

## 2015 - 2016 Hunter Huss High School Performance Grade Improvement Plan

### Hunter Huss High School Contact Information

<b>School</b>	Hunter Huss High School	<b>School Code</b>	360428
<b>Address</b>	1518 Edgefield Avenue	<b>Phone Number</b>	704-866-6610
	Gastonia, NC 28052	<b>Fax Number</b>	704-866-6103
<b>Principal Email Address</b>	tjross@gaston.k12.nc.us	<b>Principal</b>	Torben Ross

### Hunter Huss High: School Improvement Team Membership

From GS 115C-105.27: "The principal at each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot... Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff. "

Committee Positions	Name	Email Address	Date Elected
Principal	Torben Ross	tjross@gaston.k12.nc.us	8/1/2013
Assistant Principal	Jamie Peoples	jppeoples@gaston.k12.nc.us	8/1/2013
Assistant Principal	Joel Lineberger	jrlineberger@gaston.k12.nc.us	8/1/2013
Assistant Principal	Stephanie Jackson	sjackson@gaston.k12.nc.us	8/1/2013
Teacher Representative	Melissa Fonseca	mdfonseca@gaston.k12.nc.us	8/1/2013
Teacher Representative	Jacqueline Robinson	jprobinson@gaston.k12.nc.us	8/1/2013
Teacher Representative	Lavinia Wilson	lkwilson@gaston.k12.nc.us	8/1/2013
Teacher Representative	Paige Pond	pbpond@gaston.k12.nc.us	8/1/2013
Teacher Representative	Pam Kendrick	pskendrick@gaston.k12.nc.us	8/1/2013
Teacher Representative	Deborah Inman	dlinman@gaston.k12.nc.us	8/1/2013
Teacher Representative	Paul Toth	patoth@gaston.k12.nc.us	8/1/2013
Teacher Representative	Jessica Kimmel	jgkimmel@gaston.k12.nc.us	8/1/2013
Teacher Representative	Melissa Bess	mmbess@gaston.k12.nc.us	8/1/2013
Teacher Representative	Kelly Walker	klwalker@gaston.k12.nc.us	8/1/2013
Teacher Representative	David Noblitt	dbnoblitt@gaston.k12.nc.us	8/1/2013
Teacher Representative	Tracey Player	tjplayer@gaston.k12.nc.us	8/1/2013
Teacher Representative	Ryan Hatley	rmhatley@gaston.k12.nc.us	8/1/2014
Instructional Support Representativ	Kathryn Watts	kmwatts@gaston.k12.nc.us	8/1/2014
Instructional Assistant	Donnie Biggerstaff	dmbiggerstaff@gaston.k12.nc.us	

## 2014 - 2016 Hunter Huss High School Improvement Plan

### Gaston County School's Values

	Beliefs		Four C's	
	Safety		Commitment	
	Diversity		Community	
	Innovation		Communication	
	Collaboration		Choice	
	Excellence			

### Gaston County School's Vision and Mission Statement

Vision: The vision of Gaston County Schools is to inspire success and a lifetime of learning

Mission: Through outstanding employees and community partners, Gaston County Schools provides innovative educational opportunities for all students in a safe and nurturing learning environment

### Hunter Huss High School's Mission and Vision Statement

Vision: Hunter Huss International Baccalaureate World School is committed to developing individuals who will help create a better world through intercultural understanding and respect.

Mission: The mission of Hunter Huss International Baccalaureate World School is to collaborate with parents, students, and community members (stakeholders) to develop lifelong, 21st century learners and responsible members of society.

