changing world through high expectations, excellence in teaching for learning, and a safe, orderly environment. Please Check One: (X) Non-Title I School Title I School: () Schoolwide	
School Name:	J. H. Rose High School
(School Improvement & Title I) School Name: J. H. Rose High School School's Mission Statement: J. H. Rose High School will ensure that all students master the skills necessary for success in a rapidly changing world through high expectations, excellence in teaching for learning, and a safe, orderly environment. Please Check One: (X) Non-Title I School Title I School: () Schoolwide	
(School Improvement & Title I) School Name: J. H. Rose High School School's Mission Statement: J. H. Rose High School will ensure that all students master the skills necessary for success in a rapidly changing world through high expectations, excellence in teaching for learning, and a safe, orderly environment. Please Check One: (X) Non-Title I School Title I School: () Schoolwide Date of Original: October 7, 2010	
(School Improvement & Title I) School Name: J. H. Rose High School School's Mission Statement: J. H. Rose High School will ensure that all students master the skills necessary for success in a rapidly changing world through high expectations, excellence in teaching for learning, and a safe, orderly environment. Please Check One: (X) Non-Title I School	
(School Improvement & Title I) School Name: J. H. Rose High School J. H. Rose High School will ensure that all students master the skills necessary for success in a rapidly changing world through high expectations, excellence in teaching for learning, and a safe, orderly environment. Please Check One: (X) Non-Title I School Title I School: () Schoolwide Date of Original: October 7, 2010 Amended Section:	
(School Improvement & Title I) School Name: J. H. Rose High School <u>School's Mission Statement:</u> J. H. Rose High School will ensure that all students master the skills necessary for success in a rapidly changing world through high expectations, excellence in teaching for learning, and a safe, orderly environment. Please Check One: (X) Non-Title I School Title I School: () Schoolwide Date of Original: October 7, 2010	
(School Improvement & Title I) School Name: J. H. Rose High School School's Mission Statement: J. H. Rose High School will ensure that all students master the skills necessary for success in a rapidly changing world through high expectations, excellence in teaching for learning, and a safe, orderly environment. Please Check One: (X) Non-Title I School Title I School: () Schoolwide Date of Original: October 7, 2010 Amendment Date: Amended Section:	
changing world through high expectations environment.	s, excellence in teaching for learning, and a safe, orderly
changing world through high expectations environment. Please Check One: (X) Non-Title I School	s, excellence in teaching for learning, and a safe, orderly
Changing world through high expectations environment. Please Check One: (X) Non-Title I School Date of Original: October 7, 2010	s, excellence in teaching for learning, and a safe, orderly

SCHOOL: J. H. Rose High School

PCS DATA SUMMARY CHART

9 th - 12 th	2009-2010	2010-2011	2011-2012
• Percentage of students who graduate	60.8%		
Percentage of dropouts	9 th 54.0 %	9 th %	9 th %
	10 th 20.7 %	10 th %	10 th %
	11 th %	11 th %	11 th %
	12 th 10.3 %	12 th %	12 th %
	**Based on 87 Students		
• AYP Results: Identify subgroups not making AYP	Subgroup Black 23.3	% Subgroup%	Subgroup %
and their proficiency.		% Subgroup%	Subgroup %
	Subgroup SWD TR	% Subgroup%	Subgroup %
	Subgroup ALL 64.1	% Subgroup%	Subgroup %
	Subgroup Black 46.2	% Subgroup%	Subgroup %
R=Reading	Sub M EDS 50.7	% Subgroup%	%
M=Math	Subgroup SWD TR	% Subgroup%	Subgroup%

*TR--did not meet 95% testing requirements for subgroup

PCS DATA SUMMARY CHART

9 th - 12 th		009-2010	2010-2	2011	2011-201	2
Performance on EOC test	U.S. History:	<u>74.8</u> % prof.	U.S. History:	% prof.	U.S. History:	% prof.
	Civic/Econ:	<u>72.2</u> % prof.	Civic/Econ:	% prof.	Civic/Econ:	% prof.
	Biology:	<u>76.4</u> % prof.	Biology:	% prof.	Biology:	% prof.
Subject Area % proficient	Algebra I: <u>39</u>	.2/57.4 % prof.	Algebra I:	% prof.	Algebra I:	% prof.
	Algebra II:	<u>82.5</u> % prof.	Algebra II:	% prof.	Algebra II:	% prof.
	English I:	<u>76.0</u> % prof.	English I:	% prof.	English I:	% prof.
	Geometry:	<u>72.1</u> % prof.	Geometry:	% prof.	Geometry:	% prof.
	Physical Science	: <u>74.4</u> % prof.	Physical Science:	% prof.	Physical Science:	% prof.
• % of student body enrolled in challenging	Total # of stu	dent body: 1576	Total # of student be	ody	Total # of student bod	у
courses (include AP and	Percentage of		Percentage of:		Percentage of:	
Honors)		AP Honors 0.4% 23.3%	В		В	
	W 8	0.6% 65.7%	W	-	W	
	Н 1	1.0% 3.0%	Н	_	н	
	O 8 **AP based on 28 **Honors based of		0	-	0	

