers are not teaching low achieving or at-risk students for the entire day or teaching high achieving and academically gifted students for the entire day. Special consideration should be given to first year teachers in order to minimize the number of preparations they teach.	f. Ongoing	f. Principal and Department Chairs	f. Resources in place.
g. Provide floating teachers with a schedule that minimizes the number of classrooms to which they travel.	g. Ongoing	g. Principal and Department Chairs	g. Resources in place.
h. Increase the number of minority teachers – Asian, Latino, African-American – assigned to all classes, but in particular to Honors and Advanced Placement courses.	h. Ongoing	h. Principal and Department Chairs	h. Resources in place.
4. Identify and support AIG students, raise awareness of curriculum opportunities and preparation requirements, and provide information about honors classes, advanced placement classes, academy of finance, academy of information technology, and academy of allied health, and summer enrichment opportunities.	Ongoing	Department Chairs, teachers, Counseling Department.	Time to plan this initiative and time to meet with these students.

### Rationale for Implementation Steps:

- Rationale references strategies that are part of the CHCCS Strategic Plan, Minority Student Achievement Plan, Equity Training and Curriculum Alignment. Plan to be implemented over the next two to six years.
- Teachers have expressed a need to learn more about research and instructional strategies that promote minority achievement.
- Traditionally, teaching assignments have been made by Department Chairs on the basis of seniority and according to teacher interest. By balancing the range of teaching assignments, the accountability for student achievement will be expanded to include an enlarged proportion of the Chapel Hill High School faculty. Students will have access to a diverse group of teachers.

### Data Sources:

- CHCCS Strategic Plan
- Minority Student Achievement Plan
- Curriculum Alignment Plan
- CHCCS Instructional Framework
- CHHS SIP 2003-2005
- NC Work Place Conditions Survey
- CHHS Staff Development Offerings 2004-2005 Survey
- Round Robin Feedback Discussions, August 2004

## B. SCHOOL STRATEGIES

- 1) Expand and empower the Staff Development Team for CHHS to include input from each department whose responsibilities are outlined in steps 1a through 1f in the chart below.
- 2) Improve upon existing support of technology and technology staff development.
- 3) Provide opportunities for teachers to collaborate and share “teaching and learning” ideas.
- 4) Enlist collaboration of PTSA, including both parents and students, to develop programs and services in support of faculty morale and well-being.

Building Level Implementation Steps	Timeline	Person Responsible	Financial and Other Resources Needed
<p>1. a. Establish Professional Development Team (PDT) to develop yearly plans in support of SIP goals and to prepare for implementation of High School Reform initiatives. PDT to work in coordination with Principal and Department Chairs to respond to ad hoc and ongoing development needs. (e.g., departmental review of new textbooks.)</p> <p>b. Access already existing resources whenever possible in order to “tap into” in-house expertise and to develop innovative technologies for delivery of staff development.</p> <p>c. Educate administrators, faculty, guidance counselors, and support staff on CHHS student policies at beginning of each year and as needed. Topics to include:</p> <ul style="list-style-type: none"> <li>• Student handbook</li> <li>• Safe School Plan</li> <li>• Ethical Use of Information</li> <li>• Drug &amp; alcohol abuse awareness and other risky behaviors that can impede learning.</li> </ul>	<p>a. Charter 2005; implement Fall 2005.</p> <p>b. Began 2003-2004; ongoing</p> <p>c. Began 2003 – 2004; ongoing</p>	<p>a. Principal Suggested PDT membership to include: Technology Specialist, Media Specialist, teacher volunteers, AP, volunteer, Department Chairs</p> <p>b. PDT</p> <p>c. PDT, Principal, APs, Media Specialist, SGC, Crisis Management Team.</p>	<p>a. Time to coordinate efforts, plan and deliver offerings.</p> <p>b. Lincoln Center Staff; time to coordinate efforts, plan and deliver offerings.</p> <p>c. Time to coordinate efforts, plan and deliver offerings; utilize Atomic Learning when possible.</p>
<p>2. a. Maintain Technology and Media Committee.</p>	<p>2.a. Current plan; Fall 2004 – 2006; New Plan needed beginning in 2006.</p>	<p>2.a. Technology Specialist, Media Specialist, AP responsible for Technology Training, Principal,</p>	<p>2.a. Teachers and staff willing to participate. Funds to support technology and teachers involved in</p>

<p>b. Maintain 2-year technology plan and budget with short-term and long-term goals and objectives to be approved by the SGC.</p> <p>c. Offer ways to make parent-teacher-student communication easier through the use of technology, for example, the use of web pages, email, connect 2 school, Atomic Learning, etc.</p> <p>d. Develop ways to make staff development easier through the use of technology (e.g., Atomic Learning)</p> <p>e. Publicize all training provided by Technology Specialist.</p> <p>f. Offer staff development for new teachers in web page design with the expectation that all teachers will create and maintain their own web pages.</p>	<p>b. Current Plan: Fall 2004 – 2006; New Plan needed beginning in 2006.</p> <p>c. Ongoing</p> <p>d. Ongoing</p> <p>e. Ongoing</p> <p>f. Ongoing</p>	<p>Technology &amp; Media Committee, PDT</p> <p>b. Technology &amp; Media Committee, SGC, Technology Specialist, Principal.</p> <p>c. Technology Specialist, District Family Involvement Specialist.</p> <p>d. Technology Specialist, Technology &amp; Media Committee, PDT</p> <p>e. Technology Specialist</p> <p>f. Technology Specialist, Principal, teaching staff</p>	<p>integrating technology.</p> <p>b. Time to coordinate Technology Plan.</p> <p>c. Technology Specialist and funds to support efforts.</p> <p>d. Time to meet and coordinate efforts. Funding as needed.</p> <p>e. Time to coordinate effort.</p> <p>f. Funds to support teachers with use of technology.</p>
<p>3. a. Initiate delayed opening/early release days to provide opportunities for staff development. However, other creative uses of time (e.g., better use of lunch periods and testing time, etc.) must be incorporated so that the delayed openings/early release days may also be used for teacher planning and collaboration. (See action item 2 step 2 resources.)</p> <p>b. Require all first-year teachers to attend respective in-house New Teacher Induction programs at beginning of the year along with updates throughout the year.</p> <p>c. Develop additional new teacher support for second-year teachers.</p>	<p>3.a. Ongoing</p> <p>b. 2003 and ongoing</p> <p>c. 2006 and ongoing</p>	<p>a. Principal</p> <p>b. Principal, New Teacher Coordinators</p> <p>c. Principal, New Teacher Coordinators.</p>	<p>a. Teachers, funds to support release times.</p> <p>b. Stipends for new teacher coordinators; time to meet with new teachers throughout the year.</p> <p>c. Stipends for new teacher coordinators; time to meet with new</p>

d. Provide mentors for first and second-year teachers.	d. 2003 and ongoing	d. Mentors, mentees, Lead Teachers for new teachers, Principal	teachers throughout the year. d. Time for mentors and mentees to meet throughout the year. Stipends for mentors.
e. Provide format for sharing of instructional strategies during faculty meetings.	e. 2005 and ongoing	e. PTSA, faculty liaison with PTSA, Principal, SGC.	e. Time for coordinate with PTSA and for initiative developed, PTSA funds, parent volunteers and sponsors.
4. Coordinate with PTSA and Hospitality Committee to develop programs for the appreciation, recognition, and support of faculty to foster staff cohesiveness and enhance job satisfaction and retention while reducing stress and burnout. (e.g., faculty breakfasts/lunches, wellness offerings, stress management, recreation, community donations)	4. 2005 and ongoing	4. PTSA, faculty liaison with PTSA, Principal, SGC.	4. Time for coordination with PTSA and for initiative developed, PTSA funds, parent volunteers and sponsors.

**Rationale for Strategies and Implementation Steps:**

- Faculty and staff are at different points in their professional development.
- Teachers wish to have more input into the planning and delivery of professional development activities. They are seeking more translation of theory into practical classroom strategies.
- Students will have access to a potentially more diverse group of teachers.
- More opportunity for individualized development encourages accountability.
- By creating a more proactive Staff Development Plan, CHHS will respond to the myriad needs of its staff (e.g., learning more about research and instructional strategies that promote minority achievement; and communicating with a growing Spanish speaking student population).
- In order to remain responsive to all the CHHS stakeholders, the technology environment must be continuously enhanced and supported.