### Hunter Huss SMART GOALS

Based upon data analysis our focus will be upon the following outcomes:

1

2

3

4

5

6

# 2015 - 2016 Hunter Huss High School Performance Grade Improvement Plan - Data Analysis

Total Students	1135	American Indian	5	Male	577	Percent FRL	77 / CEP - N	Gaston County Statistics	
		Asian	8	Female	558	Percent LEP	5	Total Population	211,127
9th Grade	365	Hispanic	200			Percent AIG	6	Employment Rate	94%
10th Grade	302	Black	455			Percent EC	16	Median HH Income	\$41,017
11th Grade	266	White	419					Bachelor's Degree+	18%
12th Grade	202	Multi Racial	48						
		Pacific Islander	0			Years of Experience		Licensure	
						0-3 Years	15	Fully Licensed	94
Avg. Number of Teachers		Student to Teacher Ratio		Teacher Turnover Rate		4-10 Years	31	Advanced Degrees	24
72				19		10+ Years	54	National Board Certified	7
Percent of Classes Taught by Highly Qualified Teachers				93					
Attendance Rate		Dropout Rate		Retention Rate		Short-Term Suspensions			
91.97		4.34		14.33		35			
School Performance Grade		Growth Status				Performance Composite - GLP			
2014-2015	D	2014-2015	Not Met			2014-2015	2013-2014	2012-2013	
2013-2014	D	2013-2014	Not Met			EOC	28.9	30.5	20.6
						Math I	24.9	32.6	14.9
SPG Performance Score		Growth Index				Biology	23.4	23.5	16.5
2014-2015	51	2014-2015	-5.73			English II	39.4	35.2	32.2
2013-2014	50	2013-2014	-2.81						
Indicator	2014-2015	2013-2014	2012-2013			EVAAS Growth			
The ACT	39.4	39.3	35.6			Subject	2014-2015	2013-2014	2012-2013
ACT WorkKeys	54.7	31.4	68.2			Math I	-0.2	0.6	-0.8
Math Course Rigor	96.6	96.4	98.7			Biology	-2.3	-0.8	-0.7
CGR 4yr	82	73.1	65.4			English II	-0.6	-1.4	0.1
CGR 5yr	75.1	67.5	72.2						

## Gaston County Schools Strategic Goals

Goal 1: Every student will graduate prepared for post-secondary opportunities

Focus Area	1.1 Increase the graduation rate
	1.2 Increase students completing Career and Technical Education courses and opportunities
	1.3 Increase the number of students who graduate from high school with post-secondary credit

Goal 2: Every member of our diverse student population has the opportunity for individualized instruction.

Focus Area	2.1 Increase the percentage of students reading on or above grade level by the end of the third grade
	2.2 Increase the strategies and tools available to ensure success of all students
	2.3 Increase opportunities for a wide variety of academic choices

Goal 3: Every employee is capable and committed to the education of the whole child.

Focus Area	3.1 Attract and retain a high qualified workforce in all schools, including high-needs areas, through increased incentives.
	3.2 Provide employees increased access to quality, research-based professional development
	3.3 Survey students annually to determine the level of administrator-student relationships, teacher-student relationships, and overall school classroom climate

Goal 4: Every school has up-to-date technology to support teaching and learning.

Focus Area	4.1 Ensure all schools have sufficient wireless coverage
	4.2 Increase the use of technology as a communication tool for all stakeholders
	4.3 Increase the number of teachers and students who effectively use digital learning tools

Goal 5: Every student has the opportunity to learn in a safe school environment.

Focus Area	5.1 Increase facility safety features
	5.2 Increase anti-bullying efforts at every school
	5.3 Increase community resources to maximize student support systems