SCHOOL: J. H. Rose High School

9 th - 12 th	2009-2010	2010-2011	2011-2012
• % of proficient LEP students on the EOC	U.S. History: <u>16.7</u> % prof. Civic/Econ: <u>42.9</u> % prof.	U.S. History: % prof. Civic/Econ: % prof.	U.S. History:% prof. Civic/Econ: % prof.
Subject Area % proficient	Biology:60.0% prof.Algebra I:44.4% prof.Algebra II:TS% prof.English I:42.9% prof.	Biology:% prof.Algebra I:% prof.Algebra II:% prof.English I:% prof.	Biology:% prof.Algebra I:% prof.Algebra II:% prof.English I:% prof.
	Geometry:93.6% prof.Physical Science:TS% prof.	Geometry:% prof.Physical Science:% prof.	Geometry: % prof. Physical Science: % prof.
• % of proficient EC students on the EOC	U.S. History: 53.3 % prof. Civic/Econ: 35.0 % prof.	U.S. History: % prof. Civic/Econ: % prof.	U.S. History:% prof. Civic/Econ:% prof.
Subject Area % proficient	Biology:60.0% prof.Algebra I:18.0% prof.Algebra II:37.5% prof.English I:43.2% prof.Geometry:64.3% prof.Physical Science:57.1% prof.	Algebra I:% prof.Algebra II:% prof.English I:% prof.	Biology:% prof.Algebra I:% prof.Algebra II:% prof.English I:% prof.Geometry:% prof.Physical Science:% prof.

PCS DATA SUMMARY CHART

PCS DATA SUMMARY CHART

9 th - 12 th	2009-2010	2010-2011	2011-2012
% of proficient students in CTE course (VoCATS)	Business Education 77.2 %	Business Education%	Business Education%
Program Areas	Family & Consumer 82.8 %	Family & Consumer%	Family & Consumer%
	Health Occupations 92.8 %	Health Occupations%	Health Occupations%
	Marketing Education 78.8 %	Marketing Education	Marketing Education
	Trade and Industrial69.4 %	Trade and Industrial%	Trade and Industrial%

SCHOOL: J. H. Rose High School

COMPREHENSIVE NEEDS ASSESSMENT

(Respond to each statement in narrative form)

School Reform

a) Describe demographics and characteristics of school community.

J.H. Rose High School has a diverse student body. Fifty-four percent (54%) of the students are African-American, thirtynine percent (39%) are Caucasian. Almost six percent (6%) of our student population is of Hispanic, Asian, Native American, or multi-racial origin. J.H. Rose not only serves high-achieving students who consistently enroll in honors level and Advanced Placement courses, but also strives to meet the needs of our students who have been identified as needing special education services and those who require remediation in order to meet graduation requirements. Many of our students are socioeconomically disadvantaged with forty-one percent (41%) qualifying for free/reduced lunch.

b) Stakeholders' perspective (In-School Survey Data)

* Schools will be required to conduct two in-house surveys per year that will include feedback from students, parents, and staff.

(Use same questions for both surveys)

The two in-house surveys data is not reliable because of the lack of participation; especially parent surveys. We need to find a more innovative way to increase participation. The working conditions survey is a better indicator for staff; but it is only given once a year.

Summary Analysis

* Review school data and consider a variety of perspectives including overall school/ student Performance, sub-group performance, attendance, teacher satisfaction (TWC), instructional practice and student learning (from walk-throughs/observations).

a) What does the analysis tell you about your schools strengths?

J. H. Rose is a top performing high school. Data from AP scores, participation and free/reduced lunch population was used in the national comparison for Newsweek. The strengths in our school are: SAT scores, AP scores, increase in teacher use of technology for instruction, implementation of effective instructional strategies by a majority of the classroom teachers, increased supervision for hallway safety, strong community support. Our teachers hold high expectations for our students and encourage active learning in the classroom.

b) What does the analysis tell you about your school's gaps or opportunities for improvement?

Some areas that we need to improve on are: rules and discipline procedures need to be clarified. Strong instructional strategies need to continute to promote academic growth for all students. We have a significant gap in achievement still exists for black students and students with disabilities. Student attendance in school and for testing is also an issue that we need to improve.

State Strategic Priority: Globally Competitive Students

Section A: Instructional Excellence and Alignment

Part 1: Overall strategies to achieve growth standards for all students.

