

School Name: Bunker Hill High School

Catawba County Schools

2009-2012 School Improvement Plan

Mission Statement

Bunker Hill High School's mission is to teach, learn and lead for the future.

Teach, Learn and Lead

Bunker Hill High School Core Beliefs

- Bunker Hill will set an expectation of excellence through a rigorous and relevant curriculum.
- Every student needs to establish a relationship with a significant adult to fully capitalize on the learning process.
- Bunker Hill must evolve continually to meet the needs of a diverse and ever-changing, global society.
- Bunker Hill must provide a safe and nurturing environment in order to educate the whole child-socially, emotionally, cognitively and physically.
- Success at Bunker Hill depends on the shared responsibility of students, teachers, administrators, parents and the community.

Catawba County Schools

Board of Education

Joyce Spencer Chairperson
Charlie Wyant..... Vice Chairperson
Betty Blackburn Member
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Administration

Dr. Timothy Markley Superintendent
Steve Demiter Assistant Superintendent Operations
Pat Hensley Assistant Superintendent Human Resources
Beth Isenhour Assistant Superintendent Curriculum & Instruction

Building Leadership Team Members

The following individuals constitute Bunker Hill High School's Building Leadership Team that **collaboratively** developed the 2009-2012 School Improvement Plan. The following **assurances** were in place in compliance with

G. S. 115C-105.27 Development and Approval of School Improvement Plans:

- BLT Composition:
 - Principal
 - Assistant Principal
 - Certified Staff (Instructional Personnel)
 - Certified Instructional Support Staff (i.e. media, counselor, school social worker)
 - Classified Staff
 - Parents
- The representatives were elected by their representative groups by secret ballot.
- The parents serving on the School Improvement Team reflect the racial and socioeconomic composition of the students enrolled in the school and **are not** members of the building level staff.
- School Improvement Team meetings are held at a convenient time to assure **substantial** parent participation.
- School Improvement Team includes representative members of the student body.
- The principal has presented the 2009-2012 School Improvement Plan to all affected staff for review and vote by secret ballot.
- A peer review representative from the Central Office has reviewed this document with the principal.
 - Voting results (Note: Total eligible to vote = Number of certified instructional personnel + number of teacher assistants)

Eligible to Vote: 75

(Note: The plan must be approved by a simple majority (50% + 1) of the TOTAL

Eligible to Vote.)

Vote Talley: Yes 69 No 1

Additional Assurances

1. The Building Leadership Team has developed a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the BLT.
2. The plan provides a duty-free instructional planning time for every teacher under G. S. 115C-301.1 with the goal of providing an average of at least five hours of planning time per week.
3. If the school is designated as a Title I school, the 10 components required under Title I directives is included in the document.
4. If the school serves students in kindergarten or first grade, a plan for preparing students to read at grade level by the time they enter second grade is included in the document. The plan shall require kindergarten and first grade teachers to notify parents or guardians when their child is not reading at grade level and is at risk of not reading at grade level by the time the child enters second grade.
5. The Building Leadership Team understands that meetings relative to the school improvement plan are subject to North Carolina's Open Meetings Law. To comply with the law, the public must be notified of meetings.
6. The Building Leadership Team will ensure that Professional Development addresses "Training appropriate school personnel in the management of disruptive or dangerous student behavior" (Effective July 1, 2006).
7. The Building Leadership Team will ensure that procedures for informing staff and implementing General Statute 391.1, "Permissible use of seclusion and restraint," is reviewed.
8. The Building Leadership Team will assure that the Healthy Active Children Policy, 150 minutes of physical activity per week in elementary schools and 225 minutes per week in middle schools is upheld.
9. The District's Safe School Plan is an integral component of the work done at this school. All LEA policies and regulations are followed.
10. The following character traits are addressed per General Statute 115C-12(33): courage, good judgment, integrity, civility, kindness, perseverance, respect, responsibility, and self-discipline. The school assures that these traits are integrated into classroom instruction where appropriate and through school-wide recognitions.

Building Leadership Team

Name	Position or Role	Term Expiration Date	Signature	Date of Official Sign-Off
Jeff Taylor	Principal	/ Ad / Hoc	On File	8 / 24 / 2010
Lee Miller	Assistant Principal	/ Ad / Hoc	On File	8 / 24 / 2010
Alisa Ferguson	Assistant Principal	/ AD / Hoc	On File	8 / 24 / 2010
Marvin Miller	BLT Chairman	6 / 30 / 2011	On File	8 / 24 / 2010
Rhonda Siers	CTE Teacher	6 / 30 / 2011	On File	8 / 24 / 2010
Caroline Brown	Classified Staff	6 / 30 / 2011	On File	8 / 24 / 2010
Daniel Lesosky	English Teacher	6 / 30 / 2012	On File	8 / 24 / 2010
Derek Chase	Biology Teacher	6 / 30 / 2012	On File	8 / 24 / 2010
Marissa Wallace	EC Teacher	6 / 30 / 2013	On File	8 / 24 / 2010
Bart Sigmon	Social Studies	6 / 30 / 2013	On File	8 / 24 / 2010
Eric Taylor	Parent	6 / 30 / 2011	On File	8 / 24 / 2010
Dayne Miller	Parent	6 / 30 / 2011	On File	8 / 24 / 2010
Phillip Hicks	Student	6 / 30 / 2011	On File	8 / 24 / 2010
Alexis Mitchell	Student	6 / 30 / 2011	On File	8 / 24 / 2010

Catawba County Profile

Catawba County, from a historical perspective, was the largest producer of gold in the country prior to the 1848 California Gold Rush. The county, nestled comfortably between the foothills and the Piedmont of North Carolina, gained national attention for its citizens' concerted efforts to fight the 1940's polio epidemic. Catawba County also boasts the longest running live radio broadcast in the country, the Men's Bible Class Sunday School hour, from First United Methodist Church in Newton.

As part of its Sesquicentennial Celebration in 1992, the county adopted the theme "Keeping the Spirit Alive Since 1842." That spirit has produced many nationally recognized individuals, including: Bobby Lutz, head basketball coach for the University of North Carolina-Charlotte; Pauletta Pearson Washington, Broadway star and wife of Denzel Washington; Phillip Moose, world-renowned artist; and Jon Reep, winner of the nationwide Last Comic Standing contest. Artisans and county natives Eddie Hamrick and Burlon Craig have pieces displayed in the Smithsonian Museum of Art.

Catawba County's seal, adopted in 1925, depicted four key representations of life in this county at that time. The cross symbolized the religious life of the area; the yellow torch on a field of white embodied the county's commitment to education; the cow spoke to the agrarian roots of the area; and the wheel represented manufacturing – specifically furniture and textiles.

According to July 2007 statistical data from the North Carolina Department of Commerce, EDIS Database, Catawba County's population is 153,404. When broken down by ethnicity, United States Census estimates (projected from Census 2000) indicate: White 81.8%; African American 8.0%; American Indian and Alaska Native .4%; Asian 2.6%; Native Hawaiian and other Pacific Islander 0.1% Hispanic 8.3% and those listing two or more ethnic affiliations 2.1%.

The median age of Catawba County residents is 37.0. According to data from the Catawba County Economic Development Corporation, educational status for Catawba County citizens is:

Less than high school graduate:	20.5%	Associate Degree	7.8%
High School Graduate:	33.3%	Bachelor's Degree	13.3%
Some College:	20.4%	Master's Degree	4.7%

The economic downturn of the last decade has virtually annihilated all vestiges of manufacturing in Catawba County. Furniture and textile plants have been closed or relocated overseas. Such impenetrable cornerstones as Corning Fiber Optics and CommScope have significantly reduced employment.

Staggering unemployment rates have transcended every socio-economic group. Statistics from the North Carolina Employment Security Commission (February 2009) showed Catawba County with a twenty-five year high unemployment rate of 15.0%, compared to the state's unadjusted jobless rate of 11.3%.

Three public school systems: Newton-Conover with 2,802 students; Hickory Public with 4,474 students; and Catawba County Schools with 17,407 students operate within the county. In addition, 8 church-related schools and academies and two private schools are located here. The 2008 North Carolina Home School Statistical Summary identifies 615 home schools licensed in Catawba County.

Higher Education opportunities include Catawba Valley Community College, offering one- and two-year vocational programs as well as two-year college transfer programs. CVCC is also home to myriad continuing education programs and serves as a satellite campus for Appalachian State University. CVCC offers MagNIT, information highway, dual enrollment and Huskins courses to Catawba County Schools students. In addition, CVCC is home to the Hickory Metro Higher Education Center (HMHEC) and Challenger Early College High School. Lenoir-Rhyne University is a private liberal arts institution located in Hickory. The High School Scholars Academy (HSSA) located on Lenoir-Rhyne's campus affords 30 high school students in the greater Hickory-Metro the opportunity to complete their senior year in a university setting while earning college credits.

Collectively, business and industry have made a commitment to educational excellence in Catawba County. The Chamber of Commerce identifies education as its "number one economic development priority" in its Strategic Plan for 2008-2010. The Champions of Education targets pre-K-12 grade education and teacher recruitment and retention as two key foci of their mission to enhance education in Catawba County.

In an era where there are few constants and known variables within Catawba County, the area's commitment to education has intensified. Building

on that support and the undaunting spirit of the citizens of Catawba County, this school system is certain to see each identified goal to successful completion.