## 2015 - 2016 Hunter Huss School Performance Grade Improvement Plan

Smart Goal # 1		80% portion of the School Performance Grade	
Strategic Plan Goal:		Goal #1	
Strategic Plan Goal focus area:		1.2, 1.3, 2.1, 2.2	
Current Status Reading:		39.4	
Reading Goal:		50	
Current Status Math:		24.9	
Math Goal:		35	
Current Status Science:		23.4	
Science Goal:		35	
Current Graduation Rate:		82	
Graduation Rate Goal:		85	
Strategies(Action Steps)	Implementation Team	What Data will you collect	When will you monitor?
Hunter Huss has a full time Graduation Coordinator on staff. Cohort graduation data will be monitored by the Graduation Coordinator, and will be reported weekly to administration. Differentiation diplomas will be offered to students that qualify due to special circumstances.	Graduation Coordinator, Guidance Counselors, Administration	14-15 Graduation cohort report, attendance reports, failure reports	weekly through SSMT by looking at attendance and failure reports
Utilize role of Graduation Coordinator to work with drop-outs and those in danger of dropping out. The Graduation Coordinator will be responsible for tracking failing students at the interim and 9-weeks grading periods. The Graduation Coordinator will work with the counselor and SSMT to develop intervention plans that will assist in removing the student from the failure list. Implement on-line High School	Graduation Coordinator, Guidance Counselors, Administration	14-15 Graduation cohort report, attendance reports, failure reports	weekly through SSMT by looking at attendance and failure reports
EVAAS data will be used to identify students that exhibit a NCE score below a 60. Those identified students will be provided additional support in math and reading tutoring groups during the school day. Students identified from STAR Math Assessment Proficiency Report scoring an NCE score below 60 will be pulled out in groups to receive additional support including the use of accelerated math.	Biology, Math I, English 10, English 9, Freshman Success teachers, and Reading tutors	Star Reading Data given every 9 weeks, 9 weeks grades, Star Math Data every 9 weeks. Star Benchmark Platform to create benchmarks	every 9 weeks

Use Star Reading Assessment Proficiency and State Standards report to identify students who are scoring below 60 NCE score and are below mastery in heavily tested standards will receive additional assistance in reading with a tutor and in math through Success 101. The Instructional Planning report will identify the standards and topics that students have difficulty in mastering.	Math I, English 10, English 9, Freshman Success teachers, and Reading tutors	Star Reading Data given every 9 weeks, 9 weeks grades, Star Math Data every 9 weeks. Star Benchmark Platform to create benchmarks	every 9 weeks
Use Star Math Assessment Proficiency and State Standards report to identify students who are scoring below 60 NCE score and are below mastery in heavily tested standards will receive additional assistance in reading with a tutor and in math through Success 101. The Instructional Planning report will identify the standards and topics that students have difficulty in mastering.	Math I, English 10, English 9, Freshman Success teachers, and Reading tutors	Star Reading Data given every 9 weeks. Star Math Data every 9 weeks. Star Benchmark Platform to create benchmarks	every 9 weeks
Common assessments will be created through PLCs in Math I, English II, and Biology. Data will be analyzed by teachers to created individualized instructional opportunities for student success.	Biology, Math I, English 10, English 9, Freshman Success teachers, and Reading tutors	Data from PLC meetings. Star Benchmark Platform to create benchmarks	every 9 weeks
This year's incoming freshman that have been identified as having an 8th grade EOG reading level III or below have been placed in a Success 101 course to receive additional support in reading and math. Success 101 teachers will utilize EVAAS and STAR data to devise individualized instruction for indentified students	Freshman Success Teachers	Star reading and math reports, report cards	Every 9 weeks
After-school tutoring programs will be available on Tuesdays and Thursdays, along with Saturday School once a month.	Teachers, After-school Tutors, Administration	Star reading and math reports, report cards	Every 9 weeks

**Professional Development - Identify the professional development required to successfully implement the strategies listed above**

Staff/group participants	Professional Learning/Activities	Trainer	Date Completed
Biology, Math I, English 10, English 9, Freshman Success teachers, and tutors	Hunter Huss Get-Away Days	Derrick Jackson, Rebekka Powers, Jada Warnock, Stephanie Jackson, Michael Dermott, Jamie Peoples	6/1/2016
Leadership Team	North Carolina Collaborative Conference		3/1/2016