Γ			Da	ta Collection	& Analysis			Fu	ndir	ng S		се			Title	elC	om	pon	ent		
	Strategy	Why Did You Select This Strategy? What Need?	Measurement Instrument	Baseline	Target Goal	Person(s) Responsible	Timelin e	Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other	School Reform	HQ Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist	Fed-State-Local
	Facilitate the Study Buddy program to pair students in need of academic assistance with peer tutors. Partners will meet at least 1x/week an average of 120 minutes per week.	Students benefit from individual attention and frequently communicate more effectively with peers than with teachers	Eng. I, Alg. I, Bio, Alg II, and C&E EOCs	Eng I: 76.0% Prof 57.3% Growth Alg I: 40.3% Prof 34.8% Growth Bio: 76.4% Prof 48.3% Growth C&E: 72.2% Prof 47.4% Growth	Eng I: 63% Growth Alg I: 38.3% Growth Bio: 53.1% Growth C&E: 52.1% Growth	Teachers, Luisa Haynes, Study Buddy advisor	Ongoing														
	Offer weekly department- level remediation sessions in all EOC courses after school and during club and advisory periods during final grading period. Establish a schedule of alternating days. Post schedule throughout school and on website.	Provide consistent opportunity for review and remediation to students to catch them before they fall behind.	Eng. I, Alg. I and Bio EOCs	Eng I: 76.0% Prof 57.3% Growth Alg I: 40.3% Prof 34.8% Growth Bio: 76.4% Prof 48.3% Growth C&E: 72.2% Prof 47.4% Growth	Eng I: 63% Growth Alg I: 38.3% Growth Bio: 53.1% Growth C&E: 52.1% Growth	Teachers	Ongoing														

Γ			Da	ta Collection	& Analysis			Fu	ndir	ng S	our	се			Title	e I C	om	pon	ent		
	Strategy	Why Did You Select This Strategy? What Need?	Measurement Instrument	Baseline	Target Goal	Person(s) Responsible	Timelin e	Title I (050)	School Imp. (105)	em.	Levels 1 & 2 (072)	Other	School Reform	HQ Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist	Fed-State-Local
а	Increase enrollment in dual enrollment options, including credit-recovery courses, UNCG-iSchool, and Twilight by advertising options through registration information sessions and school newsletter.	Students should be fully aware of all educational opportunities.	Enrollment in UNC-	99 students 2009-2010	Increase by 25%	Student	Advertise througho ut the school year														
4	The Instructional Coach will work with teachers to gather data, enhance instruction, improve discipline, and reflect on teaching.	Quality teaching is essential to student learning and growth	Survey	x	50% of teachers will respond that they benefitted from interactions with the Instructional Coach	Michael Flinchbaugh, Instructional coach	Ongoing survey at the end of the year														
5	Students are placed in English Essentials and Inside Algebra based on their need for remediation before taking English I & Algebra I	Students need for remediation in English I and Algebra I		Reading: 189 students Math: 40 students	25% of students pass Algebra I & English I EOC	English Essential and Inside Algebra teachers	Ongoing														

State Strategic Priority: Globally Competitive Students

Section A: Instructional Excellence and Alignment

Part 2: Intervention strategies for students performing below proficiency standards & subgroups not making AYP.

		Dat	a Collection	& Analysis	-		Fu	ndi	ng So		ce			Title	IC	om	pon	ent		
Strategy	Why Did You Select This Strategy? What Need?	Measurement Instrument	Baseline	Target Goal	Person(s) Responsible	Timelin e	Title I (050)	School Imp. (105)	em.	Levels 1 & 2 (072)	Other	School Ketorm	HQ Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist	Fed-State-Local
Facilitate the Study Buddy program to pair students in need of academic assistance with peer tutors. Partners will meet at least 1x/week an average of 120 minutes per week.	Students benefit from individual attention and frequently communicate more effectively with peers than with teachers.	AYP Math for black students and EC	Black: 53.9% Prof SWD: 45.6% Prof	Black: 59.3 Prof SWD: 50.2% Prof	Teachers, Luisa Haynes, Study Buddy adviser	Ongoing														
Teachers will open PEPs for students in danger of failing due to absences and collaborate with students on a plan to improve daily attendance.	When students are not in class, they cannot master material. Policies permitting waivers and makeup of absences enable student absence.	Period Absences	367 Students had PEP's in Fall; 325 Students with Spring	<300 student PEP's for absences each semester	Teachers, PEP PLC	Immediat e and continuin g														
Increase attendance: counselors counsel students, and meet with teachers re: students with excessive absences.	When students are not in class, they cannot master material. Policies permitting waivers and makeup of absences enable student absence.	Pariad Absonces	367 Students had PEP's in Fall; 325 Students with Spring	<300 student PEP's for absences each semester	Counselors and Teachers	Immediat e and continuin g														

Г			Dat	a Collection	& Analysis			Fund	ling S	ourc	e:		Tit	le I C	Com	pon	ent		
	Strategy	Why Did You Select This Strategy? What Need?	Measurement Instrument	Baseline	Target Goal	Person(s) Responsible	Timelin e	Title I (050) School Imp. (105)	. <u> </u>	Levels 1 & 2 (072)	Other	School Reform HQ Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist	Fed-State-Local
4	instruction improve	Quality teaching is essential to student learning and growth.	Survey	x	50% of teachers will respond that they benefitted from interactions with the Instructional Coach	Michael Flinchbaugh, Instructional coach	Ongoing survey at the end of the year												

State Strategic Priority: Globally Competitive Students

Section A: Instructional Excellence and Alignment

Part 3: Intervention strategies for insuring the academic growth of advanced learners.