Self Assessment

Year	AYP Status	ABC Status		
2008-2009	Met <u>13</u> out of <u>13</u> target goals	_____ High Growth	_____ Expected Growth	<u>x</u> No Recognition
2009-2010	Met <u>12</u> out of <u>13</u> target goals	_____ High Growth	<u>x</u> Expected Growth	_____ No Recognition
2010-2011	Met _____ out of _____ target goals	_____ High Growth	_____ Expected Growth	_____ No Recognition
2011-2012	Met _____ out of _____ target goals	_____ High Growth	_____ Expected Growth	_____ No Recognition

Synthesized Narrative of School

Bunker Hill High School, located in Claremont, North Carolina has a student population of 890 students, based on the 8th month Principal's Monthly Report (PMR) for 2008-2009. In examining our school, we note the following strengths based on North Carolina ABC Accountability testing data, No Child Left Behind Adequate Yearly Progress (AYP) data, demographic data, district-generated survey data, EVAAS data, attendance data from NC WISE, discipline data from the North Carolina Crime and Violence Report, information from the North Carolina Teacher Working Conditions Survey, Teacher Quality data and Student Surveys.

Identified Strength	Supporting Evidence and Reflection	Data Source
Graduation cohort rate	83.9%, Second best among CCS traditional high schools	2009 Accountability Report
Growth in EOC proficiency rate	65.2% up from 62.5% in 2008	NC ABC Results
High expectation for student success	79.63% of staff and 80.38% of students feel there are high expectations	2009 Survey Data
AYP	Bunker Hill made 13 of 13 AYP goals in 2009	Federal No Child Left Behind statistics
New additions to School facilities	2009 Construction Project	August 2009 completion

Self Assessment (continued)

Our examination of the aforementioned data sources also leads us to recognize the following areas requiring focus within the School Improvement Plan. These weaknesses serve as the impetus for our school's **SMART Goals** that will span the 2009-2010, 2010-2011 and 2011-2012 school years.

Identified Weakness	Supporting Evidence and Reflection	Data Source
End of Course Test Scores are consistently below district average	Bunker Hill is below the district average in 9 of 9 tested areas	2009 Accountability Report
There is a lack of engagement by students on a consistent basis	Almost 33 point discrepancy between teacher and student perception on engagement	2009 Survey data
High non-promotion rate for freshmen	Approximately 20% of 9 th grade students do not earn six credits	NCWise data for past five years
Make school more accessible	A perception still exists among some parents that the school is not a welcoming place.	2009 Survey Data

Summarization of SMART Goals for Bunker Hill High School School

SMART Goal One: By June 2012, 90% of Bunker Hill students will be proficient on End of Course tests.

Aligns with: District Strategic Priority: 1 2 3 4 5 6 7 8

NC 21st Century Priority Goals: 1 2 3 4 5

SMART Goal Two: By June 2012, 95% of Bunker Hill students will graduate with their cohort.

Aligns with: District Strategic Priority: 1 2 3 4 5 6 7 8

NC 21st Century Priority Goals: 1 2 3 4 5

SMART Goal Three: By June 2012, student and staff perceptions about student engagement will be over 90% positive .

Aligns with: District Strategic Priority: 1 2 3 4 5 6 7 8

NC 21st Century Priority Goals: 1 2 3 4 5

SMART Goal Four: By June 2012, _____.

Aligns with: District Strategic Priority: 1 2 3 4 5 6 7 8

NC 21st Century Priority Goals: 1 2 3 4 5

SMART Goal Five: By June 2012, _____.

Aligns with: District Strategic Priority: 1 2 3 4 5 6 7 8

NC 21st Century Priority Goals: 1 2 3 4 5

SMART Goal #1 2009-2010

Overall SMART Goal: By June 2012, 90% of Bunker Hill students will be proficient on End of Course tests.

Target SMART Goal/Measure: By June 2010, End of Course proficiency will be 80%.

Target SMART Goal/Measure: By June 2011, End of Course proficiency will be 85%.

Target SMART Goal/Measure: By June 2012, End of Course proficiency will be 90% .

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study		1. What does the data tell us? 2 What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?	Same as Qtr. 1	EOC data from 1 st semester shows an approximate 10% improvement from previous year. Bunker Hill still trails the other four district schools in overall EOC scores.	At year's end Bunker Hill's proficiency had risen to 74.6% on all state mandated tests. This data includes impressive numbers in Biology, Algebra II and English I. A significant amount of work has been done to implement best practices such as LCS principles. As we move forward continued work in this area to more tightly align curriculum and instruction will be employed. This will be done by BHHS staff and district level personnel.
	Data Analysis: (SWOT) analysis SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats	Accountability data shows that Bunker Hill is last among the five traditional high schools in Catawba County. What is not shown are the changes in staff, both positive and negative that have occurred over the past three years and how the culture of the school is changing. With new facilities and a renewed sense of school pride we have an opportunity to translate into success in the classroom.	EOC data from 1st semester shows an approximate 10% improvement from previous year. Bunker Hill still trails the other four district schools in overall EOC scores. Show data of courses EOC teachers are giving weekly benchmark assessments to evaluate student learning. Marks are posted on the faculty share folder for teachers and administration. Monitoring of scores identifies students for remediation.		

SMART Goal #1 2009-2010

Action Step/Strategy: EVAAS data along with ClassScape and USA Test prep will be utilized to identify struggling students quicker and to more effectively design and monitor instruction for all students .

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.	Administration and High School Curriculum Specialist	Same as Qtr. 1	Administration and High School Curriculum Specialist	Administration and High School Curriculum Specialist
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	None	None	None	None
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	Refresher sessions on ClassScape and USA Test prep along with conferences with EOC teachers about EVAAS reports	Same as Qtr. 1	Teachers were trained to use the spreadsheets to post benchmark scores. Teachers reviewed ClassScape and USA Test Prep Benchmark assessment tools. Teachers were given EVAAS data/predictor scores and EOC goal summaries.	ClassScape results along with EVAAS data were used by all EOC teachers to assess student progress toward goals. Continued training on how to use this data to direct instruction was provided.
Parent & Community Involvement during each quarter	Open House each semester, weekly email updates by all teachers	Same as Qtr. 1	Open House each semester, weekly email updates by all teachers. A Parent/Teacher/Student Organization was created.	Teacher e mails were used by almost the entire staff on a weekly basis as was the school website, in an effort to inform and involve parents into the improvement process.
How is technology an integral part of the	E mail, Facebook, Twitter and school	USA Test Prep was used extensively in	Benchmark assessments are	USA Test Prep, EVAAS and other

strategy's deployment?	website are being used to disseminate information.	remediation and test preparation	created using technology. Scores are posted on school network for easy access. School Pads and LCD projectors are used in assessments.	web based programs were employed to assess and to deliver instruction.
Set up deployment plan.	BLT	BLT/Administration	BLT/Administration	BLT/Administration

SMART Goal #1 2009-2010

Action Step/Strategy: EVAAS data along with ClassScape and USA Test prep will be utilized to identify struggling students quicker and to more effectively design and monitor instruction for all students

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Evaluation:</p> <p>A. What data will you use to determine if the strategy was deployed?</p> <p>B. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>C. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p>Observation of teacher instructional practices will serve to insure that the strategy was deployed.</p> <p>USA Test Prep reports and ClassScape assessments will be reviewed with teachers to monitor progress toward curricular goals.</p>	<p>First semester grades suggested fewer students failing and that academic progress was on the increase.</p> <p>Lower failure rates and improved success indicate the measures, among others are having a positive impact on student performance.</p>	<p>Monitoring the spreadsheets located on the "F" drive.</p> <p>Observe the number of students who receive remediation due to benchmark assessments.</p> <p>Students EOC scores (proficiency rates and growth).</p>	<p>Efforts from quarter 3 were continued and, additionally students identified as at risk of failing EOCs were pulled for remediation in every subject area.</p> <p>EXAM JAM was set up as a focus and review prior to EOC testing based on EVAAS and Test Prep data.</p>

SMART Goal #1 2009-2010

Action Step/Strategy: EVAAS data along with ClassScape and USA Test prep will be utilized to identify struggling students quicker and to more effectively design and monitor instruction for all students .

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #1 2009-2010

Action Step/Strategy: EVAAS data along with ClassScape and USA Test prep will be utilized to identify struggling students quicker and to more

effectively design and monitor instruction for all students.

Steps	Quarter 1 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	ClassScape data will be reviewed with all EOC teachers	Taylor, Miller, Ferguson, Kaylor	Conferences	10 / 23 / 2009
2.	USA Test prep data will be reviewed with all EOC Teachers	Taylor, Miller, Ferguson, Kaylor	Conferences	10 / 23 / 2009
3.	Frequent observations of classrooms to insure that quality instruction is taking place	Taylor, Miller, Ferguson, Kaylor	Full, snapshot and walkthrough observations	10 / 23 / 2009
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 2 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	We will continue the deployment strategies from quarter one in second quarter.	Taylor, Miller, Ferguson, Kaylor		11 / 24 / 2009
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

SMART Goal #1 2009-2010

Action Step/Strategy: EVAAS data along with ClassScape and USA Test prep will be utilized to identify struggling students quicker and to more effectively design and monitor instruction for all students.

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Institute weekly benchmark assessments	Teachers/Administration	Benchmark spreadsheets	4 / 2 / 2010
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Benchmark assessments were used and at risk students were pulled for remediation in all tested areas	Teachers/Administration	Review and remediation sessions held during and after school hours	6 / 3 / 2010
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

SMART Goal #2 2009-2010

Overall SMART Goal: By June 2012, 95% of Bunker Hill students will graduate with their cohort.

Target SMART Goal/Measure: By June 2010, graduation cohort rate will be 85% .

Target SMART Goal/Measure: By June 2011, graduation cohort rate will be 90% .

Target SMART Goal/Measure: By June 2012, graduation cohort rate will be 95% .