**Data Sources:**

- Curriculum Alignment Plan
- CHHS Staff Development Offerings 2004 – 2005 Survey
- Media & Technology Survey
- CHCCS Instructional Framework
- SIP 2003 – 2005
- NC Teacher Working Conditions Survey
- HS Reform Committee Reports
- NC School Report Cards

**Data Sources Continued.**

- Round Robin Feedback Discussions, Fall 2004
- Minutes form faculty meetings, SGC discussions, and working conditions discussions

## Action Item 2: Instructional Program Development and Delivery

### A. DISTRICT STRATEGIES

- 1) Administer assessments aligned to the curriculum and high stakes tests periodically throughout the year for diagnostic and instructional purposes.
- 2) Use locally developed curriculum guides and curriculum maps to guide what teachers teach and to support their instruction, targeting classes with EOCs and EOGs first.
- 3) Increase minority student participation in advanced classes and the numbers of minority teachers teaching advanced classes (including gifted program at the elementary level).
- 4) Review practices and provide recommendations for a policy on homework, grading practices, and a district report card.
- 5) Make recommendations for improving transitions to middle and high schools, including the study of needed reforms at both levels.
- 6) Overhaul Career and Technical Education offerings to include alignment with pathways, stronger and more varied programs, collaboration with OCS and community colleges, and a decision regarding implementation of the middle college program.
- 7) Integrate technology to improve instructional delivery and implement school-based Technology Plan.

Implementation Steps to Support District Strategies	Timeline	Person Responsible	Financial and Other Resources Needed
<p>1. a. Provide teachers with materials and choices about how to align class assessments with the NC Standard Course of Study. Assessments may include warm-up activities, projects, and EOC and NC Comprehensive type questions on tests and quizzes as well as aligned course exams.</p> <p>b. Provide staff development on effective classroom assessment. Explore how assessments might be aligned and agreed upon within departments and by course. The completion of this goal is dependent upon the assumption that no additional state standardized tests will be added.</p> <p>c. Disseminate NCDPI EOC practice questions, reviews, guides, etc. to teachers who teach EOC classes.</p>	<p>a. Established 2003; ongoing.</p> <p>b. Fall 2005; ongoing.</p> <p>c. Ongoing</p>	<p>1. a. Principal, Department Chairs, Lead Teachers</p> <p>b. Principal, Department Chairs, Lead Teachers, PDT</p> <p>c. Department Chairs</p>	<p>1. Planning time is needed for department and inter-department collaboration. (e.g., Late start days, workdays, etc.)</p> <p>c. In place.</p>
<p>2. a. Designate a subject area/grade level Lead Teacher for each required course that will coordinate curriculum content, goals, and objectives. (Lead Teachers are chosen by their department to coordinate each subject horizontally and to work with other faculty members in the same subject area.)</p>	<p>a. Spring/Fall 2005.</p>	<p>2. Lead Teachers, Department Chairs, AP's, and Principal.</p>	<p>2.a. Provide stipends for lead teachers.</p>

<p>b. Provide time for teachers to meet in small groups to collaborate on curriculum maps, lessons plans, effective instructional strategies, and to creatively align their course work with each other</p> <p>c. Provide a time for a team of teachers from the core areas to meet monthly during a common time to standardize expectations and develop assignments within one curriculum.</p> <p>d. Ensure that department meetings provide time and a format that will allow teachers to share successful lessons with their peers. Additionally, department meetings should provide an opportunity for teachers to discuss teaching practices within the context of the district instructional framework.</p> <p>e. Present regular updates at the department chairs meeting regarding departmental instructional program development and delivery progress.</p>	<p>b. Fall 2005; ongoing</p> <p>c. Fall 2005; ongoing</p> <p>d. Fall 2005; ongoing</p> <p>e. Fall 2005; ongoing</p>	<p>b. Department Chairs, Lead Teachers, Faculty, Principal</p> <p>c. Department Chairs, Lead Teachers, Principal, Faculty</p> <p>d. Department Chairs, Lead Teachers, Faculty, Principal</p> <p>e. Department Chairs, Lead Teachers, Faculty, Principal</p>	<p>b. Protected time is needed for teacher planning, collaboration, and curriculum discussions. (Late start days may be a solution.)</p> <p>c. Protected time to meet in small groups. See resource note in 2b above.</p> <p>d. Time to meet monthly.</p> <p>e. Time to meet with department chairs</p>
<p>3.a. Support existing events such as Latino Family Night, AVID Family Night, etc., in order to bring information on the North Carolina Courses of Study to the minority community.</p> <p>b. Offer sessions for parents and students explaining course selection and expectations within each course of study. Parallel sessions will be offered for families of ESL students who need translation services.</p>	<p>3.a. Fall 2005; ongoing</p> <p>b. Spring 2005; ongoing</p>	<p>3.a. Counselors, ESL Teachers, CHHS AVID Coordinator, Principal</p> <p>b. Counselors, AP in charge of freshman transition, Principal, ESL teachers</p>	<p>3.a. Time to coordinate, plan, and hold these meetings.</p> <p>b. Time to coordinate, plan, and hold these sessions.</p>

<p>c. Actively provide information to the minority community at public meetings regarding the preparation necessary to succeed in honors level and AP classes.</p> <p>d. Formally extend a willingness to house the ESL (English as a Second Language) “Newcomers Center” as defined by CHHS ESL teachers in the January 30, 2004, proposal to the CHCCS School Board. Work with Lincoln Center to coordinate and implement first classroom. The Newcomers Center would support testing for ESL students and include English immersion classes. This initiative would have to be funded and supported by both Lincoln Center and the BOE.</p> <p>e. Develop a protocol for registering ESL students to address their specific class requirement needs. (ESL teachers would need to participate in this process in coordination with collaborative ESL teachers. )</p> <p>f. Identify a resource person and a place for students to use an online tutorial system such as NovaNet to extend their learning beyond the classroom. These online tutorials could be used for remedial tutoring, preparation for advanced courses, and independent studies.</p> <p>g. Share faculty success stories in Equity and Department meetings about lessons that were rigorous, engaging, and culturally relevant. Provide a resource directory for books (including online links) that support equity initiatives in the classroom.</p> <p>h. Present an annual report to the SGC about ongoing ESL needs such as the student-to-teacher ratio coverage and specific learning needs of students.</p> <p>i. Present an annual update to the SGC from the CHHS AVID program and from the Minority Advocacy Specialist regarding minority student successes and struggles.</p>	<p>c. Spring 2006; ongoing</p> <p>d. Fall 2006</p> <p>e. Summer 2005; ongoing</p> <p>f. Fall 2006; ongoing</p> <p>g. Fall 2005; ongoing</p> <p>h. Spring 2006; ongoing</p> <p>i. Spring 2006; ongoing</p>	<p>c. Minority Advocacy Specialist, Counselors, Principal</p> <p>d. ESL teachers, AP in charge of scheduling, Principal</p> <p>e. ESL Teachers, AP in charge of scheduling, Counselors.</p> <p>f. Principal, Computer lab teachers</p> <p>g. Principal, Equity Team</p> <p>h. SGC Chair, ESL teachers</p> <p>i. SGC Chair; CHHS AVID Coordinator, Minority Advocacy Specialist</p>	<p>c. Time to prepare and disseminate this information.</p> <p>d. Funding and resources from Lincoln Center for “Welcome Center” development.</p> <p>e. Time to meet and plan schedules.</p> <p>f. Teaching assistant position to support online tutorial system.</p> <p>g. Time to discuss success stories in Equity training and department meetings.</p> <p>h. Time for ESL teachers to meet with SGC.</p> <p>i. Time to meet with SGC.</p>