Г			Dat	a Collection	& Analysis			Fu	ndir	ng So	ourc	e	Tit	le l	Com	pon	ent		
	Strategy	Why Did You Select This Strategy? What Need?	Measurement Instrument	Baseline	Target Goal	Person(s) Responsible	Timelin e	Title I (050)	School Imp. (105)	em.	Leveis 1 & 2 (U/2)	Other School Beform	HQ Staff Dev		Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist	Fed-State-Local
1	recommendations, and individual student interviews school counselors will encourage students, particularly minority students, to enroll	will allow us to encourage more	Enrollment in honors and AP courses	288 AP Students 767 Honors Students	Increase by 10%	School counselors and classroom teachers	Annual												
2	books, released exams) for practice and review. Teachers will facilitate review sessions in March	Students taking AP tests are inundated with information and require some assistance in reviewing material and preparing for exams.	AP test scores	2009= 42.3% 2010 = 48.3%	Increase AP proficiency (% 3,4,5) by at least 5% each school year.	ND coordinator	AP scores - July 2011 and Publishe d review schedule - Feb 2011												

Γ			Dat	a Collection	& Analysis	-		Fu	Indii	ng S		се			Title	e I C	om	pon	ent		
	Strategy	Why Did You Select This Strategy? What Need?	Measurement Instrument	Baseline	Target Goal	Person(s) Responsible	Timelin e	Title I (050)	School Imp. (105)	em.	Levels 1 & 2 (072)	Other	School Reform	HQ Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist	Fed-State-Local
	Advanced Placement Exams will be given at a central location (Annex). AP students will pre- register for exams. Any Advanced Placement language (AP Spanish Language) recorded portions will be upgraded to digital technology.	Many students miss significant class time due to AP exams. These measures will reduce wasted time and get students back to classes more quickly.	AP Exam pre- registration numbers	0 students pre-registered from 2007- 2010	100% students pre- registered for exams		Feb 2011														
	Advanced Placement teachers will participate in staff development related to advanced learners. AP teachers will form a Professional Learning Community related to the advancement of the AP Program @ JHR.	Advanced placement classes are always changing. This requires teachers to be constantly improving and modifiying curriculum and instruction.	PLC membership	0 AP PLC members at end of 2009- 2010 school year	at least 6 hours of staff development / PLC activity during school year.	AP coordinator	PLC - Fall 2010 / staff develop- ment - prior to start of 2011- 2012														
	Create sections of core courses that pair >70% honors students with <30% standard students. Expand mixed sections into science and math departments.	Paired sections push potential high achievers to raise achievement levels, allows teachers to identify honors potential in students choosing standard enrollment. Standard level studetns in hours courses have higher growth than all stand along standard classes.	classes	Growth C&E: .302 Eng. I: .138 USH: .16		Assistant principal , Lettie McPhail	End 2010-11 school year; end 2011-12 school year; add mixed Earth Science and mixed Geometr y														

Γ			Dat	a Collection	& Analysis			Fund	ling S	ource	e		Titl	e I C	com	pone	ent		
	Strategy	Why Did You Select This Strategy? What Need?	Measurement Instrument	Baseline	Target Goal	Person(s) Responsible	Timelin e	Title I (050) School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072) Other	School Reform	HQ Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist	Fed-State-Local
6	instruction improve	Quality teaching is essential to student learning and growth.	Survey	x	50% of teachers will respond that they benefitted from interactions with the Instructional Coach	Michael Flinchbaugh, Instructional coach	Ongoing survey at the end of the year												

2010-2012 Pitt County Comprehensive School Plan (School Improvement & Title I)

State Strategic Priority: Globally Competitive Students

Section A: Instructional Excellence and Alignment

Part 4: Intervention strategies for insuring the academic growth of Exceptional Children.