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	<p>Data Analysis: (SWOT) analysis</p> <p>SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats</p>	<p>1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?</p> <p>The data tells us that progress was made last year with regard to graduation rate. What is not shown, however, is that there are still a number of students, especially in 9th grade, who are not successful, and that these are essentially the same students who end up not graduating with their cohort.</p>	<p>The data from Freshman Academy had only two students not on track to be promoted to the 10th grade. Our upper class students have also had a good first quarter. The plan and deployment strategies around this goal will remain the same for second quarter.</p>	<p>1ST Semester data shows a reduction in the failure rate. Students' failing multiple classes has declined.</p>	<p>Final data showed that fewer students overall failed to be promoted to the next grade level.. Freshman numbers were less than 10 compared to an average of 40 for the past decade.</p>

SMART Goal #2 2009-2010

Action Step/Strategy: Freshmen will participate in a designed Freshman Academy to more effectively instruct and monitor all ninth graders in an effort to make them all successful, set goals and better relate to a significant adult in our building.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.	Administrators, nine identified Freshman Academy Teachers	Administrators, nine identified Freshman Academy Teachers	Administrators, nine identified Freshman Academy Teachers	Administrators, nine identified Freshman Academy Teachers
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	None	None	None	None
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	Ongoing planning and conferencing with Freshman Academy Teachers	Ongoing planning and conferencing with Freshman Academy Teachers	Ongoing planning and conferencing with Freshman Academy Teachers. Teachers have received WICR strategy training.	Ongoing planning and conferencing with Freshman Academy Teachers. Teachers have received WICR strategy training.
Parent & Community Involvement during each quarter	Weekly contact with parents by all Freshman Academy staff	Weekly contact with parents by all Freshman Academy staff	Parent emails, Open House, Formation of the PTSO	Parent emails, Open House, Formation of the PTSO
How is technology an integral part of the strategy's deployment?	Textbookless classrooms in English I using "Premie Dell" computers	Textbookless classrooms in English I using "Premie Dell" computers	Textbookless classrooms in English I using "Premie Dell" computers	Textbookless classrooms in English I using "Premie Dell" computers
Set up deployment plan.	BLT	BLT	BLT	BLT

SMART Goal #2 2009-2010

Action Step/Strategy: Freshmen will participate in a designed Freshman Academy to more effectively instruct and monitor all ninth graders in an effort to make them all successful, set goals and better relate to a significant adult in our building .

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Evaluation: D. What data will you use to determine if the strategy was deployed? E. What data will you use to determine if the strategy was deployed with fidelity? F. What data will you use to determine if the strategy impacted the overall goal or target goal?	Observation data from classrooms, EVAAS Scores for English I, Algebra I and Honors Geometry monitoring student progress reports will serve to see that the program is effectively implemented .	An unprecedented number of freshmen passed courses during first nine weeks. Observation and conferences with these staff members indicate the program is being implemented well. The deployment plan relative to this goal will stay the same second nine weeks.	EOC data and pass/fail data, discipline data Parent/student surveys along with testing data and NCWISE data EOC data and pass/fail data, discipline data	Freshman Academy was a huge success with more students passing EOC and passing 9th grade. The lowest number of failures for grade 9, that we can verify, in school history.

SMART Goal #2 2009-2010

Action Step/Strategy: Freshmen will participate in a designed Freshman Academy to more effectively instruct and monitor all ninth graders in an effort to make them all successful, set goals and better relate to a significant adult in our building .

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input checked="" type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #2 2009-2010

Action Step/Strategy: Freshmen will participate in a designed Freshman Academy to more effectively instruct and monitor all ninth graders in an

effort to make them all successful, set goals and better relate to a significant adult in our building .

Steps	Quarter 1 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Set up ClassScapes	Teachers Administration	ClassScape reports	9 / 11 / 2009
2.	Administer ClassScape Assessments	Teachers Administration	ClassScape Testing	9 / 11 / 2009
3.	Analyze the ClassScape Assessments for content, strategy, and individual student needs	Teachers	ClassScape results	9 / 18 / 2009
4.	All Freshmen Academy Teachers will be observed at least once to determine the level of instruction.	Administration	Observation data	9 / 18 / 2009
5.	Interact with students to reduce discipline problems and inappropriate behaviors	Freshman Academy Teachers	NCWise Discipline Data	9 / 18 / 2009
6.				/ /
7.				/ /

Steps	Quarter 2 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Set up ClassScapes	Teachers Administration	ClassScape reports	11 / 24 / 2009
2.	Administer ClassScape Assessments	Teachers Administration	ClassScape Testing	11 / 24 / 2009
3.	Analyze the ClassScape Assessments for content, strategy, and individual student needs	Teachers	ClassScape results	11 / 24 / 2009
4.	All Freshmen Academy Teachers will be observed at least once to determine the level of instruction.	Administration	Observation data	11 / 24 / 2009
5.	Interact with students to reduce discipline problems and inappropriate behaviors	Freshman Academy Teachers	NCWise Discipline Data	11 / 24 / 2009
6.				/ /
7.				/ /

SMART Goal #2 2009-2010

Action Step/Strategy: .

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Set up ClassScapes	Teachers Administration	ClassScape reports	4 / 2 / 2010
2.	Administer ClassScape Assessments	Teachers Administration	ClassScape Testing	4 / 2 / 2010
3.	Analyze the ClassScape Assessments for content, strategy, and individual student needs	Teachers	ClassScape results	4 / 2 / 2010
4.	All Freshmen Academy Teachers will be observed at least once to determine the level of instruction.	Administration	Observation data	4 / 2 / 2010
5.	Interact with students to reduce discipline problems and inappropriate behaviors	Freshman Academy Teachers	NCWise Discipline Data	4 / 2 / 2010
6.				/ /
7.				/ /

Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Assessments were continued throughout final quarter.	Teachers and administrators	ClassScape	6 / 4 / 2010
4				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

SMART Goal #3 2009-2010

Overall SMART Goal: By June 2012, student and staff perceptions about student engagement will be over 95% positive.
 Target SMART Goal/Measure: By June 2010, student and staff perceptions about student engagement will be over 85% positive.
 Target SMART Goal/Measure: By June 2011, student and staff perceptions about student engagement will be over 90% positive.
 Target SMART Goal/Measure: By June 2012, student and staff perceptions about student engagement will be over 95% positive.

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study		1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? The data shows that 92.59% of teachers feel as if lessons are designed to effectively engage students, whereas only 59.55% of students share this belief. What is not shown is the reason for this discrepancy. These data along with test scores indicate that efforts are needed to make the perceptions of these groups of stakeholders congruent.	The data shows that 92.59% of teachers feel as if lessons are designed to effectively engage students, whereas only 59.55% of students share this belief. What is not shown is the reason for this discrepancy. These data along with test scores indicate that efforts are needed to make the perceptions of these groups of stakeholders congruent.	The data shows that 92.59% of teachers feel as if lessons are designed to effectively engage students, whereas only 59.55% of students share this belief. What is not shown is the reason for this discrepancy. These data along with test scores indicate that efforts are needed to make the perceptions of these groups of stakeholders congruent.	As the quarter ended the overall rapport between all segments of stakeholders was positive, suggesting these numbers would improve as hoped for.
	Data Analysis: (SWOT) analysis SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats				

SMART Goal #3 2009-2010

Action Step/Strategy: The Big Six Learning Centered School Strategies along with daily KWL strategies in all classes will be used to more effectively insure that students are engaged in the respective curriculum.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.	Daily observations of teachers efforts at engagement strategies	Daily observations of teachers efforts at engagement strategies	Daily observations of teachers efforts at engagement strategies	Daily observations of teachers efforts at engagement strategies
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	None	None	None	None
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	None	None	None	None
Parent & Community Involvement during each quarter	Advising parents via e mails, AlertNow and school website	Advising parents via e mails, AlertNow and school website	Advising parents via e mails, AlertNow and school website	Advising parents via e mails, AlertNow and school website
How is technology an integral part of the strategy's deployment?	The aforementioned strategy describes the technology that will be used.	The aforementioned strategy describes the technology that will be used.	The aforementioned strategy describes the technology that will be used.	The aforementioned strategy describes the technology that will be used.
Set up deployment plan.	BLT	BLT	BLT	BLT

SMART Goal #3 2009-2010

Action Step/Strategy: The Big Six Learning Centered School Strategies along with daily KWL strategies in all classes will be used to more effectively insure that students are engaged in the respective curriculum.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Evaluation: G. What data will you use to determine if the strategy was deployed? H. What data will you use to determine if the strategy was deployed with fidelity? I. What data will you use to determine if the strategy impacted the overall goal or target goal?	Data from full, snapshot and walkthrough observations will serve to monitor these strategies and insure that they are being used consistently throughout the building.	Data from full, snapshot and walkthrough observations will serve to monitor these strategies and insure that they are being used consistently throughout the building.	Data from full, snapshot and walkthrough observations will serve to monitor these strategies and insure that they are being used consistently throughout the building.	Data from full, snapshot and walkthrough observations will serve to monitor these strategies and insure that they are being used consistently throughout the building.

SMART Goal #3 2009-2010

Action Step/Strategy: The Big Six Learning Centered School Strategies along with daily KWL strategies in all classes will be used to more effectively insure that students are engaged in the respective curriculum.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input checked="" type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #3 2009-2010

Action Step/Strategy: The Big Six Learning Centered School Strategies along with daily KWL strategies in all classes will be used to more effectively

insure that students are engaged in the respective curriculum .

Steps	Quarter 1 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Daily observations looking for Big Six used in the classroom.	Administration	Observation Data	10 / 23 / 2009
2.	Daily observations looking for KWL used in the classroom.	Administration	Observation Data	10 / 23 / 2009
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 2 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Daily observations looking for Big Six used in the classroom.	Administration	Observation Data	11 / 24 / 2009
2.	Daily observations looking for KWL used in the classroom.	Administration	Observation Data	11 / 24 / 2009
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

SMART Goal #3 2009-2010

Action Step/Strategy: .