<p>4. a. Create a Best Practices Committee to explore interventions, remediations, and support for students in all classes in order to proactively promote academic success, to review procedures for students dropping an honors course, and to explore specific ways to support students taking an honors or AP class for the first time.</p> <p>Practices will be publicized through mentoring sessions, department meetings, course level teams, and faculty meetings.</p> <p>b. Issues regarding grading and homework will be handled on a case by case basis by the classroom teacher and their respective departments.</p>	<p>4.a. 2005-2006; ongoing.</p> <p>b. 2005-2006; ongoing.</p>	<p>4.a. Principal, Faculty members.</p> <p>b. Principal, Faculty members</p>	<p>4.a. Time to meet.</p> <p>b. Time to meet.</p>
<p>5. a. Continue to meet with middle school counselors and middle schools to provide information about the North Carolina Courses of Study. Student leaders such as Junior Links could assist the counseling department with this initiative.</p> <p>b. Create a committee to explore small learning communities specifically designed for 9<sup>th</sup> graders in accordance with District High School Reform initiatives.</p> <p>c. Provide information regarding honors level and AP classes to middle school teachers and parents. Each year there should be a presentation on preparation strategies for both parents and students. These strategies would include middle school elective selection, summer school options, and expected out-of-class time for specific courses.</p> <p>d. Include the Course of Study graphic chart in course offering booklet. Incorporate the Course of Study graphic chart in student planner. Graphic charts should include course selections for math, science, English, foreign language, CTE, cultural arts, and social studies.</p> <p>e. Provide opportunities for rising 9<sup>th</sup> graders and their parents to meet with alpha counselors in the Spring of their 8<sup>th</sup> grade year.</p>	<p>5. a. Spring 2006; ongoing.</p> <p>b. Fall 2005; ongoing</p> <p>c. Spring 2005; ongoing</p> <p>d. Winter 2006</p> <p>e. ongoing</p>	<p>5. a. Principal, Counselors, AP in charge of freshman transition, AP in charge of Junior Links</p> <p>b. Principal, AP in charge of freshman transition, Faculty reps, Student reps</p> <p>c. Principal, AP in charge of freshman transition, Counseling Department</p> <p>d. Counseling Department in coordination with APs</p> <p>e. Counseling department, AP in charge of Counseling, Principal</p>	<p>5. a. Time to plan and meet with middle school students.</p> <p>b. Time to meet to explore transitioning options.</p> <p>c. Time to plan and meet with middle school parents and students.</p> <p>d. Time to put these charts together.</p> <p>e. Time for counselors to meet with rising 9<sup>th</sup> graders.</p>
<p>6.a. Reevaluate current CTE offerings: more hands-on and trade offerings courses are needed in addition to the ones we currently have, such as wood-working. Theses courses should align with Career Pathways and encourage career certifications.</p>	<p>6.a. Define set of courses: 2005-2006; Implement 2006-2007</p>	<p>6. a. CTE Department in coordination with Career &amp; Technical Education</p>	<p>6. a. Meeting time to discuss, plan, and implement these reforms.</p>

<p>b. Determine in coordination with the Lincoln Center if there is an adequate pool of qualified teaching candidates before offering a specific CTE course. Qualified teachers on staff should be considered as candidates for new course offerings before hiring outside personnel. Make sure that any teacher assigned to teach a new CTE course has both adequate teacher and industry mentoring.</p> <p>c. Share resources, funding, and equipment between OCS (Orange County Schools) and CHHS as well as make transportation available for students to access existing trade programs in each district.</p> <p>d. Convene a committee to nominate, recruit, and screen applicants for middle college program.</p>	<p>b. Spring 2005; ongoing</p> <p>c. 2006-2008</p> <p>d. 2005; ongoing</p>	<p>Director and Executive Director of Curriculum and Instruction</p> <p>b. CTE Department, Principal</p> <p>c. AP in charge of CTE and CTE Department Chair in coordination with Career &amp; Technical Education Director</p> <p>d. Counselors, Student Support Team, Aps.</p>	<p>b. Time to adequately prepare teachers to teach CTE courses.</p> <p>c. Time to meet with OCS in order to coordinate these programs.</p> <p>d. Time to screen applicants.</p>
<p>7. See School Technology Plan</p>			

**Rationale for Implementation Steps:**

- Strategies are aligned with the District Strategic Plan, Minority Student Achievement Plan, Curriculum Alignment Plan, and District Instructional Framework.
- Strategies are building on the previous work of the District High School Reform initiative.
- Teachers and students will benefit from EOC practice assessments. Teachers will have the opportunity to assess their own teaching practices while students will get questions similar to those on the EOC.
- Coordinated effort within each department will better prepare students and teachers for the state EOC exams.
- 9<sup>th</sup> grade is the make it or break it year.
- Rising freshmen are not always ready to make a final decision on their Course of Study required for graduation. Therefore, it is imperative that students and parents be provided information early about the Courses of Study and the flexibility to alter their Course of Study as they discover more about themselves.
- Lead teachers need time and compensation to successfully and thoughtfully implement district and state initiatives.
- All students need to visualize their future beyond high school.
- CHHS faculty wants to support minority students taking honors and AP courses for the first time.
- CHHS faculty wants to improve EOC scores for African-American and Latino students.
- CTE courses allow students to experience “real world courses.”
- CHCCS BOE has expressed concerns about minority achievement February 2004 and 2005.

**Data Sources:**

- CHCCS Strategic Plan
- CHCCS Strategic Plan Outcome Goals 2003-2004
- Minority Student Achievement Plan
- Curriculum Alignment Plan

- CHCCS Instructional Framework
- Annual UVA 9<sup>th</sup> Grade Make it or Break it Year Conference
- CHCCS High School Reform Initiative
- High School Survey of Student Engagement, Spring 2004
- Freshman Seminar Feedback Forms, Fall 2004
- ABC Summary Report
- Analysis of ABC growth over time
- AYP Results by subgroups
- School Summary of AYP and ABC using 2004-2005 standards and 2003-2004 scores
- Report Card on Progress of Latino and African-American students

#### A. SCHOOL STRATEGIES

- 1) Monitor and implement as necessary District High School Reform initiatives.
- 2) Review the current IEP(Individual Education Plan) process.
- 3) Institute a cross-curricular Writing Lab.
- 4) Improve the Mathematics Lab.
- 5) Provide greater support and broaden the academic and occupational options for Special Service students.

Building Level Implementation Steps	Timeline	Person Responsible	Financial and Other Resources Needed
1. a. Monitor the District's work on High School Reform in the area of scheduling, grading policies, and graduation requirements. Send representatives from the faculty to participate in all District High School Reform processes.	1. Ongoing	1. Principal, Department Chairs, SGC Chair, SGC, Faculty reps, Student reps when appropriate.	1. Time to participate in the HS Reform process and additional funds to support district level initiatives.
2.a. Promote student attendance at IEP meetings.  b. Encourage special service students to assist their special education teacher in writing their PLP (present level of performance) on the IEP in order to provide teachers with impressions of their own academic strengths and areas in need of improvement.  c. Teach all students how to advocate for themselves at the beginning of the year through freshman seminar, student government class meetings as well as through individual and group sessions with counselors and contact teachers.	2.a. Fall 2005; ongoing  b. Fall 2005; ongoing  c. Fall 2005; ongoing	2.a. Special Service Department  b. CHHS LEA Coordinator, Special Services Department Chair. AP in charge of Special Services  c. 9 <sup>th</sup> grade teachers, counselors, SGA, contact teachers, principal.	2.a. Time to meet with students.  b. Time to plan and meet with new teachers.  c. Time to meet with students

d. Mentor new teachers in the IEP and 504 process. Provide new teachers with a question and answer session on how to manage the curriculum, assessment, and accommodations.	d. Summer 2005; ongoing	d. New Teacher Coordinators, Principal	d. In Place.
3.a. Establish a Writing Lab staffed by full time writing and/or English teacher(s). (Staffing has yet to be determined.) The Writing Lab would remain open for students before, during, and after school. Additionally, the Writing Lab would coordinate with the District English-Language Arts coordinator to include the CHCCS literature collaborative	3.a. Begin planning 2005-2006; Implement Fall 2006	3.a. English Department, Principal, and SGC in coordination with District LA/English Coordinator	3.a. Board support and funding for this initiative.
b. Explore partnership with UNC School of Education to help staff the Writing Lab with UNC School of Education students specializing in language arts, English, or reading. Use District Volunteer Coordinator as a resource.	b. Fall 2008	b. English Department, AP in charge of English Department	b. Time to meet with and coordinate with District Volunteer Coordinator and UNC student volunteers
4.a. Support a full time Math Lab position for a Math Lab that remains open before, during, and after school.	4.a. Ongoing	4.a. Math Department, Principal,	4. a. Resources in place.
b. Explore partnership with UNC School of Education to staff the Math Lab with UNC School of Education students specializing in mathematics or math education coordinated by the math contact teacher for UNC teacher interns.	b. Fall 2006	b. Math contact teacher for UNC teacher interns in coordination with Math department; AP in charge of Math department	b. Time to meet with and coordinate UNC student volunteers
5. a. Create a small working committee comprised of the CHHS Transition Coordinator, CTE teachers, and Special Service teachers who would visit area schools that provide a broader range of working opportunities that fulfill the Occupational Course of Study. (e.g., Wake County Schools and PACE Academy)	5.a. 2005-2006; ongoing	5.a. CTE Department and Special Service Department in coordination District Special Services Transition Coordinator; Principal; Faculty	5.a. Funds for travel. Time to coordinate efforts.
b. Inform parents of special service students about their opportunity to participate in the district CIMS (Continuing Internal Monitoring System) process.	b. Fall 2004	b. Special Services Department	b. In Place.

**Rationale for Strategies and Implementation Steps:**

- Teachers have expressed concern about remaining involved in District High School Reform Process and other district initiatives.
- Parents, teachers, and students have identified writing skills as an area for instructional improvement.
- The Mathematics Department has expressed concern for continued instructional improvement in the Mathematics Lab.
- CHCCS BOE has expressed concerns about minority achievement in February of 2004 and February of 2005.