			Dat	a Collection	& Analysis			Fu	ndir	ng So	ourc	e		Т	itle	IC	om	pon	ent		
	Strategy	Why Did You Select This Strategy? What Need?	Measurement Instrument	Baseline	Target Goal	Person(s) Responsible	Timelin e	Title I (050)	School Imp. (105)	State Rem. (069)	Leveis 1 & 2 (U/2)	Other School Boform	SCNOOI KETORM	HQ Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist	Fed-State-Local
1			AYP math for SWD	45.6%	95% students tested	EC Teachers	Show adequat e growth each year to meet proficien cy or safe harbor for math														
2	math/reading to ensure proper placement by reviewing test scores in cumulative records of	SWD need to be place in developmental classes (Intro Math and/or English Essentials) at the high school level	AYP math and reading for SWD	47.7% math; 22.2% reading	95% students tested	EC Teachers	Show adequat e growth each year to meet proficien cy or safe harbor for math & reading														

Γ			Dat	a Collection	& Analysis			Fu	ndir			се			Title	elC	om	pon	ent		
	Strategy	Why Did You Select This Strategy? What Need?	Measurement Instrument	Baseline	Target Goal	Person(s) Responsible	Timelin e	Title I (050)	School Imp. (105)	em	Levels 1 & 2 (072)	Other	School Reform	HQ Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist	Fed-State-Local
;	Implement inclusion model using reading program (LANGUAGE) for students enrolled in English Essentials that are reading below grade level in the OCS & CA programs.	low performers in English and/or scored	English 1 EOC Scores	43.2%	95% students tested	Regular Ed English Teachers, OCS & CA Teachers	100% impleme n-tation for 2010- 11 school year														
4	Implement Inside Algebra for students performing below grade level utilizing the co-teaching model for OCS and CA students.	Only 45.6% of SWD were proficient in math.	AYP math for SWD	45.6%		Regular Ed Math Teachers & EC Teachers															
5	An instructional coach (in- house and county-wide low incidence) will work with individual teachers to access needs and to provide assistance in improving classroom management and instructional strategies.	Individual teachers have individual needs that can best be addressed through direct goal-based strategy-centered coaching.	Composite EOC score		50.6% proficient on all EOCs in 2010-2011	Instructional Coaches & EC Teachers	On-going with annual assessm ent														
6	JHR will work collaboratively w/parents, students, and staff in order to ensure that 95% of SWD are tested.	It is essential to test 95% of SWD to ensure that JHR meets federal/state guidelines (AYP).	EOC Attendance Rate	2009-2010 test scores	95%	JHR Staff	On-going througho ut 2010- 11 & 2011-12 school year														

2010-2012 Pitt County Comprehensive School Plan (School Improvement & Title I)

State Strategic Priority: Globally Competitive Student

Section A: Instructional Excellence and Alignment

Part 5: Intervention strategies for insuring the academic growth of students with limited English proficiency.

Γ			Dat	a Collection	& Analysis			Fu	Indi	ng S		се			Title	elC	com	pon	ent		
	Strategy	Why Did You Select This Strategy? What Need?	Measurement Instrument	Baseline	Target Goal	Person(s) Responsible	Timelin e	Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other	School Reform	HQ Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist	Fed-State-Local
	Provide school wide training to address the Revised ESL PEP; include directions on record keeping, and documentation of studetn growth and attainment.	This will provide understanding of what is required of teachers when they have ESL studetns at various levels.		Eng I: 42.9% Prof Alg I: 44.4% Prof Bio: 60.0% Prof C&E: 42.9% Prof	Eng I: 47.2% Prof Alg I: 48.8% Prof Bio: 66.0% Prof C&E: 47.2% Prof	Leona Mason, ESL teacher	2010- 2011 1st semester														
	After School or Early Release Resource Fair for teachers of ESL students.	Training to address how to modify and accommodate all types of instruction for various levels of ESL students (History and Science).	EOC scores	Bio: 60% Prof C&E: 42.9% Prof	66.0% Prof C&E: 47.2% Prof	Leona Mason, ESL teacher and Simone Pate, Special Populations Coordinator	2010- 2011 school year														
	Work with Study Buddies program to assign a student tutor to ESL students.	This will provide additional assistance for ESL students.	ESL using Study Buddies Program	95% of students assigned worked with a tutor on a weekly basis	students assigned worked with	and Luisa Haynes, Study Buddies	2010- 2011 school year														

State Strategic Priority: Twenty-first Century Professionals*

Section B: Professional Capacity for Teachers, Administrators and Staff

Part 1: Strategies for all staff development activities including state, Title I or system sponsored activities. Title I schools: include professional development towards low performing academic areas and 10% set-aside for School Improvement.