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Daily observations looking for Big Six used in the classroom.	Administration	Observation Data	4 / 2 / 2010
2.	Daily observations looking for KWL used in the classroom.	Administration	Observation Data	4 / 2 / 2010
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Daily observations looking for Big Six used in the classroom.	Administration	Observation Data	6 / 4 / 2010
2.	Daily observations looking for KWL used in the classroom.	Administration	Observation Data	6 / 4 / 2010
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Waiver Requests

School-Based Management and Accountability Program School-Based Waiver Request for 2009-2012

LEA: Catawba County Schools

LEA Code: 180

School Name: Bunker Hill High School School Code: 320

Requests for Waivers

Type	Class size waiver in Grades 4-12 (This excludes class limitation in Grades K-3)
Legal Reference	North Carolina General Statutes Section 115C-301(c) Maximum Class Size North Carolina General Statutes Section 115-301 (d) Maximum Teaching Load
Rationale	The waiver will allow flexibility to ad hoc grouping in both skill and content areas. It will allow for more effective use of staffing, focusing on individual strengths of the faculty/staff.
Congruency to Student Achievement	More effective teaching/learning will occur as schools are able to operate the master schedule with fluidity, moving students in and out of skill groups as assessment indicates. The waiver also diminishes the possibility of whole-school reorganization if student enrollment is significantly higher than student projections.

SMART Goal #1 2010-2011

Overall SMART Goal: By June 2012, 90% of Bunker Hill students will be proficient on End of Course tests.

Target SMART Goal/Measure: By June 2010, End of Course proficiency will be 80%.

Target SMART Goal/Measure: By June 2011, End of Course proficiency will be 85%.

Target SMART Goal/Measure: By June 2012, End of course proficiency will be 90%.

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study					
	<p>Data Analysis: (SWOT) analysis</p> <p>SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats</p>	<p>1. What does the data tell us? 2 What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?</p> <p>Test data indicates that proficiency on EOCs are on the rise. All eight tested areas have shown an increase in the number of students proficient. Despite this there is still room for improvement in Physical Science and 10th grade writing.</p>	<p>Activity periods have been established to provide remediation for students who are experiencing academic difficulty and also to provide enrichment in reading and writing for students who do not need assistance with EOC courses.</p> <p>These groups were established using EVAAS data and teacher input.</p>	<p>Activity periods have been established to provide remediation for students who are experiencing academic difficulty and also to provide enrichment in reading and writing for students who do not need assistance with EOC courses.</p> <p>These groups were established using EVAAS data and teacher input.</p>	<p>Activity periods have been established to provide remediation for students who are experiencing academic difficulty and also to provide enrichment in reading and writing for students who do not need assistance with EOC courses.</p> <p>These groups were established using EVAAS data and teacher input.</p>

SMART Goal #1 2010-2011

Action Step/Strategy: Beginning with fall 2010 and continuing through the spring of 2011 an activity period will be implemented to allow for remediation of students in need of assistance and a reading period and writing period for all other students .

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.	Principal and assistant principals along with curriculum specialists	Principal and assistant principals along with curriculum specialists	Principal and assistant principals along with curriculum specialists	Principal and assistant principals along with curriculum specialists
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	None	None	None	None
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	Professional development will be conducted to train staff in assessing student writing and in leading the directed reading period.	BHHS English staff will lead staff development on strategies to assess and correct student writing	BHHS English staff will lead staff development on strategies to assess and correct student writing	BHHS English staff will lead staff development on strategies to assess and correct student writing
Parent & Community Involvement during each quarter	None	Use of phone tree to raise parent awareness of the writing period	Use of phone tree to raise parent awareness of the writing period	Use of phone tree to raise parent awareness of the writing period
How is technology an integral part of the strategy's deployment?	ClassScape, USA Test Prep will be employed to assist with students in EOC remediation sessions.	ClassScape, USA Test Prep will be employed to assist with students in EOC remediation sessions. Writing prompts and questions are posted on F drive.	ClassScape, USA Test Prep will be employed to assist with students in EOC remediation sessions. Writing prompts and questions are posted on F drive.	ClassScape, USA Test Prep will be employed to assist with students in EOC remediation sessions. Writing prompts and questions are posted on F drive.
Set up deployment plan.	Students will be identified using EVAAS data along with lexile and quantile date to identify students on the bubble for scoring level three in the seven EOC tested areas.	Students will be identified using EVAAS data along with lexile and quantile date to identify students on the bubble for scoring level three in the seven EOC tested areas.	Students will be identified using EVAAS data along with lexile and quantile date to identify students on the bubble for scoring level three in the seven EOC tested areas.	Students will be identified using EVAAS data along with lexile and quantile date to identify students on the bubble for scoring level three in the seven EOC tested areas.

SMART Goal #1 2010-2011

Action Step/Strategy: Beginning with fall 2010 and continuing through the spring of 2011 an activity period will be implemented to allow for remediation of students in need of assistance and a reading period and writing period for all other students

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Evaluation:</p> <p>J. What data will you use to determine if the strategy was deployed?</p> <p>K. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>L. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p>After three weeks of first semester remediation groups along with reading and writing cohorts will be identified.</p> <p>Monitoring by administration along with student performance on benchmark assessment and class grades.</p> <p>EOC scores and 10th grade writing scores.</p>	<p>Remediation groups are set and continue. Students may move in and out as needed.</p> <p>Reading and writing group activities continue to be assessed and adjusted as needed.</p> <p>EOC and writing scores will ultimately show if these strategies are effective.</p>	<p>Remediation groups are set and continue. Students may move in and out as needed.</p> <p>Reading and writing group activities continue to be assessed and adjusted as needed.</p> <p>EOC and writing scores will ultimately show if these strategies are effective.</p>	<p>Remediation groups are set and continue. Students may move in and out as needed.</p> <p>Reading and writing group activities continue to be assessed and adjusted as needed.</p> <p>EOC and writing scores will ultimately show if these strategies are effective.</p>

SMART Goal #1 2010-2011

Action Step/Strategy: Beginning with fall 2010 and continuing through the spring of 2011 an activity period will be implemented to allow for remediation of students in need of assistance and a reading period and writing period for all other students .

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. X Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. X Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. x Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. xContinue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #1 2010-2011

Action Step/Strategy: Beginning with fall 2010 and continuing through the spring of 2011 an activity period will be implemented to allow for remediation of students in need of assistance and a reading period and writing period for all other students .

Steps	Quarter 1 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	EVAAS data will be assessed to populate remediation groups for remediation.	School administration	Performance on respective End of Course test	1 / 25 / 2011
2.	Creation of Drop Everything and Read/writing cohorts that will meet during activity period on Tuesday and Thursday respectively.	School administration	Compliation of student writing samples and reading log.	1 / 25 / 2011
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 2 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Remediation groups have been established and dtudents are moving into anod out of them based on their performance in classes.	Administration, EOC teachers	Assessment of student performance using grades, and benchmark test results	1 / 25 / 2011
2.	Reading and writing activity groups are established and active. The methodology of these groups continues to be tweeked based on input from staff and BLT.	All BH Faculty	Compliation of student writing samples and reading log.	1 / 25 / 2011
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

SMART Goal #1 2010-2011

Action Step/Strategy: Beginning with fall 2010 and continuing through the spring of 2011 an activity period will be implemented to allow for remediation of students in need of assistance and a reading period and writing period for all other students .

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Remediation groups have been established and dtudents are moving into anod out of them based on their performance in classes.	Administration, EOC teachers	Assessment of student performance using grades, and benchmark test results	3 / 25 / 2011
2.	Reading and writing activity groups are established and active. The methodology of these groups continues to be tweeked based on input from staff and BLT.	All BH Faculty	Compliation of student writing samples and reading log.	3 / 25 / 2011
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Remediation groups have been established and dtudents are moving into anod out of them based on their performance in classes.	Administration, EOC teachers	Assessment of student performance using grades, and benchmark test results	6 / 10 / 2011
2.	Reading and writing activity groups are established and active. The methodology of these groups continues to be tweeked based on input from staff and BLT.	All BH Faculty	Compliation of student writing samples and reading log.	6 / 10 / 2011
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

SMART Goal #2 2010-2011

Overall SMART Goal: By June 2012, 95% of Bunker Hill students will graduate with their cohort..

Target SMART Goal/Measure: By June 2010, graduation cohort rate will be 85% ..

Target SMART Goal/Measure: By June 2011, graduation cohort rate will be 90% ..

Target SMART Goal/Measure: By June 2012, graduation cohort rate will be 95%.