**Data Sources:**

- CHCCS High School Reform Initiative
- High School Reform Focus Groups
- CMS Impact Survey
- Proposed changes to SAT I and North Carolina 10<sup>th</sup> Grade Writing Test
- PTSA/SGC minutes
- 2003-2005 CHHS SIP
- High School Survey of Student Engagement
- Freshman Seminar Feedback Forms, Fall 2004

**Action Item 3: Communication, Relationships, and Collaboration**

**A. DISTRICT STRATEGIES**

- 1) Hold sessions with parents of minority students in schools and at targeted community sites and implement recommendations from those sites.
- 2) Develop and implement character education and anti-bullying programs.
- 3) Hold sessions with broader school community to explain and solicit support for major district initiatives, particularly Dimension 4 of Equity Staff Development (Parent & Community Engagement) and the School Improvement Plan.

Implementation Steps to Support District Strategies	Timeline	Person Responsible	Financial and Other Resources Needed
<p>1. a. Provide pertinent and relevant student information to key minority religious and community leaders.</p> <p>b. Increase use of bilingual communication through monthly postcards, automated phone message, Spanish web page link, student handbook, and possible textbook adoptions.</p> <p>c. Develop a list of translators from teachers, staff members, parents, and students who are willing to be resources for conferences, Open House, and other special day and evening school events, such as ESL Transition Night and IEP Meetings. Explore collaboration with UNC volunteers through District Volunteer Coordinator Office.</p>	<p>1.a. 2005 – 2006; ongoing</p> <p>b. 2005 – 2006; ongoing</p> <p>c. 2005 – 2006; ongoing</p>	<p>a. Minority Advocacy Specialist; Principal</p> <p>b. Administration Tech Specialist; Department Chairs</p> <p>c. Administration</p>	<p>a. Time to coordinate efforts.</p> <p>b. Translators; volunteers.</p> <p>c. Stipend for teachers; service learning hours for student volunteers.</p>

<p>d. Cluster ESL rising freshmen with Junior/Senior Links who speak second languages and/or are taking upper level languages at CHHS.</p> <p>e. Increase the number of minority speakers for key school meetings and school events, such as Freshmen Orientation, Culture Fest, and Teen Awareness Day.</p>	<p>d. 2005 – 2006; ongoing</p> <p>e. 2005 – 2006; ongoing</p>	<p>d. Junior/Senior Link Advisor and ESL Teachers</p> <p>e. Minority Advocacy Specialist; Admin Team, Faculty student advisors, SGA</p>	<p>d. Time to coordinate efforts.</p> <p>e. Sources for speakers; time during special events to allow for speakers.</p>
<p>2. a. Schedule a Teen Awareness Day in the fall with the understanding that student government will receive ample administrative and faculty support. Encourage student government to include sessions on cultural unity, tolerance, bullying, school spirit, and health issues in an effort to increase school pride and a unified and healthy student body. Include minority speakers in the day’s activities.</p> <p>b. Offer workshops such as anti-bullying, anti-hazing, and anti-harassment during Freshman Seminar in August.</p> <p>c. Establish a procedure to create a comfortable environment for teachers and students to report incidents of bullying, hazing, and harassment.</p> <p>d. Include specific bullying, hazing, and harassment procedures/resources on 9<sup>th</sup> grade success checklist (See Action Item 3, School Strategy I, Implementation Step B).</p> <p>e. Maintain ongoing anti-bullying, anti-hazing, and anti-harassment training for new students and students who continue to exhibit bullying behaviors.</p>	<p>2.a. Hold Teen Awareness Week in the fall of 2005; plan Teen Awareness Day in 2005-2006; hold Teen Awareness Day in fall 2006.</p> <p>b. 2005 – 2006; ongoing</p> <p>c. 2005 – 2006; ongoing</p> <p>d. 2005 – 2006; ongoing</p> <p>e. 2005 – 2006; ongoing</p>	<p>a. Student Government Advisor, Officers and Student Committee; Principal</p> <p>b. Student Government Officers, Student Government Advisor, Principal</p> <p>c. Faculty, Staff Development Team, students, Principal</p> <p>d. Faculty; Volunteers</p> <p>e. Administrators</p>	<p>a. Time to plan new program; resources to obtain speakers.</p> <p>b. Time necessary to plan workshop by various presenters.</p> <p>c. Time necessary to meet and discuss procedure to open communication and time for training faculty in new procedure.</p> <p>d. Stipend for writers of checklist.</p> <p>e. Time allotted for new student</p>

f. Offer Safe Zone Training for all faculty and staff; increase faculty awareness and participation in the program.	f. 2005 – 2006; ongoing	f. GSA Advisors and members; Faculty, students	and repeat offender training f. Time necessary to train Faculty.
3. Continue to hold parent night for such district initiatives as HS Reform, Homework, Equity, and Courses of Study.	3. ongoing	3. Principal	3. Resources in place.

**Rationale for Implementation Steps:**

- Improved outreach to the minority parent community is needed as well as more effective methods of communicating with parents of ESL students.
- ESL students and their parents have expressed a desire to take part in co-curricular and athletic activities.
- Education and information about character education, anti-bullying, anti-hazing, and anti-harassment provide positive approaches to confronting inappropriate behaviors.
- Student members of the GSA, SGA, and SGC continue to express concern and passion about improving relations among all students.

**Data Sources:**

- Minority Parent Forums
- Disciplinary Data Collections
- AVID Family Night

**B. SCHOOL STRATEGIES**

1. Increase awareness among the student population of high school responsibilities by supporting transitioning students and their parents.
2. Inform parents of volunteer opportunities and expand parental involvement.
3. Improve and increase teacher and staff correspondence with staff and students.
4. Promote inter-group communication between SGC, PTSA, SGA, district committees and district sub-committees.

Building Level Implementation Steps	Timeline	Person Responsible	Financial and Other Resources Needed
1. a. Communicate details of orientation of rising freshmen and new students through CHHS web page, letters to parents, middle and high school PTSA newsletter and list serves, school sign, etc.	1.a. 2005 – 2006; ongoing	a. Counseling Department; AP in charge of Counseling	a. Time to coordinate and plan efforts
b. Develop a comprehensive success checklist for each grade level that is featured in the handbook for students and mailed home for each ninth grade student as part of transition effort.	b. 2005 – 2006; ongoing	b. AP in charge of Counseling; Counseling Department; Grade Level Teachers; Student Representative on committee	b. Time to meet and write checklists; stipend and/or service hours for work
c. Conduct meetings with ninth graders and their counselors at the	c. 2005 –	c. Counseling	c. Time

beginning of the school semester.  d. Maintain a new student web page on the CHHS Website.	2006; ongoing  d. 2005 – 2006; ongoing	Department; Freshmen Students, AP in charge of counseling d. Technology Specialist.	necessary to plan these meetings  d. Counseling Department maintaining information for this page
2. a. Assign parent liaisons/volunteers to administration and counselors as requested/needed.  b. Recruit volunteer proctors for fall and spring testing situations.  c. Increase efforts to recruit minority parents as volunteers for volunteer opportunities within the school.  d. Recruit parent and student volunteers and utilize language honor society students for translation services to help with phone communication needs for parent events such as Open House, Minority Parent Forums, and Rising 9 <sup>th</sup> Grade Night, etc.  e. Publicize parent email list serve through web page, parent newsletter, etc., so that more parents can receive email announcements.  f. Post opportunities for PTSA board positions, SGC positions, and parent volunteer opportunities at key community locations in English and in Spanish.  g. Publicize a protocol for parents in the student handbook and on the school web site to follow to discuss areas of concern.	2.a. 2005 – 2006;ongoing  b. 2005 – 2006; on going  c. 2005 – 2006; ongoing  d. 2005-2006; ongoing  e. 2005 – 2006;ongoing  f. 2005-2006; ongoing  g. 2005-2006; ongoing	a-b. Department Chairs, PTSA Volunteer Coordinator; faculty  c. Minority Advocacy Specialist; PTSA Volunteer Coordinator, Faculty, ESL Teachers  d. Minority Advocacy Specialist; PTSA Volunteer Coordinator; ESL teachers e. PTSA representative for email list serve; faculty  f. Minority Advocacy Specialist; PTSA Volunteer Coordinator g. Faculty; Administration	a-b. Parent Volunteers; time to coordinate effort each year  c. Parent volunteers to contact minority parents; time to coordinate effort  d. Parent and student volunteers; time to coordinate effort  e. PTSA list serve  f. Time to plan effort; contact people for community locations g. Time to plan and write procedure.
3.a. Upgrade telephone calling system to inform parents regarding period by period attendance and any other information.	a. 2005 – 2006; ongoing	a. District Chief Technology Officer in coordination with CHHS Technology Specialist	a. Time to plan and coordinate unified faculty effort.