Γ				Outcomes: What change				Fu	ndin	g So	ourc	e	Ti	tle I	Cor	npo	nent	
	Staff Development Activity	Why Did You Select This Activity? What Need?	# of Participants	in student progress or teacher behavior will occur as a result of the activity?	Evaluation: How will you know when the instructional need has been met?	Person(s) Responsible	Timelin e	T	()	em. (069)	s 1 & 2 (072)		HQ leacn/Para HO Staff Dev	2		Ť		Fed-State-Local
	Provide training for working with students demonstrating disrespect and discipline problems. Use Positive Behavior Support system.	Students who are disrespectful or create discipline problems miss class because they are in Choice, ISS, and OSS, thus inhibiting their ability to succeed in class.	108	Reduced incidents of disrespect and misbehavior, reduced discipline referrals	30% decrease in teacher discipline referrals	PBIS-PLC	Impleme nt 2010- 2011 school year											
:	Continue the use of professional learning communities.	Increase research- based, professional dialogue to address instructional and other needs within the school.	108	Teachers will regularly engage in PLC dialogue and collaborate to solve problems.	75% faculty actively participation in PLCs	Principal, Assistant Principals, and PLC Steering Committee	Initiate 2009-10; impleme ntation ongoing											
3	The Instructional Coach will work with teachers to gather data, enhance instruction, improve discipline, and reflect on teaching.	Quality teaching is essential to student learning and growth.	Survey	x	· · · J	Michael Flinchbaugh, Instructional coach	Ongoing survey at the end of the year											

State Strategic Priority: Twenty-first Century Professionals*

Section B: Professional Capacity for Teachers, Administrators and Staff

Part 2: A plan to support recruitment initiatives at the school, incentive programs to retain, and/or the placement of highly qualified teachers in areas of need. Title I schools: include the use of "reduced class size" positions, administrative support for teachers, staff development and mentor support).

Γ				Outcomes: What change				Fu	ndir	ng So	our	се			Title	e I C	com	pon	ent		
	Staff Development Activity	Why Did You Select This Activity? What Need?	# of Participants	in student progress or teacher behavior will occur as a result of the activity?	Evaluation: How will you know when the instructional need has been met?	Person(s) Responsible	Timelin e	Title I (050)	School Imp. (105)	em.	Levels 1 & 2 (072)	Other	School Reform	HQ Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist	Fed-State-Local
1	Provide all BTs with a mentor who motivates teacher commitment to school and profession. Mentors will meet weekly with BTs. Ensure that BTs and their mentors are in the same department or have the same planning period.	Mentor programs aid success of BTs, resulting in higher rates of retention.	all BTs + mentors	TWC Survey, Q11.5: "Overall, the additional support I received as a new teacher improved my instructional practice."	<35% will respond negatively (Currently 40% negative)	Assistant Principal, Monica Jacobson	Annual														
2	socking candidates 2)	Teams of teachers and administrators can tap several sources in the search for new hires and can effectively judge their retainability and qualification.	40	the process of hiring new	TWC survey question 6.2g: >60% of teachers will indicate a moderate to primary role in hiring new teachers (currently	Principals, teachers	Ongoing														

ſ				Outcomes: What change				Fur	ndin	g Sou	irce			Title	e I C	omp	pone	ent	
	Staff Development Activity	Why Did You Select This Activity? What Need?	# of Participants	in student progress or teacher behavior will occur as a result of the activity?	Evaluation: How will you know when the instructional need has been met?	Person(s) Responsible	Timelin e	50)		State Rem. (069) Levels 1 & 2 (072)		School Reform	HQ Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist Fed-State-Local
	Involve faculty in decision making processes regarding matters that impact school procedures: Professional Learning Communities, input for LT meetings, involvement in budgeting process.	Teacher involvement in decision-making process increases teacher retention.	108	Leadership will seek faculty input in decision- making process; teacher retention will	level of influence on decision	Leadership team and Professional Learning Communities Members													

State Strategic Priority: Healthy and Responsible Students

Section C: School Climate

Part 1: A plan to create and maintain a safe and positive school climate which is supportive of learning; insures the success of all children and the staff who serve them; and addresses a reduction in out-of-school suspensions.

ſ			Da	ta Collection	& Analysis			Fu	ndin	g So	urce			Titl	e I C	om	pon	ent		
	Strategy	Why Did You Select This Strategy? What Need?	Measurement Instrument	Baseline	Target Goal	Person(s) Responsible	Timelin e	Title I (050)	School Imp. (105)	State Rem. (069)	5	School Reform	HQ Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist	Fed-State-Local
	Continue increase to 100% teacher visibility in hallways before, during, and after school through the implementation of a shared duty schedule. Teachers choose one of eight locations for approximately 30 minutes each day.	A) Reduce disciplinary problems in hallways B) Reduce number of OSS days by preventing escalation of minor incidencts C) Reduce number of students skipping D) Reduce number of unauthorized visitors.	School climate survey ("School is a	Student: 35% pos.; Parent: 41.5% pos.; Teacher: 63.5% pos.	40% pos.; Parent: 50% pos.;	Principal Janarde Cannon; Safety and Security	Daily, with new duty schedule each semester													
	Minimize distractions associated with dress- code violations by utilizing Choice room, contacting parents about infractions, and maintaining the Uniform Closet (stock of donated uniforms). Organize uniform donation program.	information about policy is key to reducing. Uniform Closet supports low socio-economic	School uniform infractions: Choice room records	224 suspensions	Reduce by 25%	Lori Moore	Assess data per semester													