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study		<ol style="list-style-type: none"> 1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement? 			
	<p style="text-align: center;">Data Analysis: (SWOT) analysis</p> <p style="text-align: center;">SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats</p>	<p>In 2009-2010 the graduation cohort rate was 82.6%, falling just short of the 85% target. This number belies the fact that fewer students in 10th and 11th grade were behind grade level and that over 95% of 9th grade students were promoted. In the coming years we feel it is feasible to attain the goal of 95% by 2012.</p>	<p>In 2009-2010 the graduation cohort rate was 82.6%, falling just short of the 85% target. This number belies the fact that fewer students in 10th and 11th grade were behind grade level and that over 95% of 9th grade students were promoted. In the coming years we feel it is feasible to attain the goal of 95% by 2012.</p>	<p>In 2009-2010 the graduation cohort rate was 82.6%, falling just short of the 85% target. This number belies the fact that fewer students in 10th and 11th grade were behind grade level and that over 95% of 9th grade students were promoted. In the coming years we feel it is feasible to attain the goal of 95% by 2012.</p>	<p>In 2009-2010 the graduation cohort rate was 82.6%, falling just short of the 85% target. This number belies the fact that fewer students in 10th and 11th grade were behind grade level and that over 95% of 9th grade students were promoted. In the coming years we feel it is feasible to attain the goal of 95% by 2012.</p>

SMART Goal #2 2010-2011

Action Step/Strategy: Beginning in 2010-2011 students will have the same homeroom teacher during 10th and 11th grade years. This will allow one staff member to become better acquainted as an advisor during the two years following the 9th grade academy.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.	Administration in addition to 10th and 11th grade homeroom teachers.	Administration in addition to 10th and 11th grade homeroom teachers.	Administration in addition to 10th and 11th grade homeroom teachers.	Administration in addition to 10th and 11th grade homeroom teachers.
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	None	None	None	None
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	Work will be done with these two groups to familiarize them with the points of emphasis on which they will focus with these two respective groups.	Work will be done with these two groups to familiarize them with the points of emphasis on which they will focus with these two respective groups.	Work will be done with these two groups to familiarize them with the points of emphasis on which they will focus with these two respective groups.	Work will be done with these two groups to familiarize them with the points of emphasis on which they will focus with these two respective groups.
Parent & Community Involvement during each quarter	Parents will be advised of the new program change but no action on their part is required.	Parents will be advised of the new program change but no action on their part is required.	Parents will be advised of the new program change but no action on their part is required.	Parents will be advised of the new program change but no action on their part is required.
How is technology an integral part of the strategy's deployment?	NC Wise data will be used	NC Wise data will be used	NC Wise data will be used	NC Wise data will be used
Set up deployment plan.	Starting with fall 2010 10th and 11th homeroom teachers will monitor the academic progress of students in their homerooms and work with the guidance	10th and 11th grade homeroom teachers have reported students who are experiencing academic difficulty to guidance and administration so that interventions can	10th and 11th grade homeroom teachers have reported students who are experiencing academic difficulty to guidance and administration so that interventions can	10th and 11th grade homeroom teachers have reported students who are experiencing academic difficulty to guidance and administration so that interventions can

	department to advise students as to their progress relative to graduation and life/work readiness.	be started.	be started.	be started.
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SMART Goal #2 2010-2011

Action Step/Strategy: Beginning in 2010-2011 students will have the same homeroom teacher during 10th and 11th grade years. This will allow one staff member to become better acquainted as an advisor during the two years following the 9th grade academy..

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Evaluation: M. What data will you use to determine if the strategy was deployed? N. What data will you use to determine if the strategy was deployed with fidelity? O. What data will you use to determine if the strategy impacted the overall goal or target goal?	<p>Failure reports from classes during first quarter along with student progress reports at the three and six week intervals of each quarter.</p> <p>Homeroom teachers will submit a list of students who are experiencing academic difficulty and share this with guidance as a cross reference.</p> <p>If the strategy is effective an increase in students passing subjects should be observable.</p>	<p>Failure reports from classes during first quarter along with student progress reports at the three and six week intervals of each quarter.</p> <p>Homeroom teachers will submit a list of students who are experiencing academic difficulty and share this with guidance as a cross reference.</p> <p>If the strategy is effective an increase in students passing subjects should be observable.</p>	<p>Failure reports from classes during first quarter along with student progress reports at the three and six week intervals of each quarter.</p> <p>Homeroom teachers will submit a list of students who are experiencing academic difficulty and share this with guidance as a cross reference.</p> <p>If the strategy is effective an increase in students passing subjects should be observable.</p>	<p>Failure reports from classes during first quarter along with student progress reports at the three and six week intervals of each quarter.</p> <p>Homeroom teachers will submit a list of students who are experiencing academic difficulty and share this with guidance as a cross reference.</p> <p>If the strategy is effective an increase in students passing subjects should be observable.</p>

SMART Goal #2 2010-2011

Action Step/Strategy: Beginning in 2010-2011 students will have the same homeroom teacher during 10th and 11th grade years. This will allow one staff member to become better acquainted as an advisor during the two years following the 9th grade academy..

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. X Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. X Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. x Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. x Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #2 2010-2011

Action Step/Strategy: Beginning in 2010-2011 students will have the same homeroom teacher during 10th and 11th grade years. This will allow one staff member to become better acquainted as an advisor during the two years following the 9th grade academy..

Steps	Quarter 1 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	10 th and 11 th grade homeroom teachers will monitor the progress of students in their homerooms.	10 th and 11 th grade homeroom teachers and building level administrators.	The number of courses with failing marks at the end of the quarter.	10/7/2010
2.	Staff development with 10 th and 11 th grade teachers to train them in the process for this advisory capacity.	Building level administration and guidance counselors.	Rosters confirming all staff have participated in this training.	10/7/2010
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 2 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	10 th and 11 th grade homeroom teachers will monitor the progress of students in their homerooms.	10 th and 11 th grade homeroom teachers and building level administrators.	The number of courses with failing marks at the end of the quarter.	1 / 25 / 2011
2.	Staff development with 10 th and 11 th grade teachers to train them in the process for this advisory capacity.	Building level administration and guidance counselors.	Rosters confirming all staff have participated in this training.	1 / 25 / 2011
3.				/ /

SMART Goal #2 2010-2011

Action Step/Strategy: : Beginning in 2010-2011 students will have the same homeroom teacher during 10th and 11th grade years. This will allow one staff member to become better acquainted as an advisor during the two years following the 9th grade academy.

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	10 th and 11 th grade homeroom teachers will monitor the progress of students in their homerooms.	10 th and 11 th grade homeroom teachers and building level administrators.	The number of courses with failing marks at the end of the quarter.	3 / 25 / 2011
2.	Staff development with 10 th and 11 th grade teachers to train them in the process for this advisory capacity.	Building level administration and guidance counselors.	Rosters confirming all staff have participated in this training.	3 / 25 / 2011
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	10 th and 11 th grade homeroom teachers will monitor the progress of students in their homerooms.	10 th and 11 th grade homeroom teachers and building level administrators.	The number of courses with failing marks at the end of the quarter.	6 / 10 / 2011
2.	Staff development with 10 th and 11 th grade teachers to train them in the process for this advisory capacity.	Building level administration and guidance counselors.	Rosters confirming all staff have participated in this training.	6 / 10 / 2011
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

SMART Goal #3 2010-2011

Overall SMART Goal: By June 2012, student and staff perceptions about student engagement will be over 95% positive.
Target SMART Goal/Measure: By June 2010, student and staff perceptions about student engagement will be over 85% positive.
Target SMART Goal/Measure: By June 2011, student and staff perceptions about student engagement will be over 90% positive.
Target SMART Goal/Measure: By June 2012, student and staff perceptions about student engagement will be over 95% positive.

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	<p>Data Analysis: (SWOT) analysis</p> <p>SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats</p>	<p>1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?</p> <p>The data from surveys of students and staff taken in spring 2010 show that the gap between the perceptions of staff and students relative to student engagement in the learning process has narrowed.</p> <p>A focus on Learning Centered Schools principles and more deliberate efforts to involve students in the teaching process has been successful thus far.</p>	<p>The training on the final phase of Learning Centered Schools will begin during second semester. Emphasis is being placed upon student engagement by administration and it is an expectation that staff involve students in discussions about engagement, strategies etc. so that all stakeholders are aware of the initiative.</p>	<p>The training on the final phase of Learning Centered Schools will begin during second semester. Emphasis is being placed upon student engagement by administration and it is an expectation that staff involve students in discussions about engagement, strategies etc. so that all stakeholders are aware of the initiative.</p>	<p>The training on the final phase of Learning Centered Schools will begin during second semester. Emphasis is being placed upon student engagement by administration and it is an expectation that staff involve students in discussions about engagement, strategies etc. so that all stakeholders are aware of the initiative.</p>

		There is still room for improvement in this area and strategies around this goal will be used to realize that improvement.			
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SMART Goal #3 2010-2011

Action Step/Strategy: Completion of the Learning Centered Schools training and more peer coaching, with an emphasis upon student engagement will be conducted..

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.	Building level administrators as well as curriculum specialists.	Building level administrators as well as curriculum specialists.	Building level administrators as well as curriculum specialists.	Building level administrators as well as curriculum specialists.
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	None	None	None	None
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	Approximately two hours per quarter of training on the remaining six principles of LCS will be conducted. Additionally, new staff who have not had the training will be trained on LCS principles previously covered.	The training schedule was altered due to preparation for SACS and training on Formative Assessment.	The training schedule was altered due to preparation for SACS and training on Formative Assessment.	The training schedule was altered due to preparation for SACS and training on Formative Assessment.
Parent & Community Involvement during each quarter	None	Hold a community wide meeting to explore ways to increase parent and community involvement.	Hold a community wide meeting to explore ways to increase parent and community involvement.	Hold a community wide meeting to explore ways to increase parent and community involvement.
How is technology an integral part of the strategy's deployment?	LCS modules on the school server will be used for reference by staff as they seek to implement LCS principles into instruction.	LCS modules on the school server will be used for reference by staff as they seek to implement LCS principles into instruction.	LCS modules on the school server will be used for reference by staff as they seek to implement LCS principles into instruction.	LCS modules on the school server will be used for reference by staff as they seek to implement LCS principles into instruction.