<p>b. Develop protocols for teachers and staff to inform parents regarding matters of poor student academic performance.</p> <p>c. Increase communication between PTSA and Faculty by posting PTSA minutes on CHHS web site and publicizing the link.</p>	<p>b. 2005 – 2006 ongoing</p> <p>c. 2005 – 2006; ongoing</p>	<p>b. Faculty; Counselors</p> <p>c. PTSA representative for email list serve</p>	<p>b. Time to coordinate efforts.</p> <p>c. Faculty emails to PTSA rep</p>
<p>4. a. Hold updates at faculty meetings, SGC, SGA, and PTSA from representatives of various committees and sub-committees, e.g. High School Reform, Curriculum Alignment, SIP, etc.</p> <p>b. Reserve time at each faculty meeting for teachers to discuss issues of concern and build camaraderie.</p> <p>c. Work with Lincoln Center to ensure timely electronic communication by posting minutes of SGC, PTSA, SGA, and other committee and subcommittee minutes on email and web pages.</p> <p>d. Increase awareness of faculty, staff, parent, and student opportunities to serve on district and school level committees and subcommittees. Advertise actively via web page, Friday Focus, school list serve, department chair meetings, department meetings, faculty meetings, and public school events, such as Open House, forums., etc.</p> <p>e. Represent teachers on every district and school committee. These representatives should be voted for by the faculty or appointed by either the Principal or the Department Chair as appropriate.</p>	<p>4.a. 2005 – 2006; ongoing</p> <p>b. 2005 – 2006; ongoing</p> <p>c. 2005 – 2006; ongoing</p> <p>d. 2005 – 2006; ongoing</p> <p>e. 2005 – 2006; ongoing</p>	<p>a. Principal; Officers and Faculty Reps of various organizations and committees</p> <p>b. Principal; Faculty</p> <p>c. Principal; Officers of named organizations; Technology Specialist</p> <p>d. Principal; PTSA Representative for email list serve; Faculty</p> <p>e. Principal; Department Chairs; Faculty</p>	<p>a. Time built into faculty meetings.</p> <p>b. Time built into faculty meetings</p> <p>c. Time to coordinate efforts; space on webpage</p> <p>d. Time to provide information to teachers and PTSA representative</p> <p>e. Faculty participation</p>
<p>5.a. Improve communication between Special Services department and faculty/other departments and parents/guardians.</p> <p>b. Provide written notification and email reminders to faculty for 504, IEP, and parent conferences with counselors.</p>	<p>5.a. 2005 – 2006; ongoing</p> <p>b. 2005 – 2006; ongoing</p>	<p>a. Principal; SS Department Chair; Faculty</p> <p>b. Administration Faculty; SS Department Chair</p>	<p>a. Time needed to establish and implement new procedures.</p> <p>b. Time needed to implement procedures</p>

**Rationale for Strategies and Implementation Steps:**

- Promoting a healthy student centered school environment requires addressing the needs of a diverse school community.
- The transition to high school and college requires a large body of skills and knowledge; therefore additional support mechanisms such as Freshmen Seminar need to be implemented.

- Research supports there is a strong correlation between parental involvement and student success. Therefore, it is an ongoing priority that ALL Tiger parents are aware of volunteer opportunities.
- By increasing communication between teachers, parents, and students, interventions can be put into place to support student performance and to decrease attendance and discipline referrals.

**Data Sources:**

- CMS Impact Survey
- Department Chairs
- Faculty Meetings (tenured and non-tenured)
- Equity Team Meetings
- Minority Advocacy Specialist
- High School Survey of Student Engagement
- Round Robin Discussions Feedback, Fall 2004

## Action Item 4: Student Support

**A. DISTRICT STRATEGIES**

- 1) Provide internal supports such as buddy systems, clustering, and advisor base to support students during the school day.
- 2) Provide transportation to "early bird" classes.
- 3) Incorporate study skills curriculum and test-taking practice components for EOCs and EOGs.
- 4) Provide an afterschool program for 12-18 weeks with academic tutoring and test-taking prep components.
- 5) Provide SAT preparation classes in the fall and the spring targeting African American and Latino juniors and seniors.
- 6) Provide technology in afterschool centers and support access to technology in home and/or communities.
- 7) Expand extra-curricular and co-curricular programs to attract a more diverse group of students.
- 8) Translate the district’s instructional framework into daily practice in all high school classrooms.
- 9) Define a support system that transitions eighth graders to high school.
- 10) Develop unique plans to strengthen relationships, especially between students and staff.
- 11) Replace current high school six period day schedule.

Implementation Steps to Support District Strategies	Timeline	Person Responsible	Financial and Other Resources Needed
1. a. Expand the recruitment of Junior Links to include more minority students as well as students who have chosen a variety of different courses of study. Make an effort to link freshman links with junior links in the same courses of study.	1.a. 2005-2006 ongoing	1. a. AP responsible for Junior Links, Faculty	1.a. Time to meet and coordinate with Junior Links
b. Poll sophomore teachers for Junior Link recommendations.	b. 2005-2006; ongoing	b. AP responsible for Junior Links, Faculty	b. Resources in place.

c. Reinforce purpose and structure of 2 <sup>nd</sup> period as a time for announcements, dissemination of information, and advisory. The time for this period may change if a new schedule is implemented.	c. 2005-2006; ongoing	c. Principal and Faculty	c. Resources in place.
2. Work with the Assistant Superintendent of Support Services and the town of Chapel Hill to address need for district provided and expanded public transportation to Chapel Hill High. Reference District Strategic Plan.	2. 2005 – 2006; ongoing	2. AP in charge of busing to work in-conjunction with Assistant Superintendent of Support Services.	2. Resources to be determined by district.
3. Incorporate study skills and test-taking strategies into each EOC course. (See Action Item 2, Step 2a, 2b, and 2c.)	3. 2005 – 2006; ongoing	3. Department Chairs, Lead Teachers, Faculty, Principal	3. Time to meet as departments.
4. a. Develop in coordination with District Volunteer Office an after school tutoring program. Recruit tutors from UNC through District Volunteer Office.  b. Publicize Student Government tutoring network. Work to create tutor list more quickly for teachers and students. Advocate for small group approaches to tutoring.  c. Offer 2 <sup>nd</sup> Chance Academy at the end of the 1 <sup>st</sup> semester. Conduct a program evaluation of 2 <sup>nd</sup> Chance Academy during the Fall of 2005. Explore second chance alternatives.  d. Expand Rose Garden Forum tutoring by tapping into in-house student expertise. (see step 4e.)  e. Involve and support student clubs and organizations (e.g., National Honor Society, Math Club, Foreign Language Honor Societies, Science Club, etc.) offering student tutoring for service learning hours.	4. a. Fall 2006  b. Ongoing  c. 2005-2006; ongoing  d. 2005-2006; Ongoing  e. 2005-2006; Ongoing	4.a. Dept. Chairs, AVID Coordinator  b. Teacher advisor for SGA, SGA officers  c. 2 <sup>nd</sup> Chance Academy Teachers, Department Chairs, AP in charge of Second Chance Academy, Principal Best Practices Committee  d. Minority Advocacy Specialist  e. Club Advisors, Student Cub Members	4.a. In Place  b. Resources in place.  c. Time to evaluate the 2 <sup>nd</sup> Chance Program.  d. Time to coordinate with students.  e. Time to coordinate with students.
5. a. Publicize information about SAT prep classes through school website, morning announcements, Proconian, etc.  b. Encourage 2 <sup>nd</sup> Period teachers to provide information and reminders about SAT Prep Courses.	5.a. 2005 – 2006; Ongoing  b. 2005-2006; Ongoing	5.a. SAT Prep Teachers, Counseling SAT Coordinator  b. Faculty, Counselors	5.a. Time to coordinate promotions.  b. Reminders through Department and Faculty Meetings,