ſ			Da	ta Collection	& Analysis			Fu	ndir	ng So	ourc	e		Tit	le I (Com	pon	ent		
	Strategy	Why Did You Select This Strategy? What Need?	Measurement Instrument	Baseline	Target Goal	Person(s) Responsible	Timelin e	Title I (050)	School Imp. (105)	kem.	Levels 1 & 2 (072)	Other School Boform	action Relatin	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist	Fed-State-Local
	Reduce disrespect, aggressive behavior, such as fighting, using Positive Behavior Intervention and Supports.		OSS assignments for aggressive	1258	Decrease by 15%	Assistant principals, Teachers	PBS training, 10-11 school year													
4	Administrators will use Project Equal to decrease the number of OSS.	Students will be signed up for school to work instead of being being suspended from school.	OSS Assignments	1258	Decrease by 25%	Principal	Ongoing													
5	New Tardy policy created so that students are marked Tardy in NCWise instead of going to Choice (within the first 5 minutes of class).	Students were missing classroom instruction while going to Choice to get a Tardy Note.	Choice Roster	Average 52 per day	Decrease by 50%	Teachers and Adminstrators	Ongoing													

State Strategic Priority: Healthy and Responsible Students

Section C: Physical Activity and Nutrition

Part 2: A plan to increase physical activity for students at least 30 minutes a day (K-8) and to assure nutrition education is taught as a part of the Coordinated School Health Program (K-8).

ſ			Means	of Evaluatior			Fund	ing	Sou	rce				Title	lC	om	pon	ent		
	Strategy	Why Did You Select This Strategy? What Need?	How will you know when the goal is achieved?	How will you inform parents of assessment results, student progress?	Person(s) Responsibl e	Timeline	Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other	School Reform	HQ Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist	Fed-State-Local
	1 NA																			
	2																			
	3																			

State Strategic Priority: Leadership for Innovation

Section D: Communication to enhance leadership capacity

Part 1: A plan to effectively communicate the education priorities of the students, and the needs of the families to the community, in order to gain the support of local organizations and businesses, and create partnerships that match student and family needs with what the community organizations and businesses have to offer. Public school professionals collaborate with higher education.

Γ			Means	of Evaluation			Fund	ing	Sou	rce				Title	e I C	Com	pon	ent	_	
	Strategy	Why Did You Select This Strategy? What Need?	How will you measure the success of this strategy? (Student and/or Org/Bus Participation, Improved Grades, Improved Behavior, etc.)	How will you inform the parents and the community of the outcome?	Person(s) Responsible	Timeline	Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other	School Reform	HQ Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist	Fed-State-Local
	Involve students in community events. Musical ensembles and JROTC will perform in appreciation of support of supportive Greenville businesses. Honor societies and clubs will volunteer with community organizations.	-	Student groups will maintain presence in community.	Newsletter	Club advisors; Beth Ann Trueblood, newsletter	Ongoing														
	Academic Boosters will seek funding from businesses and families to fulfill grant applications submitted by individual teachers.	teacher projects allows teachers to use creative instruction to	teacher grant applications. 100% partially or	Rose newsletter, Academic Booster letter	Academic Booster Chair	Annual														

Γ			Means	of Evaluatior	l		Fund	ing	Sou	rce				Titl	e I C	Com	pon	ent		
	Strategy	Why Did You Select This Strategy? What Need?	How will you measure the success of this strategy? (Student and/or Org/Bus Participation, Improved Grades, Improved Behavior, etc.)	How will you inform the parents and the community of the outcome?	Person(s) Responsible	Timeline	Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other	School Reform	HQ Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist	Fed-State-Local
3	Disseminate information to community: mail newsletter, update school website daily with announements and info, use "Alert" system distribute information to news outlets via press releases as needed. Student services will present information via community outreach workshops 4x/year.	Connect school and community and invite interaction between the two entities	Register volunteer activity in Volunteer Log, and, for outreach workshops, post-process evaluations	Newsletter	Principal, Beth Ann Trueblood, Kelly Carlson, Mike Flinchbaugh, Ann Adams	Ongoing														
4	and students to assist with expectations and	Connect school and community and invite interaction between the two entities.	Participation by parents and students	Alert Now and Students Services Web Page	Student Services; Ann Adams, Department Chair	Beginning of each school year														
5	conduct interviews with those students promoted to junior status at the end	Assist with students career goals and make sure they are on track for graduation as well as discuss Twilight or online course if they are short credits needed to graduation on time.	Participation by students	Student Services Web Page and English Classes	Student Services; Ann Adams, Department Chair	2nd semester														

State Strategic Priority: Planning and Operational Effectiveness

Part 1: Financial planning and budgeting focused on resource attainment and maximizing student achievement.