Set up deployment plan.	Administration, curriculum specialists and LCS expert cohort teachers will work to provide staff wide training on the final six LCS principles and to train new staff on those principles previously covered.	Administration, curriculum specialists and LCS expert cohort teachers will work to provide staff wide training on the final six LCS principles and to train new staff on those principles previously covered.	Administration, curriculum specialists and LCS expert cohort teachers will work to provide staff wide training on the final six LCS principles and to train new staff on those principles previously covered.	Administration, curriculum specialists and LCS expert cohort teachers will work to provide staff wide training on the final six LCS principles and to train new staff on those principles previously covered.
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SMART Goal #3 2010-2011

Action Step/Strategy: Completion of the Learning Centered Schools training and more peer coaching, with an emphasis upon student engagement will be conducted.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Evaluation: P. What data will you use to determine if the strategy was deployed? Q. What data will you use to determine if the strategy was deployed with fidelity? R. What data will you use to determine if the strategy impacted the overall goal or target goal?	<p>Rosters will be kept on LCS training.</p> <p>Teacher PDPs and observations will serve to tell if these principles are being integrated into instruction as they should be.</p> <p>Student performance should show continued positive growth with the implementation of the final phase of LCS.</p>	<p>Rosters will be kept on LCS training.</p> <p>Teacher PDPs and observations will serve to tell if these principles are being integrated into instruction as they should be.</p> <p>Student performance should show continued positive growth with the implementation of the final phase of LCS.</p>	<p>Rosters will be kept on LCS training.</p> <p>Teacher PDPs and observations will serve to tell if these principles are being integrated into instruction as they should be.</p> <p>Student performance should show continued positive growth with the implementation of the final phase of L</p>	<p>Rosters will be kept on LCS training.</p> <p>Teacher PDPs and observations will serve to tell if these principles are being integrated into instruction as they should be.</p> <p>Student performance should show continued positive growth with the implementation of the final phase of L</p>

SMART Goal #3 2010-2011

Action Step/Strategy: Completion of the Learning Centered Schools training and more peer coaching, with an emphasis upon student engagement will be conducted.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. X Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. X Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. xContinue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. x Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #3 2010-2011

Action Step/Strategy: Completion of the Learning Centered Schools training and more peer coaching, with an emphasis upon student engagement will be conducted.

Steps	Quarter 1 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	All staff will be trained on first of the final six LCS principles.	Building level administration,	Faculty rosters of attendance at training sessions.	10/7/10
2.	Staff new to Catawba County who have not had LCS training will work to familiarize themselves with the principles previously covered using the LCS videos and assistance from administration and LCS expert cohort teachers.	Building level administration and expert cohort members.	Teachers will log sessions in their personal lesson plan books and will share with expert cohort staff.	10/7/10
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 2 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	A community meeting will be put into place to discuss increasing parent involvement.	Staff and community leaders	A sign in sheet will be used to create a listserv.	1 / 25 / 2011
2.	All staff will be trained on first of the final six LCS principles.	Building level administration,	Faculty rosters of attendance at training sessions.	1 / 25 / 2011
3.	Staff new to Catawba County who have not had LCS training will work to familiarize themselves with the principles previously covered using the LCS videos and assistance from administration and LCS expert cohort teachers.	Building level administration and expert cohort members.	Teachers will log sessions in their personal lesson plan books and will share with expert cohort staff.	1 / 25 / 2011
4.				/ /
5.				/ /
6.				/ /
7.				/ /

SMART Goal #3 2010-2011

Action Step/Strategy: Completion of the Learning Centered Schools training and more peer coaching, with an emphasis upon student engagement will be conducted..

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	A community meeting will be put into place to discuss increasing parent involvement.	Staff and community leaders	A sign in sheet will be used to create a listserv.	3 / 25 / 2011
2.	All staff will be trained on first of the final six LCS principles.	Building level administration,	Faculty rosters of attendance at training sessions.	3 / 25 / 2011
3.	Staff new to Catawba County who have not had LCS training will work to familiarize themselves with the principles previously covered using the LCS videos and assistance from administration and LCS expert cohort teachers.	Building level administration and expert cohort members.	Teachers will log sessions in their personal lesson plan books and will share with expert cohort staff.	3 / 25 / 2011
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	A community meeting will be put into place to discuss increasing parent involvement.	Staff and community leaders	A sign in sheet will be used to create a listserv.	6 / 10 / 2011
2.	All staff will be trained on first of the final six LCS principles.	Building level administration,	Faculty rosters of attendance at training sessions.	6 / 10 / 2011
3.	Staff new to Catawba County who have not had LCS training will work to familiarize themselves with the principles previously covered using the LCS videos and assistance from administration and LCS expert cohort teachers.	Building level administration and expert cohort members.	Teachers will log sessions in their personal lesson plan books and will share with expert cohort staff.	6 / 10 / 2011
4.				/ /
5.				/ /
6.				/ /
7.				/ /

SMART Goal #4 2010-2011

Overall SMART Goal: .

Target SMART Goal/Measure: By June 2010, .

Target SMART Goal/Measure: By June 2011, .

Target SMART Goal/Measure: By June 2012, .

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	<p>Data Analysis: (SWOT) analysis</p> <p>SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats</p>	<p>1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?</p>			

SMART Goal #4 2010-2011

Action Step/Strategy: .

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.				
Financial Resources Needed per Quarter (Include \$ figures and funding sources)				
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)				
Parent & Community Involvement during each quarter				
How is technology an integral part of the strategy's deployment?				
Set up deployment plan.				

SMART Goal #4 2010-2011

Action Step/Strategy: .

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Evaluation: S. What data will you use to determine if the strategy was deployed? T. What data will you use to determine if the strategy was deployed with fidelity? U. What data will you use to determine if the strategy impacted the overall goal or target goal?				

SMART Goal #4 2010-2011

Action Step/Strategy: .

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #4 2010-2011

Action Step/Strategy: .

Steps	Quarter 1 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 2 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

SMART Goal #4 2010-2011

Action Step/Strategy: .

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

SMART Goal #5 2010-2011

Overall SMART Goal: .

Target SMART Goal/Measure: By June 2010, .

Target SMART Goal/Measure: By June 2011, .

Target SMART Goal/Measure: By June 2012, .

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	<p>Data Analysis: (SWOT) analysis</p> <p>SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats</p>	<p>1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?</p>			

SMART Goal #5 2010-2011

Action Step/Strategy: .

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.				
Financial Resources Needed per Quarter (Include \$ figures and funding sources)				
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)				
Parent & Community Involvement during each quarter				
How is technology an integral part of the strategy's deployment?				
Set up deployment plan.				

SMART Goal #5 2010-2011

Action Step/Strategy: .

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Evaluation: V. What data will you use to determine if the strategy was deployed? W. What data will you use to determine if the strategy was deployed with fidelity? X. What data will you use to determine if the strategy impacted the overall goal or target goal?				

SMART Goal #5 2010-2011

Action Step/Strategy: .

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?	What does the data tell us? What cannot be gleaned from the data? What improvements have been made to this point? What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #5 2010-2011

Action Step/Strategy: .

Steps	Quarter 1 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 2 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

SMART Goal #5 2010-2011

Action Step/Strategy: .

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Waiver Requests

School-Based Management and Accountability Program School-Based Waiver Request for 2009-2012

LEA: Catawba County Schools

LEA Code: 180

School Name: Bunker Hill High School School Code: 320

Requests for Waivers

Type	Class size waiver in Grades 4-12 (This excludes class limitation in Grades K-3)
Legal Reference	North Carolina General Statutes Section 115C-301(c) Maximum Class Size North Carolina General Statutes Section 115-301 (d) Maximum Teaching Load
Rationale	The waiver will allow flexibility to ad hoc grouping in both skill and content areas. It will allow for more effective use of staffing, focusing on individual strengths of the faculty/staff.
Congruency to Student Achievement	More effective teaching/learning will occur as schools are able to operate the master schedule with fluidity, moving students in and out of skill groups as assessment indicates. The waiver also diminishes the possibility of whole-school reorganization if student enrollment is significantly higher than student projections.

SMART Goal #1 2011-2012

Overall SMART Goal: By June 2012, 90% of Bunker Hill students will be proficient on End of Course tests.

Target SMART Goal/Measure: By June 2010, End of Course proficiency will be 80%.

Target SMART Goal/Measure: By June 2011, End of Course proficiency will be 85%.

Target SMART Goal/Measure: By June 2012, End of Course proficiency will be 90% .

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	<p>Data Analysis: (SWOT) analysis</p> <p>SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats</p>	<p>1. What does the data tell us? 2 What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?</p> <p>End of Course Test proficiency dropped in 2010-2011 despite efforts to continue improvement. A large part of the drop was in the areas of Civics, US History and Physical Science which will no longer be a part of the accountability model. Continued use of EVAAS data to identify students in need of remediation, use of new Carnegie math</p>			

		online resources for Algebra I remediation and a more concentrated effort at making the twice weekly activity periods effective remediation sessions offer tremendous opportunity to vastly improve our EOC proficiency and hopefully reach our goal of 90%.			
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SMART Goal #1 2011-2012

Action Step/Strategy: EVAAS data along with ClassScape and USA Test prep will be utilized to identify struggling students quicker and to more effectively design and monitor instruction for all students .

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.	Administration at the building level			
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	none			
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	Training in the Carnegie Math initiative was held over the summer for personnel involved in the Algebra I courses.			
Parent & Community Involvement during each quarter	All teachers will have teacher webpages by the end of the first nine weeks, class e mails, AlertNow calls and individual contacts will be used to communicate more effectively with parents. Also an Open House will be held September 13 to give parents a chance to meet the			

	teachers and school staff.			
How is technology an integral part of the strategy's deployment?	As mentioned earlier Carnegie Learning employs a whole new computer math initiative, math in CTE are two new programs that will be used in addition to the widespread use of technology in the classrooms and labs by students and staff.			
Set up deployment plan.	Administration			

SMART Goal #1 2011-2012

Action Step/Strategy: EVAAS data along with ClassScape and USA Test prep will be utilized to identify struggling students quicker and to more effectively design and monitor instruction for all students .

