

**Croatan High School  
School Improvement Plan  
2018-2021**

**Vision Statement**

Our purpose is to become a successful community of scholars and leaders that encourages unparalleled student growth through compelling opportunities and innovative use of resources.

**Mission Statement**

Our mission is to ensure that our students learn the skills necessary to become lifelong learners who are productive members of society.

**Core Values**

1. Student learning is the chief priority for Croatan High School.
2. Teachers, administrators, parents and the community share the responsibility for advancing Croatan High School's mission.
3. The commitment to continuous improvement is imperative if Croatan High School is going to enable students to become confident, self-directed, life-long learners.
4. A safe and physically comfortable environment promotes student learning.
5. Each student is a valued individual with unique physical, social, emotional and intellectual needs.
6. Curriculum and instructional practices incorporate a variety of innovative learning activities to accommodate differences in learning styles.

**School Improvement Team Members 2018-2019**

Donna Bowles	Robin Newton	Shannah Norris
George Bischoff	Noelle Ricks	James Westbrook
Christopher Davis	Jessica Sadler	Kay Zimarino
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**School Improvement Plan Goals**

<b>School Goal 1:</b>	<b>Students will receive quality instruction from teachers using individualized instruction, to</b>
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	<p><b>include blended learning, and other teaching modes.</b></p>
<p><b>Supports this District Goal:</b></p>	<p>North Carolina public schools will be led by 21st Century professionals.</p>
<p><b>Strategy 1</b>  Indicator A2.20  All teachers use appropriate technological tools to enhance instruction.</p>	<p><b>Action Steps</b></p> <ul style="list-style-type: none"> <li>● Survey the staff to determine current professional development needs.</li> <li>● Provide ongoing professional development for lesson alignment using new technological tools.</li> <li>● Teachers collaborate with ITF/Media Coordinator in order to effectively use technology tools and to meet Digital Learning Competencies.</li> <li>● Teachers use digital tools to incorporate individualized and blended learning in the classroom.</li> <li>● Encourage teachers to use the Media Center for student collaboration and production.</li> </ul>
<p><b>Strategy 2</b>  Indicator A1.05  All teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.</p>	<p><b>Action Steps</b></p> <ul style="list-style-type: none"> <li>● Teachers access student skills through formative and summative pre and post assessments.</li> <li>● Instructional opportunities on data analysis and teaching strategies for individualized learning will be provided through PLC meetings, whole staff professional development, and/or administrator review conferences.</li> <li>● Teachers use available data to inform instruction.</li> <li>● Teachers meet regularly in course and grade-level PLCs to discuss student progress and share best practices for individualizing student learning.</li> </ul>

<p><b>Strategy 3</b> Indicator A2.12 All teachers encourage self-direction by giving students choice in the selection of topics and the application of learning strategies.</p>	<p><b>Action Steps</b></p> <ul style="list-style-type: none"> <li>Teachers meet in grade and course PLCs to discuss and share lessons which provide students with choice in selection of topics, learning strategies, and assessments.</li> </ul>
<p><b>Strategy 4</b> Indicator A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.</p>	<p><b>Action Steps</b></p> <ul style="list-style-type: none"> <li>Create an MTSS team.</li> <li>Team meets regularly to assess student learning needs and create individualized learning interventions.</li> <li>Professional Development is provided to inform teachers about the MTSS processes.</li> <li>The MTSS team collaborates with teachers in order to assist teachers with instruction meant to meet individual student learning needs.</li> </ul>

<p><b>School Goal 2:</b></p>	<p>Students will benefit from teachers developing, implementing, and/or participating in teacher-led professional development.</p>
<p><b>Supports this District Goal:</b></p>	<p>Leadership will guide innovation in North Carolina public schools.</p>
<p><b>Strategy 1</b> Indicator B.304 The LEA/School sets goals for professional development (based on data) and monitors the extent to which it has changed practice.</p>	<p><b>Action Steps</b></p> <ul style="list-style-type: none"> <li>All teachers participate in a survey to determine professional development needs.</li> <li>The SIP team meets with PD committee, by the start of each school year to discuss professional development needs.</li> <li>The SIP Team and PD Committee members coordinate and deliver professional</li> </ul>

	<p>development to the staff at the start of each school year.</p> <ul style="list-style-type: none"> <li>● Administrators, PD committee members, and/or individual departments select and/or encourage teachers to lead professional development sessions for PLC's and/or whole staff covering topics of expertise.</li> <li>● Teachers provide feedback on how their teaching practices have changed as a result of participating in teacher-led professional development sessions.</li> </ul>
<p><b>Strategy 2</b> Indicator A1.03 The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.</p>	<p><b>Action Steps</b></p> <ul style="list-style-type: none"> <li>● Encourage teachers to write a PD Goal, at the start of each school year, that reflects their intent to develop and implement professional development sessions for other teachers.</li> <li>● Teachers provide professional development to departments and/or other staff members addressing what they learned from their participation in out-of-school professional development.</li> <li>● Design an incentive program that recognizes and/or rewards teachers who lead professional development sessions.</li> </ul>