<p>c. Maintain existing District SAT prep course by holding two sessions each year for African American and Latino students. CHCCS offers a Fall session for 12<sup>th</sup> graders and a Spring session for 11<sup>th</sup> graders as prescribed by the district Minority Student Achievement plan.</p>	<p>c. In Place, Ongoing</p>	<p>c. Minority Advocacy Specialist, ESL teachers, Counseling Department, AP in charge of Counseling</p>	<p>Faculty Email, Friday Focus, etc.  c. Resources in place.</p>
<p>6. a. Support the Tech@Home project. Provide equal access to educational resources to all students by providing WEB DT devices and Internet access. Identify students in need of Tech@Home project.</p> <p>b. Recruit Tech at home coaches (from the PTSA or community parents who are willing to volunteer), to visit student homes in order to help with computer problems.</p> <p>c. Provide access to all computer labs after school.</p> <p>d. Maintain extended hours in the Media Center. Allow students access to computer before and after school.</p>	<p>6. a. 2005 – 2006; ongoing</p> <p>b. 2005-2006; Ongoing</p> <p>c. 2005-2006; ongoing</p> <p>d. Ongoing</p>	<p>6.a. Faculty, Technology Specialist in coordination with District Chief Technology Officer</p> <p>b. Technology Specialist, PTSA Board, Minority Advocacy Specialist</p> <p>c. Computer lab staff</p> <p>d. Media staff</p>	<p>6.a. In Place</p> <p>b. Time to coordinate PTSA and Parent volunteers</p> <p>c. Additional teacher pay to supervise computer labs after school</p> <p>d. In Place</p>
<p>7. Hold a Club Awareness Week culminating in the Annual Club Day. Publicize clubs and recruit members all week long.</p>	<p>7. 2005 – 2006; ongoing</p>	<p>7. SGA officers, SGA teacher advisor</p>	<p>7. In place</p>
<p>8.a. Monitor the implementation of the District Instructional Framework through observations and through collegial discussions (see Action Item 2, Step 2 all).</p>	<p>8. 2005 – 2006; ongoing</p>	<p>8. Principal, Department Chairs, Lead Teachers, Mentors, Faculty</p>	<p>8. Implementation of this process supported by Executive Director, Curriculum and Instruction</p>
<p>9.a. Create a Freshman Transition Team to explore and expand Freshman Seminar offerings.</p> <p>Note: Freshman seminar should include a component that stresses the importance of homework completion and daily attendance as well as teach students how to advocate for themselves.</p> <p>b. Hold Freshman seminars.</p>	<p>9.a. 2005 – 2006; ongoing</p> <p>b. 2005-2006; Ongoing</p>	<p>9.a. AP in charge of Freshman transition, 9<sup>th</sup> Grade Teachers, Principal</p> <p>b. 9<sup>th</sup> Grade Teachers who conduct Freshmen Seminar, AP</p>	<p>9.a. Time to meet to explore and expand Freshman Seminar offerings.</p> <p>b. In Place.</p>

<p>c. Develop a comprehensive success checklist for each grade level that is featured in the handbook for students and mailed home for each ninth grade student as part of transition effort.</p> <p>d. Support the district English 101 summer class for rising 9<sup>th</sup> grade ESL students.</p>	<p>c. Work to begin in Fall of 2006, implemented 2007-2008.</p> <p>d. Implemented Summer 2004, ongoing</p>	<p>in charge of Freshman Transition, Principal</p> <p>c. AP in charge of Counseling, Counseling Department, grade level teachers, student representatives on committee</p> <p>d. District ESL Coordinator, ESL teachers, AP in charge of summer school.</p>	<p>c. Time to meet and write check lists, stipend for teachers, and service learning hours for student work.</p> <p>d. In Place.</p>
<p>10.a. Hold parent-teacher conferences earlier in the second nine weeks. Encourage students to attend these conferences.</p> <p>b. Implement conflict management/peer mediation program in coordination with Advocacy Specialist office.</p> <p>c. Create a staff link program similar to the Junior Link program. Any staff member in the school who wants to participate would be assigned to an at-risk rising freshman to mentor, “buddy up” with, and watch over for all four years. Each staff member could mentor up to four students (one freshman, one sophomore, one junior, and one senior).</p>	<p>10.a. Implement Fall 2005; ongoing</p> <p>b. Implement 2006; ongoing</p> <p>c. Create staff link program Fall 2006; implement Spring 2007.</p>	<p>10.a. Department Chairs, Principal</p> <p>b. Advocacy Specialist, Counselors, AP in charge of Counseling, Principal</p> <p>c. APs, Principal, interested staff</p>	<p>10.a. Time to coordinate calendar</p> <p>b. Time to create program</p> <p>c. Time to create program</p>
<p>11. Provide faculty representatives an opportunity to participate in the District High School Reform Scheduling Process.</p>	<p>11. 2005-2006; ongoing</p>	<p>11. Principal and Faculty representatives in coordination with Superintendent</p>	<p>11. Time to attend and participate in District High School Reform scheduling committee meetings</p>

**Rationale for Implementation Steps:**

- Teachers, counselors, parents, and students have expressed a need to expand existing buddy systems and mentoring programs in the school.

- EOC teachers continue to make requests for more EOC practice resources.
- District goals support the continuation and expansion for the Princeton Review Course for African American and Latino students.
- Studies indicate there exist a strong correlation between student achievement and student involvement.
- District goals support the continuation and expansion of the the Tech@home project for students who qualify for computer resources at home.
- Ninth Grade teachers have expressed concerns for students in transition.
- Ninth Grade year is the make it or break it year.
- Parents have expressed a need for a success check list for students each year in high school.
- Teachers have expressed concern to remain involved in the District High School Reform Initiatives.

**Data Sources:**

- CHCCS Instructional Framework
- Annual UVA Make It or Break It conference for ninth grade teachers
- CHCCS High School Reform Initiative
- Tech@Home Project
- Minority Student Achievement Plan
- Freshman Seminar Feedback Forms
- High School Student Engagement Survey

**B. SCHOOL STRATEGIES**

- 1) Implement strategies in High School Reform Plan.
- 2) Develop school based intervention strategies to support students through behavior management.

Building Level Implementation Steps	Timeline	Person Responsible	Financial and Other Resources Needed
1.a. Initiate planning and implementation committees to address High School Reform Initiatives such as small learning communities, scheduling options, assessment, freshman transition, etc.	1.a. 2005-2006; ongoing	1.a. Principal, Faculty Reps, Department Chairs.	1.a. Time to research, plan, and implement High School Reform Initiatives.
2.a. Restructure ISS to include training for students in 7 Habits of Highly Successful Students, conflict/anger management, drug and alcohol counseling, anti-bullying/anti-harassment/anti-hazing education. Students will participate in programs appropriate for their offense.	2.a. 2006; ongoing	2.a. SST (Student Support Team) Members, ISS Staff, Assistant Principals, Counselors, Principal.	2. Training, materials, printing

**Rationale for Strategies and Implementation Steps:**

- Teachers and counselors have expressed a need for a behavior modification component to be added to the In School Suspension Program.

- Teachers have expressed a desire to remain prepared and involved in the CHCCS High School Reform Initiatives.

**Data Sources:**

- Student Support Team recommendations
- ISS teacher recommendation
- CHHS Disciplinary data statistics
- CHCCS High School Reform Initiative
- Freshman Seminar Feedback Forms
- High School Student Engagement Survey

## PART VI: APPENDIX

### A. STATE WAIVERS

State Waivers are required for:

- Class Size (No K-3 are allowed) allowable in grades 4-12
- Textbooks/Instructional Supplies

Specific State Law Waived:

This waiver target the rules linked to State adopted textbooks listed in G.S. 115C-85 and G. S. 115C-86.

Rule or Policy That Inhibits School:

Specific Circumstances Under Which the Waiver May Be Used:

This waiver will allow Chapel Hill High School to purchase alternate textbooks or other instructional materials when the most appropriate books are not on the State adopted textbook list.

Explain Below How the Requested Waiver Will Permit the School to Improve Student Performance:

This waiver will provide opportunities for professional staff to select the most appropriate and challenging materials for their students' curricular needs.

Specific State Law Waived:

This waiver targets the transfer of State Vocational Education MOE's (months of employment) to vocational program support.

Rule or Policy That Inhibits School:

Specific Circumstances Under Which the Waiver May Be Used:

This waiver will allow Chapel Hill High School to enhance the vocational education courses by purchasing state-of-the-art equipment, supplies, and materials with the money made available in the transfer.

Explain Below How the Requested Waiver Will Permit the School to Improve Student Performance:

The state-of-the-art equipment, supplies, and materials will offer students the opportunity to gain experiences and skills on advanced equipment used in today's business and industrial settings while simultaneously preparing them for employment or for further education.

Specific State Law Waived:

This waiver addresses the requirements for how and where materials are purchased as described in G. S. 115C-522.

Rule or Policy That Inhibits School:

Specific Circumstances Under Which the Waiver May Be Used:

This waiver will allow Chapel Hill High School to purchase instructional material and other items needed for operation off State contract whenever it is deemed appropriate to ensure that the materials bought are the most appropriate ones available and compatible with the school's structure.

Explain Below How the Requested Waiver Will Permit the School to Improve Student Performance:

Prudent, effective, and judicious use of funds to buy the most appropriate materials available will foster increased sense of confidence in students and lead to higher levels of achievement as well as cost containment in other areas of school operation.