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Evaluation:</p> <p>Y. What data will you use to determine if the strategy was deployed?</p> <p>Z. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>AA. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p>ClassScape assessments will be used in students who have English I and Biology classes. Carnegie has a formative assessment that will be used to assess the progress of Algebra I students.</p> <p>Administrators will observe on a weekly basis and will work collaboratively with teachers and curriculum specialists to make sure the curriculum is implemented to fidelity.</p> <p>Ultimately EOC proficiency will determine the degree to which this initiative is successful.</p>			

SMART Goal #1 2011-2012

Action Step/Strategy: EVAAS data along with ClassScape and USA Test prep will be utilized to identify struggling students quicker and to more effectively design and monitor instruction for all students .

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?	1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?	1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?	1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #1 2011-2012

Action Step/Strategy: EVAAS data along with ClassScape and USA Test prep will be utilized to identify struggling students quicker and to more effectively design and monitor instruction for all students .

Steps	Quarter 1 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Students will be assigned to remediation groups for EOC and writing classes based on need as determined by EVAAS data	Administrators	ClassScape Assessments and Carnegie Learning Assessments for math	10/27/11
2.	Remediation classes will be held on Tuesdays and Thursdays during Activity Period to work with the aforementioned students	Selected Math, English and Science teachers	EOC scores and writing test results	10/27/11
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 2 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

SMART Goal #1 2011-2012

Action Step/Strategy: EVAAS data along with ClassScape and USA Test prep will be utilized to identify struggling students quicker and to more effectively design and monitor instruction for all students .

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

SMART Goal #2 2011-2012

Overall SMART Goal: By June 2012, 95% of Bunker Hill students will graduate with their cohort.

Target SMART Goal/Measure: By June 2010, graduation cohort rate will be 85% .

Target SMART Goal/Measure: By June 2011, graduation cohort rate will be 90% .

Target SMART Goal/Measure: By June 2012, graduation cohort rate will be 95% .

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	<p>Data Analysis: (SWOT) analysis</p> <p>SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats</p>	<p>1. What does the data tell us? 2 What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?</p> <p>The data tells us that progress was made last year with regard to graduation rate. What is not shown, however, is that there are still a number of students, especially in 9th grade, who are not successful, and that these are essentially the same students who end up not graduating with their cohort</p>			

SMART Goal #2 2011-2012

Action Step/Strategy: Freshmen will participate in a designed Freshman Academy to more effectively instruct and monitor all ninth graders in an effort to make them all successful, set goals and better relate to a significant adult in our building.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.	Administrators, nine identified Freshman Academy Teachers			
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	None			
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	Ongoing planning and conferencing with Freshman Academy Teachers			
Parent & Community Involvement during each quarter	Weekly contact with parents by all Freshman Academy staff			
How is technology an integral part of the strategy's deployment?	Textbookless classrooms in English I using "Premie Dell" computers			
Set up deployment plan.	BLT			

SMART Goal #2 2011-2012

Action Step/Strategy: Freshmen will participate in a designed Freshman Academy to more effectively instruct and monitor all ninth graders in an effort to make them all successful, set goals and better relate to a significant adult in our building .

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Evaluation: BB. What data will you use to determine if the strategy was deployed? CC. What data will you use to determine if the strategy was deployed with fidelity? DD. What data will you use to determine if the strategy impacted the overall goal or target goal?	Observation data from classrooms, EVAAS Scores for English I, Algebra I and Honors Geometry monitoring student progress reports will serve to see that the program is effectively implemented .			

SMART Goal #2 2011-2012

Action Step/Strategy: Freshmen will participate in a designed Freshman Academy to more effectively instruct and monitor all ninth graders in an effort to make them all successful, set goals and better relate to a significant adult in our building .

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	5. What does the data tell us? 6. What cannot be gleaned from the data? 7. What improvements have been made to this point? 8. What are the opportunities for improvement?	5. What does the data tell us? 6. What cannot be gleaned from the data? 7. What improvements have been made to this point? 8. What are the opportunities for improvement?	5. What does the data tell us? 6. What cannot be gleaned from the data? 7. What improvements have been made to this point? 8. What are the opportunities for improvement?	5. What does the data tell us? 6. What cannot be gleaned from the data? 7. What improvements have been made to this point? 8. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #2 2011-2012

Action Step/Strategy: Freshmen will participate in a designed Freshman Academy to more effectively instruct and monitor all ninth graders in an effort to make them all successful, set goals and better relate to a significant adult in our building .

Steps	Quarter 1 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Set up Carnegie Math assessments for Algebra I and ClassScape assessments for English I.	Teachers Administration	ClassScape and Carnegie Math reports	10/27/2011
2.	Administer Carnegie and ClasScape assessments	Teachers Administration	Carnegie and ClasScape testing	10/27/2011
3.	Analyze Carnegie and ClasScape data	Teachers	ClassScape results	10/27/2011
4.	All Freshmen Academy Teachers will be observed at least once to determine the level of instruction.	Administration	Observation data	10/27/2011
5.	Interact with students to reduce discipline problems and inappropriate behaviors	Freshman Academy Teachers	NCWise Discipline Data	10/27/2011
6.				/ /
7.				/ /

Steps	Quarter 2 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

SMART Goal #2 2011-2012

Action Step/Strategy: Freshmen will participate in a designed Freshman Academy to more effectively instruct and monitor all ninth graders in an effort to make them all successful, set goals and better relate to a significant adult in our building .

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

SMART Goal #3 2011-2012

Overall SMART Goal: By June 2012, student and staff perceptions about student engagement will be over 95% positive.
Target SMART Goal/Measure: By June 2010, student and staff perceptions about student engagement will be over 85% positive.
Target SMART Goal/Measure: By June 2011, student and staff perceptions about student engagement will be over 90% positive.
Target SMART Goal/Measure: By June 2012, student and staff perceptions about student engagement will be over 95% positive.

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	<p>Data Analysis: (SWOT) analysis</p> <p>SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats</p>	<p>1. What does the data tell us? 2 What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?</p> <p>The data from surveys of students and staff taken in spring 2010 show that the gap between the perceptions of staff and students relative to student engagement in the learning process has narrowed.</p> <p>100% of staff will participate in PLC groups designed to improve their pedagogy, communication and relationships with students and</p>			

		parents There is still room for improvement in this area and strategies around this goal will be used to realize that improvement.			
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SMART Goal #3 2011-2012

Action Step/Strategy: 100% of staff will participate in PLC groups designed to improve their pedagogy, communication and relationships with students and parents

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.	Administration			
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	none			
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	PLCs on Ruby Payne, Understanding Modern Adolescents, Data Driven Instruction, LCS Refresher Courses, Implementing the Common Core and Implementing Modifications and Accommodations for EC, ESL and AIG Students			
Parent & Community Involvement during each quarter	All teachers will have teacher webpages by the end of the first nine weeks, class e mails, AlertNow calls and individual contacts will be used to communicate more effectively with			

	parents.			
How is technology an integral part of the strategy's deployment?	Technology will be used in the staff development, blogs and wikis will be employed and, in turn it is a goal that these strategies are then used by teachers in the classrooms.			
Set up deployment plan.	BLT			

SMART Goal #3 2011-2012

Action Step/Strategy: 100% of staff will participate in PLC groups designed to improve their pedagogy, communication and relationships with students and parents.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Evaluation:</p> <p>EE. What data will you use to determine if the strategy was deployed?</p> <p>FF. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>GG. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p>PLC leaders will keep data and rept to Mr. Taylor on the progress and direction of their groups. It is expected that all teachers take an active part in this initiative and that it ultimately has a positive impact upon the classroom.</p> <p>Observation and drop in visits on monthly PLC sessions will be conducted by administrators.</p> <p>The survey results at the end of the year should reflect a more common perception on the effectiveness of instruction and learning on the part of students and</p>			

	staff.			
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SMART Goal #3 2011-2012

Action Step/Strategy: .

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	9. What does the data tell us? 10. What cannot be gleaned from the data? 11. What improvements have been made to this point? 12. What are the opportunities for improvement?	9. What does the data tell us? 10. What cannot be gleaned from the data? 11. What improvements have been made to this point? 12. What are the opportunities for improvement?	9. What does the data tell us? 10. What cannot be gleaned from the data? 11. What improvements have been made to this point? 12. What are the opportunities for improvement?	9. What does the data tell us? 10. What cannot be gleaned from the data? 11. What improvements have been made to this point? 12. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #3 2011-2012

Action Step/Strategy: 100% of staff will participate in PLC groups designed to improve their pedagogy, communication and relationships with students and parents.

Steps	Quarter 1 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	All staff certified staff will be assigned a PLC based upon strengths they have or areas of needed improvement as identified in the NC TEP process	Administrators	Monthly reports by PLC leaders and observation by administrators	10 / 27 / 2011
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 2 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

SMART Goal #3 2011-2012

Action Step/Strategy: .

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Waiver Requests

School-Based Management and Accountability Program School-Based Waiver Request for 2009-2012

LEA: Catawba County Schools

LEA Code: 180

School Name: Bunker Hill High School School Code: 320

Requests for Waivers

Type	Class size waiver in Grades 4-12 (This excludes class limitation in Grades K-3)
Legal Reference	North Carolina General Statutes Section 115C-301(c) Maximum Class Size North Carolina General Statutes Section 115-301 (d) Maximum Teaching Load
Rationale	The waiver will allow flexibility to ad hoc grouping in both skill and content areas. It will allow for more effective use of staffing, focusing on individual strengths of the faculty/staff.
Congruency to Student Achievement	More effective teaching/learning will occur as schools are able to operate the master schedule with fluidity, moving students in and out of skill groups as assessment indicates. The waiver also diminishes the possibility of whole-school reorganization if student enrollment is significantly higher than student projections.