Γ						Fund	ing	Sou	rce				Title	e I C	om	pon	ent		
	Strategy	Why Did You Select This Strategy? What Need?	How Will You Document Use of Strategy?	Person(s) Responsibl e	Timeline	Title I (050)	School Imp. (105)	State Rem. (069)	Levels 1 & 2 (072)	Other	School Reform	HQ Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist	Fed-State-Local
	make requests of	Teachers are best judges of their and their students' needs. A democratic process ensures fairness and best use of funds.	Budget request forms. Final budget form. LT minutes.	Department chairs, Leadership team chair	Annual														
	 Teachers will seek funding for special supplies through Academic Booster grants. Academic Boosters will collaborate with the principal to fund teacher requests. 	parent/community	Academic Booster grant budget	Principal	Semester														

						Fund	ing S					Title	e I C	om	pone	nt	
	Strategy	Why Did You Select This Strategy? What Need?	How Will You Document Use of Strategy?	Person(s) Responsibl e	Timeline	Title I (050)	School Imp. (105)	em.	Levels 1 & 2 (072)	School Reform	HQ Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve		Teacher Input	At-Risk Assist Fed-State-Local
:	The school will designate a media coordinator as a contact for teachers seeking grants. This contact coordinator will send bi-monthly links to online grant applications and meet teachers as needed to facilitate the grant application process.		Copies of grant applications, list of grants attained	Media center coordinator/g rant contact person, Kelly Carlson	On-going												

State Strategic Priority: Planning and Operational Effectiveness

Part 2: *Optional* Waiver Requests of State Laws, Rules or Policies

			Data Collection & Analysis				Title I Component									
	Law, Rule or Policy Inhibiting School's Ability to Improve Student Performance	Circumstances Under Which Waiver May be Used	How Waiver Will Permit School to Improve Student Performane	Measurement Instrument	Baseline	Target Goal	Person(s) Respon sible	School Reform	HQ Teach/Para	HQ Staff Dev	Recruit/Retain	Parent Involve	Gr. Transition	Teacher Input	At-Risk Assist	Fed-State-Local
1	001 115C-301. 115C-47 Allow teacher class size to exceed limit in grades 4- 12	in standard-level EOC or pre-EOC courses,	Improve student- teacher ratio for classes with students at risk of failing EOCs. Application of this waiver should not result in creation of oversized classes where large classes are hazardous,	Eng I, Alg. I,	Eng I: 76%; Alg I: 40.3%; Bio 76.4%%	Eng. 1 83.6%; Alg I: 44.3%; Bio: 84%	Administ ration									
2	2															
3																

School: J. H. Rose High School

Submission of Comprehensive Plan

A. School Approval

This school improvement plan has been developed in accordance with all statutory and local board requirements. This plan includes Southern Association School Improvement Plan, Title I, Safe Schools and Title II (formerly Eisenhower Staff Development).

The school staff approved the plan by a vote of: <u>unanimous</u>

Principal Signature

Date

School Improvement Team Chair Signature

Date

B. Superintendent's Recommendation

The plan meets all State requirements and is recommended for board approval.

The plan as submitted is recommended for board rejection based upon the following reasons:

Superintendent Signature

Date

C. Board Action

The plan is accepted

The plan is accepted with the following modifications:

The plan is rejected based upon the following reasons:

Board Chair Signature

School: J. H. Rose High School

School Year: 2010-2011

School Improvement Team Signatures

Name	Title	Elected By	Signature	Date
	Parent	A) Elected by PTA or largest parent group		
	Parent	 A) Elected by PTA or largest parent group B) Parent of an exceptional child 		
	Parent	C) Parent of Title I child/reflective student pop		

A) GS 115-105.27 requires that parents be elected by the largest organization of parents at the school.

B) It is a Pitt County Schools requirement that a parent of an exceptional child serve on the team.

C) It is an NCLB requirement that a parent of a Title I child serve on the team. Non-Title I schools must pick a parent reflective of the demographics of your student population.

School: J. H. Rose High School

School Year: 2010-2011

Budget Summary

Budget Code & Category	Grants/Others (PRC 28)	State Remediation (PRC 69 & 72)	Title I (PRC 050 & 105)	Perkins Workforce Development Vocational (PRC 17 & 14)	Stimulus (PRC 141)
Travel, Meals, Registration (312)					
Stipends (182)					
Substitutes (186)					
Salaries Including Benefits		\$ 30,000.00			
Non-Capitalized Equipment (461 & 462)					
Capitalized Equipment (over \$500; 541 & 542)					
Instructional Materials & Supplies (411)				\$ 18,760.00	
Other / Specify:					
Other / Specify:					
Budget Code Totals	\$0.00	\$30,000.00	\$0.00	\$18,760.00	\$0.00
Total: A	\$48,7	60.00			