*Note: Both State and Local Waivers should be updated at the end of the year in the SIP Status Update. Changes in Waivers approved in the SIP and that have changed should be updated annually as a SIP amendment.*

## PART VI: APPENDIX

### A-1. LOCAL WAIVERS

Local Waivers:

- Must include all positions that are allocated by the Board of Education
- Curriculum objectives may not be omitted

Specific State Law Waived:

Rule or Policy That Inhibits School:

This waiver addresses the staffing for the Family Specialist, Technology Specialist, and the In-School Suspension positions.

Specific Circumstances Under Which the Waiver May Be Used:

This waiver will allow Chapel Hill High School to waive the Family Specialist position for the Advocacy/Minority Specialist position and to convert .5 of the ISS position to a teaching assistant position for ISS and .5 certificated position to fund Technology Specialist.

Explain Below How the Requested Waiver Will Permit the School to Improve Student Performance:

These positions support at-risk populations and technology support.

*Note: Both State and Local Waivers should be updated at the end of the year in the SIP Status Update. Changes in Waivers approved in the SIP and that have changed should be updated annually as a SIP amendment.*

## B. STAFF DEVELOPMENT PLAN

Strategy Addressed	Desired Outcome for Participants	Description of Training	Targeted Audience	Funding Source
Action Item 1: 1a Action Item 4: School Strategies: 1a	To provide strategies in differentiation to meet the diverse needs of students and to acquire strategies needed for successful teaching in a blocked class and to implement high school reform initiatives	By department as needed to create model lesson plans aligned with curriculum objectives SAS in Schools Coordinate with district and state professional development activities such as the High Five Regional Meeting for teachers in August 2005	Teachers, Administrators	MSAN Technology Professional Development
Action Item 1: 1d	To provide staff with knowledge of information literacy	Media and Technology Specialists will provide updates on informational literacy and such software applications as TURN IT IN.com	Teachers and students	Technology and media
Action Item 1: 1c, d	Literacy in the Content Areas & CRISS training, strategies to support fragile learners and ninth grade transition	SAS in Schools Criss Training	Teachers new to CHH, ninth grade teachers	MSAN Professional Development
Action Item 1: 2a	Develop culturally relevant lessons to meet the needs of diverse groups of students and to improve EOC results for minority students	Blogs / Equity reading group discussions, School Connect Development of model lesson plans and the sharing of best practices SAS in schools	Teachers, staff, administrators	MSAN Technology Professional Development
Action Item 1: 2d	Provide instructional strategies for ESL students to improve achievement of ESL students	Learn NC, Bobby Hobgood	Teachers working with ESL students	MSAN Technology Professional Development

<b>Strategy Addressed</b>	<b>Desired Outcome for Participants</b>	<b>Description of Training</b>	<b>Targeted Audience</b>	<b>Funding Source</b>
Action Item 1: 2b, c School Strategies: 3c	Promote quality instruction and provide support for teachers new to CHHS	New Teacher Induction Training	Teachers new to CHH and second year teachers	Professional Development Differentiated pay
Action Item 1: 3d	To use data to inform instruction	Principal, administrators, lead teachers, and department chairmen will share and explain achievement data in full-faculty meetings, course level team and department meetings, and individual conferences with teachers	Teachers	No cost
Action Item 1: School Strategies	Educate teachers and staff about school and district policies and procedures	Round robin sessions in August workdays on Student Handbook, Crisis Management, Lock-Down, Ethical use of Information, new district policies etc.	Teachers	No cost
Action Item 1: School Strategy: 2f	Develop web pages to enhance communication	Technology training / School Center	Teachers, administrators	Technology
Action Item 3: 2 c,e,f, and Part C: Goal A : 2b,c	Promote safe and secure environment and character education	Safe Zone Training, Equity Training, New Teacher Induction Recognizing bullying, hazing, harassment	Teachers, staff, administrators	Professional Development

<b>Strategy Addressed</b>	<b>Desired Outcome for Participants</b>	<b>Description of Training</b>	<b>Targeted Audience</b>	<b>Funding Source</b>
Action Item 4: School Strategies	Promote quality instruction and provide support for teachers new to CHHS	New Teacher Induction Training	Teachers new to CHH and second year teachers	Professional Development Differentiated pay
Action Item 1: 3d	To use data to inform instruction	Principal, administrators, lead teachers, and department chairmen will share and explain achievement data in full-faculty meetings, course level team and department meetings, and individual conferences with teachers	Teachers	No cost
Action Item 1: School Strategies	Educate teachers and staff about school and district policies and procedures	Round robin sessions in August workdays on Student Handbook, Crisis Management, Lock-Down, Ethical use of Information, new district policies etc.	Teachers	No cost
Action Item 1: School Strategy: 2f	Develop web pages to enhance communication	Technology training / School Center	Teachers, administrators	Technology
Action Item 3: 2 c,e,f, and Part C: Goal A : 2b,c	Promote safe and secure environment and character education	Safe Zone Training, Equity Training, New Teacher Induction Recognizing bullying, hazing, harassment	Teachers, staff, administrators	Professional Development

## C. SAFE SCHOOLS PLAN

The Safe School Plan component of our SIP is available through our principle's office.

## E. READING ADDENDUM- K-2 LITERACY PROGRAM

New Education Legislation was passed by the 2001 General Assembly regarding plans for preparing students to read at grade level by the time they enter second grade. The legislation is in **Section 28.30 Closing the Achievement Gap**. The legislation states:

**(c) Mandates that all schools that serve students in kindergarten or first grade to include a plan for preparing students to read at grade level by the time they enter second grade in their school improvement plan. Requires parents to be notified when their child is not reading at grade level by second grade.**

The district plan to address this legislation includes:

- the use of assessments to monitor students' progress in learning to read,
- resources for students to ensure they are reading on grade level before they enter second grade,
- emphasis on guided reading, writing, and balanced literacy in all K-2 classrooms,
- professional development for teachers on strategies that will help students improve and expand their reading, and
- Involvement of parents to help students improve and expand their reading.

### **K-2 Literacy Assessment**

The Grades K-2 Literacy Assessment is used in all elementary schools for the purpose of following each student's literacy progress from kindergarten through second grade. This assessment provides a basis for describing what a particular child has learned about reading and writing and what changes occur from year to year. The results are used to provide information to guide instruction and to inform parents of their child's progress in reading and spelling/writing development. Documentation of a child's progress is recorded on each student's summative profile and follows him or her from kindergarten through second grade. Measures of documentation include letter identification, concepts about print, running record of text reading, and a narrative text retelling. In addition, progress in phonemic awareness is recorded on a separate form for students in kindergarten.

The K-2 Literacy Assessment is administered within the first and last nine weeks of the school year. Teachers may also assess students at other times to document growth and assist in providing differentiated instruction. Parents are informed of their child's level in reading and writing after the first and fourth nine weeks of school and at the end of the second and third nine weeks if a child is not making sufficient progress. For first and second grade students, an End-of-Year Summary with the child's proficiency level in reading and spelling/writing is sent home with the child's progress report. In addition, all teachers complete a K-2 Literacy Assessment Group Profile. This profile includes all of the students in a teacher's class with children's reading level, stage of development in writing, and whether or not they are proficient (Level III or Level IV) or non-proficient (Level I or II). In kindergarten, the information also shows whether or not a student is proficient on phonemic awareness tasks. The results on the Group Profiles are entered into a database by the office of Testing and Program Evaluation and are used at individual schools for placement purposes and identification of students for targeted interventions.

## E. READING ADDENDUM (CONT.)

### **Reading Recovery & Reading Resource**

Reading Recovery is an early intervention program designed to assist the lowest achieving children in first grade who are having difficulty learning to read and write. Children meet individually with a specially trained teacher for 30 minutes each day for an average of 12-20 weeks. The goal is for the children to develop effective reading and writing strategies. During this relatively short-term intervention, these children make faster than average progress so that they can catch up with their peers and continue to work on their own within an average group setting in the regular classroom. Selection of students for participation in the Reading Recovery is a collaborative process involving the classroom teacher, Reading Recovery teacher, other resource teachers and parent. At the beginning of the year, each first grade teacher lists their students on an Alternate Ranking form from the highest progress readers to the lowest. Results from the K-2 Literacy Assessment in kindergarten and teacher observation are used to rank the students. The Reading Recovery teachers then administer the Observation Survey to the lowest 30% of the class. Students who score the lowest are placed in Reading Recovery. Students who are not on grade level but were not selected for Reading Recovery are served by a Reading Resource teacher in a literacy group. As students exit from Reading Recovery, new students are entered based on greatest need. Since Reading Recovery is only for first grade students, kindergarten and second grade students who are not on grade level are served by a Reading Resource teacher in a small pull-out literacy group or by having the Reading Resource teacher working in the regular classroom during the literacy block.