Appendices

Catawba County Schools Profile

Catawba County Schools is fully accredited by the Southern Association of Colleges and Schools, now known as Advanc-Ed, and the State of North Carolina. Elementary and middle schools went through the reaccreditation process during the 2007-2008 school year. Challenger Early College High School received initial accreditation during the 2008-2009 school year, and the five traditional high schools are slated for reaccreditation visits during the 2009-2010 school year.

Funding for the Catawba County School System comes from a combination of federal, state and local funds. The state contribution is the highest at 71% of the total budget, followed by local at 23% and federal at 6% .

In terms of student population, the following chart indicates the breakdown by ethnicity of Catawba County Schools as of the 5th month of the 2008-2009 school year:

Ethnicity	Number of Students	Percentage of CCS Population
American Indian	51	.29%
Asian	1,270	7.30%
Hispanic	1,584	9.10%
Black	1,021	5.86%
White	12,793	73.50%
Multi-Racial	688	3.95%
Total Enrollment	17,407	

Bunker Hill High School Feeder Area Profile

Five schools comprise the Bunker Hill High School feeder district. The schools include Lyle Creek Elementary, Oxford Elementary, Claremont Elementary, River Bend Middle and Bunker Hill High. Positioned in western Catawba County, this feeder district covers a wide geographic area which sometimes causes transportation difficulties for after-school events.

A great deal of cultural diversity exists in this area. The ethnicities represented in the Bunker Hill feeder area include:

American Indian = Less than 1%

Asian = 11%

Hispanic = 9%

Black= 7%

White= 70%

Multiracial = 2%

A lack of industry impacts the dynamic of the community. Many citizens face socio-economic challenges because their families have been hard hit by recent economic difficulties.

A core group of families have a long history of prominent involvement in shaping the area, but housing also lends itself to other residents who live here for only short periods of time. With very few large housing developments, many students lose a sense of strong neighborhood ties.

Bunker Hill High School Profile

Bunker Hill High School is a public rural high school located in northeastern Catawba County. Bunker Hill High School has been fully accredited by Southern Association of Colleges and the State of North Carolina.

A survey team visited Catawba County in the school year 1949-50. This team recommended consolidation of the eleven white high schools in the county into five schools, and they suggested that approximate area where each school should be located. A bond issue was passed for \$3,750,000, and a portion of the money was allocated for the school building.

The consolidation, as it applied to this school, combined the previous school of Catawba, Claremont, and Oxford. Representatives from each of the three communities worked together, and the present site of twenty-five acres was purchased. This site is a hill-top location and about equal distance from each of the three elementary feeder schools then in existence.

The Catawba County Board of Education suggested that patrons of the area submit their idea for a name for the school being built to serve the three communities. The name Bunker Hill High School was suggested most frequently among the submitted proposals. The Bunker Hill Covered Bridge, an historical landmark in Connor Park, is located within the district, and was probably why this name was suggested by so many. The Board deemed this name appropriate and "Bunker Hill High School" became the official name.

Construction of the new school facility was started in 1953. The original construction includes a main T-shaped building and the agriculture/shop building.

The first year of operation as a consolidated school and in the new school building was 1954-55. However, the building was not complete when school opened August, 1954. It was necessary for the high school students to meet classes at Oxford Elementary for about a month. The enrollment the first year was 290. Jamie E. Coulter was the first principal. The principal and eleven teachers composed the teaching staff.

The school was integrated in the fall of 1966. A freedom of choice plan was used that year to begin integration of Catawba Rosenwald School and Bunker Hill High School. In 1967 Catawba Rosenwald was closed and all its students were integrated into Bunker Hill.

For a number of years, basketball games were played in the elementary school gymnasiums, and graduation exercises were held in the elementary school auditoriums. It was not until 1960, when the gymnasium was built, that all school activities took place at Bunker Hill. The gymnasium, with a seating capacity of 1,200 was built at an approximate cost of \$135,000.

In 1966, four classrooms and a guidance suite were constructed to alleviate the crowded conditions. Other additions at this time included a lobby to the gymnasium and the expansion of the agriculture shop building. Growth in enrollment prompted another addition in 1973, and this consisted of six new classrooms, expansion of the lunchroom facilities, and multipurpose room. Another addition of six classrooms was completed in 1978.

In 1997, four new science classrooms, four regular classrooms, a weight lifting facility, addition to the cafeteria, lighted parking lot, and six new tennis courts. Continued growth and outdated athletic facilities led two the final two additions to our building. In January of 2007 a classroom wing, now housing Freshman Academy was opened with nine new classrooms. In June 2008 an unprecedented expansion including a new cafeteria,

pressbox, field house/concession, track/soccer complex, tennis and softball fields was begun. These facilities opened in August 2009, along with aesthetic improvements to the stadium and additional parking.

Eleven principals have served Bunker Hill High School during the past forty-nine years: Jamie E. Coulter, 1954-57; Harvey M. Young, 1957-61; Joe T. Johnson, 1961-71; David W. Abernathy, 1971-72; Glenn E. Barger, 1972-82; Mike McRee, 1982-84; Steve Hilton, 1984-93; John M. Stiver, 1993 – 2003; Kelly Rhoney, 2003 – 2004; Jerry Griffin, 2004 – 2007 and Jeff Taylor 2007-Present.

Despite whatever physical, academic, and social innovations have occurred during the school's existence, Bunker Hill has consistently embodied the values, knowledge, and goals necessary in the attainment of personal achievement and the realization of individual worth.

Frequently Used Educational Acronyms

ACT-	Adolescents and Children in Treatment Program
ADA-	Americans with Disabilities Act
AESOP-	Substitute Management System
AIG-	Academically/Intellectually Gifted
AM-	Accelerated Math
AP-	Assistant Principal
AP-	Advanced Placement
AR-	Accelerated Reader
ASCA-	American School Counselors' Association
AT-1-	Written Plan for Student Assistance Team Operation
AUP-	Acceptable Use Policy
AVID-	Advancement via Individual Determination
AYP-	Adequate Yearly Progress
BIP-	Behavior Intervention Plan

BLOG-	Abbreviation for "web log"; an online linear commentary forum
BLT-	Building Leadership Team
BT-	Beginning Teacher
BTI-	Beginning Teacher Induction
CAT-	Central Assistance Team
CDC-	Career Development Coordinator
CDSA-	Children's Developmental Services Agency
CECAS-	Comprehensive Exceptional Children Accountability System
CEU-	Continuing Education Credit
CRISS-	Creating Independence through Student-Owned Strategies
CTE-	Career and Technical Education
CTSO-	Career and Technical Student Organization
CVCC-	Catawba Valley Community College
CVHS-	Catawba Valley High School
DHR-	Department of Human Resources (Public Health, Mental Health, Social Services)

DLT-	District Leadership Team
DOP-	Dropout Prevention
DPI-	Department of Public Instruction
DSS-	Department of Social Services
EAP-	Employee Assistance Program
ED-	Economically Disadvantaged
EEO/AA-	Equal Employment Opportunity/Affirmative Action
ELL-	English Language Learner
EOC's-	End-of-Course Tests (9-12)
EOG's-	End-of-Grade Tests (3-8)
ERATE-	Federal Program for Technology Connectivity Reimbursement
ESL-	English as a Second Language
EVAAS-	Educational Value-Added Assessment System
FAPE-	Free and Appropriate Public Education
FERPA-	Family Education Rights and Privacy Act

FMLA-	Family Medical Leave Act
FRL-	Free and Reduced Lunch
FY-	Fiscal Year
GED-	General Educational Development Program
HQ-	Highly Qualified
HRMS-	Human Resource Management System
NAEP-	National Assessment of Educational Progress
NASW-	National Academy of Social Workers
NBCT-	National Board Certified Teacher
NBPTS-	National Board for Professional Teaching Standards
NCIH-	North Carolina Information Highway
NCLB-	No Child Left Behind
NCSIP-	North Carolina State Improvement Project
NCVPS-	North Carolina Virtual Public School
NCWISE-	North Carolina Window of Information for Student Education

NOM-	National Origin Minority
OCR-	Office of Civil Rights
PAT-	Parent as Teachers
PBS-	Positive Behavior Support
PD-	Professional Development
PEP-	Personalized Educational Plan
PIO-	Public Information Officer
PLC-	Professional Learning Communities
PODCAST-	Combination of iPod and Broadcast; Digital audio files subscribed to through the internet
PSAT-	Pre-Scholastic Assessment Test
RALC-	Regional Alternative Licensing Center
RC-	Reading Counts
RESA-	Regional Educational Service Alliance
RSS-	"Really Simple Syndication" used to subscribe to information through the internet
SACS-CASI-	Southern Association of Colleges and Schools Council on Accreditation and School Improvement

SADFSCA-	Safe and Drug-Free Schools Communities Act
SAT-	Scholastic Aptitude Test
SCOS-	Standard Course of Study
SD-	Staff Development
SD-9A-	Prior Approval Form for Staff Development (aka: the pink sheet)
SEA-	State Education Agency
SHAREPOINT-	CCS web portal that will host district, school, and teacher web pages
SIP-	School Improvement Plan
SIT-	Student Intervention Team
SLD-	Specific Learning Disabled
SLMC-	School Library Media Center
SPC-	Special Populations Coordinator
SRO-	School Resource Officer
SWD-	Student with Disabilities
TA-	Teacher Assistant