**Budget - Identify the funding necessary to implement the goal if applicable**

Budget Amount

Budget Source

Star Reader (waiting for quote from Barbara James), Star Math (waiting for quote from Barbara James), Accelerated Math (waiting for quote from Barbara James), Weekday tutors for Tuesdays and Thursdays \$40,000, Daily reading tutors \$40,000, Saturday Tutors \$10,000.00, Reading Tutors for Math \$40,000.00, Materials for Freshman Success Class \$5,000.00, Buses for 8th period, 1/2 CTE teacher \$25,000.00, 1/2 English Teacher, School, Saturday School \$15,000.00, and NC Collaborative Conference \$5,000

Remediation (069) and DSSF (024) Funds

<b>Smart Goal # 1</b>		<b>80% portion of the School Performance Grade</b>	
<b>Total Number of Staff Members:</b>			
<b>Number of Staff Members Approving Plan:</b>		<b>% of Staff Members Approving Plan:</b>	
<b>District Level Approval of School Performance Grade Improvement Plan</b>			
<b>Superintendent Signature/Date/Comments:</b>			
<b>Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:</b>			
<b>Assistant Superintendent for Administration Signature/Date /Comments:</b>			
<b>Assistant Superintendent for Curriculum &amp; Instruction Signature/Date/Comments:</b>			
<b>Executive Director Comments Signature/Date/Comments:</b>			
<b>Monitoring Date 1: January 2016</b>			
<b>What did the data tell you? List your data and be specific.</b>			
<b>Did the strategie(s) lead you toward your goal? How do you know?</b>			
<b>Are the strategies being faithfully implemented? How do you know? What will you do if they're not?</b>			
<b>Do the strategies need to be changed? If so, describe your process.</b>			



**Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:**

**Assistant Superintendent for Administration Signature/Date /Comments:**

**Assistant Superintendent for Curriculum & Instruction Signature/Date/Comments:**

**Executive Director Comments Signature/Date/Comments:**

**Monitoring Date # 2: July 2016**

**What did the data tell you? List your data and be specific.**

**Did the strategie(s) lead you toward your goal? How do you know?**

**Are the strategies being faithfully implemented? How do you know? What will you do if they're not?**

**Do the strategies need to be changed? If so, describe your process.**

**Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:**

**Assistant Superintendent for Administration Signature/Date /Comments:**

**Assistant Superintendent for Curriculum & Instruction Signature/Date/Comments:**

**Executive Director Comments Signature/Date/Comments:**

**Smart Goal # 1**

**80% portion of the School Performance Grade**

**November 2015**

**Executive Director Comments Signature/Date/Comments:**

**December 2015**

**Executive Director Comments Signature/Date/Comments:**

**February 2016**

**Executive Director Comments Signature/Date/Comments:**

**March 2016**

**Executive Director Comments Signature/Date/Comments:**

**April 2016**

**Executive Director Comments Signature/Date/Comments:**

**May 2016**

**Executive Director Comments Signature/Date/Comments:**

## 2015 - 2016 Hunter Huss School Performance Grade Improvement Plan

Smart Goal # 2		20% Portion of the School Performance Grade	
Current Growth Status Overall:		Not Met (-5.73)	
Overall Growth Status:		Exceeds	
Current Growth Status Reading:		Did not meet expected growth (-0.6)	
Reading Growth Goal:		Exceeds	
Current Growth Status Math:		Met expected growth (-0.2)	
Math Growth Goal:		Exceeds	
Current Growth Status Science:		Did not meet expected growth (-2.3)	
Science Growth Goal:		Exceeds	
Strategies(Action Steps)	Implementation Team	What Data will you collect	When will you monitor?
STAR Reading/STAR Math will be purchased and implemented to predict proficiency and growth for teachers and students. Students that receive a NCE score less than 60, will be required to attend remediation sessions on topics they are deficient in based on STAR Reading/Math reports.	Freshman Success, 9th and 10th grade English, and Math I Teachers	Star Reading/Math Growth and Proficiency Reports. We will be looking for the percent of students that have a score of 50 or less. The students will participate in the intervention session with the goal of reducing the number of students that need remediation each nine weeks. The first nine weeks will serve as a baseline.	Each 9 weeks
The custom student report in EVAAS will be used to develop reading/math intervention plans for 9th and 10th grade students in Math I, English 10, and Biology that fall in the 40% or less category.	Accountability, Freshman Success, 9th and 10th grade English, Biology, and Math I Teachers	9 week grade reports and interim grade reports to see how many students in Math I, Biology, and English 10 are failing.	Each 9 weeks and at the interim reporting periods.
The state performance report in STAR will be utilized to identify level 2 bubble students in Math, Reading and Biology who will receive extra support through tutoring, Success 101, and small group instruction.	Administration, 9th and 10th grade English, and Math I Teachers	Students that are identified as a level 2 on Math I and English II Standardized Assessments	Each 9 weeks
Hunter Huss Get-Away Days designed for Math I, English II, and Biology teachers will be held throughout the school year to assist in planning for each 9 week grading period.	Math I, English II, and Biology PLC teachers, Administration	unit lesson plans, common assessment data, benchmark data, accelerated math, and star math results.	Quarterly
Professional Development - Identify the professional development required to successfully implement the strategies listed above			
Staff/group participants	Professional Learning/Activities	Trainer	Date Completed
Biology, Math I, English 10, English 9, Freshman	Hunter Huss Get-Away Days	Derrick Jackson, Rebekka Powers, Jada	6/1/2016

Leadership Team	North Carolina Collaborative Conference		3/1/2016
Budget - Identify the funding necessary to implement the goal			
Budget Amount		Budget Source	
Same as Goal 1		Same as Goal 1	

<b>Smart Goal # 2</b>		<b>20% Portion of the School Performance Grade</b>	
<b>Total Number of Staff Members:</b>			
<b>Number of Staff Members Approving Plan:</b>		<b>% of Staff Members Approving Plan:</b>	
<b>District Level Approval of School Performance Grade Improvement Plan</b>			
<b>Superintendent Signature/Date/Comments:</b>			
<b>Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:</b>			
<b>Assistant Superintendent for Administration Signature/Date /Comments:</b>			
<b>Assistant Superintendent for Curriculum &amp; Instruction Signature/Date/Comments:</b>			
<b>Executive Director Comments Signature/Date/Comments:</b>			
<b>Monitoring Date 1: January 2016</b>			
<b>What did the data tell you? List your data and be specific.</b>			
<b>Did the strategie(s) lead you toward your goal? How do you know?</b>			
<b>Are the strategies being faithfully implemented? How do you know? What will you do if they're not?</b>			
<b>Do the strategies need to be changed? If so, describe your process.</b>			

**Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:**

**Assistant Superintendent for Administration Signature/Date /Comments:**

**Assistant Superintendent for Curriculum & Instruction Signature/Date/Comments:**

**Executive Director Comments Signature/Date/Comments:**

**Monitoring Date 2: July 2016**

**What did the data tell you? List your data and be specific.**

**Did the strategie(s) lead you toward your goal? How do you know?**

**Are the strategies being faithfully implemented? How do you know? What will you do if they're not?**

**Do the strategies need to be changed? If so, describe your process.**

**Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:**

**Assistant Superintendent for Administration Signature/Date /Comments:**

**Assistant Superintendent for Curriculum & Instruction Signature/Date/Comments:**

**Executive Director Comments Signature/Date/Comments:**



**Smart Goal # 2**

**20% Portion of the School Performance Grade**

**November 2015**

**Executive Director Comments Signature/Date/Comments:**

**December 2015**

**Executive Director Comments Signature/Date/Comments:**

**February 2016**

**Executive Director Comments Signature/Date/Comments:**

**March 2016**

**Executive Director Comments Signature/Date/Comments:**

**April 2016**

**Executive Director Comments Signature/Date/Comments:**

**May 2016**

**Executive Director Comments Signature/Date/Comments:**