### **Guided Reading and Writing Instruction**

Based on the results of the K-2 Literacy Assessment, daily running records of text reading, and other classroom literacy assessments, students meet in guided reading and writing groups in the classroom for explicit instruction tailored to meet their particular needs. Low progress students should receive daily instruction and the guided reading groups should be flexible so that students move in and out based on progress and need. Leveled books are available in the guided reading book room and teachers are encouraged to use both fiction and non-fiction materials on a child's instructional level to support their students' development in reading and writing.

### **School Reading Partners**

School Reading Partners is a volunteer program to support reading instruction in PreK-2. Volunteers are trained to support classroom instruction by giving children practice on using strategies that help them become better readers. Most of the students who are tutored have participated in Reading Recovery or Reading Resource and have been selected by their reading teacher for extra support. The activities that School Reading Partners do with their children are consistent with the strategies teachers use to teach children to read.

### **PreK/Head Start Literacy**

The district PreK/Head Start program also emphasizes the development of strong pre-literacy skills and language development through developmentally appropriate instruction. Students from the PreK/Head Start program transition into all eight elementary schools with the expectation that 1000 books have been read to them. Parents also have training on strategies for reading with their child at home and developing early literacy skills and language. PreK/Head

Start teachers complete extensive transition plans for each student that describes the child's performance level, interventions and specific areas that may need additional attention as the child transitions to Kindergarten.

### **Summer Learning Opportunities**

Summer learning opportunities are available at many elementary schools for students in Kindergarten and first grade. Kindergarten students participate in summer programs that focus on continued literacy skills and language development for students identified by Kindergarten teachers. Students in first grade attend a summer school program that focuses on developing student proficiency in reading and mathematics.

### **Professional Development for teachers**

Each school has developed a literacy team that has received intensive professional development in balanced literacy and has created a school plan for literacy. Each school improvement plan highlights components of the literacy plan, goals, resources and on-going training and support for teachers. In addition to the school teams, K-2 teachers have had semester long study group training on strategies for implementation of balanced literacy with the lead Reading Recovery teacher. These training sessions have provided time and on-going support to teachers as they have implemented balanced literacy. In addition, the sessions focused on selecting resources to meet the needs of students and how to use assessment information to guide instruction. Teachers have also had the opportunity to participate in a summer institute prior to teacher summer school that focused on literacy and math instruction for at-risk learners. There has been significant follow-up and coaching for these teachers.

### **Parental Involvement**

As noted throughout the plan, parents are informed and involved in ensuring that their child is a successful reader by second grade. Parents work collaboratively with classroom teachers to develop Personalized Education Plans (PEPs) as early as Kindergarten so intervention strategies can be implemented to ensure that students are successful prior to the third grade gateway. PEP conferences are held with parents three times each year to discuss progress and interventions and possible summer learning opportunities. Parents are notified of their child's progress in reading through fall and spring conferences, on quarterly report cards and end-of-year literacy reports.

## F. SIP TIMELINE

### **School Improvement Plan (SIP) Development Timeline 2005-2008**

Below is the **timeline from the current SIP that began in July 2003 to the SIP Revision for the July 2005-June 07/08 SIP:**

#### **Current Cycle:**

- July 2003- Began Implementation Cycle for Current SIP covering July 2003-June 2005
- July 2003-June 2004-- Year 1 Implementation of Current SIP
- June 30, 2004-SIP Status Update for Year 1 of current SIP submitted to Assistant Superintendent for Instructional Services
- August 2004--Development/Dissemination of SIP Processes and Template for July 2005-June 07/08 SIP
- July 2004-June 2005-- Implementation of Year 2 of Current 2003-05 SIP and Final Year of Current 2003-05 SIP

#### **New Cycle:**

- August 2004--February 2005--Schools and SGCs work on SIP that will begin in July of 2005 School Year and run through June 07/08
- August 3, 2004-SIP Template presented to Principals
- August 6, 2004-Final SIP Template with any revisions sent to buildings
- August 13, 2004-SIP orientation for Principals new to district's SIP Cycle
- August 2004-New SIP Template presented to administrators
- September 11, 2004-Present new SIP Process to SGCs at SGC orientation
- September/October-2004-Annual Status Updates from SGCs to Board Liaison and District Administrators
- December 1, 2004-Profile Mission, Equity Vision, and Beliefs; Strengths and Needs Assessment; and Analysis of current Research Sections submitted to the Assistant Superintendent for Instructional Services
- March 1, 2004- Final and complete SIP submitted to Assistant Superintendent for Instructional Services
- March/April-SIPs presented to Board Liaison, Superintendent, Assistant Superintendent for Instructional Services
- April/May- Board votes on SIPs
- March 2005-May 2005--Presentations and Approvals of new SIP
- June 30, 2005-SIP Status Update for Year 2 of Current SIP submitted to Assistant Superintendent for Instructional Services

#### **\*Please note:**

**The next SIP will end in 2008 as we will develop a three-year SIP. This past cycle, we developed a two-year SIP.**

**A Three-Year/SIP Would Cover: July 2005-June 2006 as Year 1, July 2006 - June 2007 as Year 2, and July 2007-June 2008 as Year 3.**

## G. STATE RECOMMENDED SIP ITEMS

**G.S. 115C-105.27, Development and approval of school improvement plans**, requires each school to develop a school improvement plan that takes into consideration the annual performance goals for that school that are set by the State Board of Education under G. S. 115C-105.28. Our SIP Template incorporates those that have been required. However, there are other strategies that are recommended or will be required by the state and are not totally optional. They are provided below for your incorporation into your Optional Item 5 or in your building strategy section.

### **Optional One:**

Each school improvement plan should describe how character education will be incorporated into the curriculum. Character education should address the following traits: courage, good judgment, integrity, kindness, perseverance, respect, responsibility, self-discipline. Schools are also encouraged to include the following responsibilities: respect for school personnel, responsibility for school safety, service to others and good citizenship.

### **Optional Two:**

In February 2003, the State Board of Education passed HSP-S-000, Healthy Active Children (HAC). A copy of that policy is included in the appendices of this document. The policy may also be accessed online at [www.sbpolicy.dpi.state.nc.us](http://www.sbpolicy.dpi.state.nc.us). For reporting purposes, each school improvement plan shall describe how the school is meeting the Healthy Active Children policy. The school should submit this information to the central office, not directly to DPI. Each LEA central office will summarize school reports to submit to Raleigh. The plan must include time allotted for physical education (with a physical education specialist); procedures to assure that recess is not being taken away as punishment from children and that “appropriate” amounts of physical activity are being provided. For 2004, 2005 and 2006, this information will be extracted from the school improvement plans and sent to the Department of Public Instruction.

### **Optional Three:**

HSP-S-000 was in effect immediately following approval of the State Board of Education (January 9, 2003) but does allow time for implementation through the 2006-07 school year. Action plans will need to be submitted by July 15, 2004 and progress reports are due to the Department of Public Instruction by July 15 of 2005 and 2006. Beginning with the 2006-07 school year, school improvement plans will include health concerns related to students as part of their plans and will no longer be submitted to the Department of Public Instruction.

In order for this policy to be fully implemented by the 2006-07 school year, LEAs should

- establish and maintain School Health Advisory Councils to represent the eight components of a coordinated school health program. Additional information about the school health councils can be found at [www.nchealthyschools.org](http://www.nchealthyschools.org) and
- submit summary reports of HAC polity to Raleigh.

Schools should

- conduct a needs assessment on health services and programs. Sample needs assessments may be found at [www.nchealthyschools.org](http://www.nchealthyschools.org) or [www.cdc.gov/nccdphp/dash/SHI/index.htm](http://www.cdc.gov/nccdphp/dash/SHI/index.htm).
- provide an action plan to the LEA.
- provide progress reports their LEA.
- submit an annual report that includes information on the number of minutes provides for children in physical education and in physical activity yearly.

Each school district shall require students enrolled in pre-kindergarten, kindergarten and grade levels up to middle school to participate in physical activity as part of the district's physical education curriculum.

- Elementary schools should consider the benefits of having 150 minutes per week, and secondary schools should consider the benefits of having 225 minutes per week of physical activity that will include a minimum of every other day of physical education throughout the 180-day school year. North Carolina has demonstration schools and other models for schools to refer to for ideas.
- The physical education course is defined and should be the same class size as other regular classes.
- Appropriate amounts of recess and physical activity will be provided for students and for duration sufficient to provide a significant health benefit to students.

**Structured recess and other physical activity shall not be taken away as a form of punishment.**

*The State Board of Education shall make available to each school district a coordinated school health model and training opportunities that provide for coordinating the eight (8) components of a comprehensive plan:*

1. safe environment,
2. physical education,
3. health education,
4. staff wellness,
5. health services,
6. mental and social health,
7. nutrition services and
8. parent/family involvement.