

WAKE COUNTY PUBLIC SCHOOLS
Membership of School Improvement Team 2008 - 2012

SCHOOL: Wakefield HS
PRINCIPAL: Tripp Crayton
DATE: March - 2010

CORE / LEADERSHIP TEAM MEMBERS:

Name:	SIP Responsibility / School-based job title:
Sarah Joyner	Career Development Coordinator
Morgan Brockman	Visual and Performing Arts Teacher
Richard Riggleman	Healthful Living Teacher/ Assistant Athletic Director
Laurin Parrish	English Teacher/SIT Co-Chair
Dennis Boudreau	Math Teacher
Nadia Maroun	Guidance Counselor
Sara Morey	Science Teacher
Dan Gwaltney	Social Studies Teacher
Carolyn Miller	Special Programs Teacher
Marilyn Bushey	Media Coordinator/SIT Co-Chair
Catherine Smith	Testing Coordinator
Patricia Bany	World Languages Teacher
Tripp Crayton	Principal
Melissa Thomas	Assistant Principal

Paula McChristian

Parent

WAKE COUNTY PUBLIC SCHOOLS
Mission, Vision, and Value Statements 2008-2012

SCHOOL: Wakefield HS
DATE: March - 2008

MISSION STATEMENT:

The Wakefield High School learning community takes responsibility for creating an environment that results in a high standard of learning for all students in an atmosphere of respect; effectively preparing students to become productive citizens in a global community.

VISION STATEMENT:

The Wakefield High School learning community unites to support students in achieving academic and career goals and developing 21st century skills in order to contribute responsibly in an ever-changing environment.

VALUE STATEMENT:

We believe in the education of the whole person and learning is a continuous, lifelong process.

Interactive learning experiences, specific assessment of talents and abilities, and exposure to future opportunities prepares students for the pursuit of life goals.

Within the learning community, education extends beyond the classroom and requires the active participation of students, teachers, parents, staff, and business partners.

Individual mastery of challenging academic standards requires high expectations, support systems, highly qualified staff, optimal physical facilities and differentiated instruction.

We respect and appreciate diversity as we foster unity in our students, faculty, staff, and community.

The Wakefield High School learning community has the right to a safe, healthy and orderly environment and an atmosphere that supports individual worth, dignity, and mutual respect.

Wake County Public School System - School Improvement Planning
Summary of Goals, Key Processes and Action Steps 2008 - 2012 (Created 2010 - 2012)

Board Goal: *WCPSS students will demonstrate high academic growth; by 2014, all students will graduate on-time prepared to compete globally.*

SCHOOL: Wakefield HS

LEA: Wake County (920)

Strategic Directive: Focus on Learning and Teaching

State Board of Education Goal: Globally Competitive Students

SCHOOL GOAL: Wakefield High School will teach a rigorous, relevant curriculum that results in increasing the graduation rate by 1% annually and exceeding expected growth as measured by Adequate Yearly Progress (A.Y.P.).

Additional Strategic Directives: Systems and Structures to Support Schools and Expand Fiscal Accountability.

Additional State Board of Education Goal: Healthy, Responsible Students and 21st Century Systems.

GOAL MANAGER: Principal; Leadership Team

Data Justification for Goal based on a comprehensive needs assessment:

Graduation rates: 2006-2007=84.6%, 2007-2008=84.0%, 2008-2009=85.0%, 2009-2010=83.4%, 2010-2011=87.4%

A notable achievement gap exists with all WHS subgroups. AYP met 18 out of 25 targets.

Key Processes & Action Steps(3 Key Processes)

- | | |
|-----------------------------------|---|
| 1 Key Process: | Stakeholder will effectively and efficiently leverage human and financial resources to improve student learning and build trust at Wakefield High School. |
| Process Manager: | Principal; Bookkeeper |
| Completion Date: | 6/12 |
| Resources: | ADM positions, available funds, Finance Department procedures |
| Restrainers: | Rapid growth of school stretches resources; age of school (13 years) results in a need to refresh many school resources and upgrade facilities; new ADM allotments; no staff development funds, and budget cuts. |
| Measurable Process Checks: | Audit results; reconciliation process; monthly meetings between principal and bookkeeper to discuss budget and cost effectiveness of purchases; quarterly principal's finance meetings; principal will discuss with staff budgetary and finance matters on a regular basis as needed. |
| Action Steps | |
| 1 Action Step | Principal will work with department chairs to set budget for instructional supplies and provide a budget summary and clarification to each staff member. Responsibility: Principal |

- Timeline:** From: 8/11 To: 6/12
- 2 Action Step** Monthly review of hiring will be used to determine if data and projections are properly utilizing months of employment.
Responsibility: Principal
- Timeline:** From: 8/11 To: 6/12
- 3 Action Step** Monthly reviews of Funds 1, 2, 5 and 6 by the principal and bookkeeper to reassess utilization of resources, and communicate to staff problems impacting instruction.
Responsibility: Principal and bookkeeper
- Timeline:** From: 8/11 To: 6/12
- 4 Action Step** Utilize DPI flexibility in financial transfers and WCPSS permitted conversions in order to meet instructional needs.
- Timeline:** From: 5/11 To: 6/12

- 2 Key Process:** Integrate Twenty-First Century skills into all content areas.
Process Manager: Leadership Team, PLT Leaders
- Completion Date:** 6/11
- Resources:** PLT collaboration and lesson plans; Media Center resources; Blackboard; computers and software; staff development; early release, career fairs, Career Conversations, guest speakers.
- Restrainers:** Budget cuts; limited textbook resources; software approval process hinders use of technology-based textbook resources; need for technology refresh funding; need for basic equipment furnishing in every classroom to include an LCD , laptop, and speakers; limited supplies; rigorous pacing of course material; lack of time and funding for staff development; loss of staff including clerical, teacher assistant, and technology support positions.
Standardized and common assessments and the Teacher Evaluation Instrument.
- Measurable Process Checks:**
- Action Steps**
- 1 Action Step** Train staff in 21st Century skills and develop strategies for incorporating them in the classroom. Assistant Principals for Staff Development, and Curriculum and Instruction, media center staff
- Timeline:** From: 8/11 To: 6/12
- 2 Action Step** Follow best practices and integrate language arts, math and technology skills across disciplines. Responsibility: Certified staff
- Timeline:** From: 8/11 To: 6/12
- 3 Action Step** Provide an engaging environment to encourage parents and community members to partner with the school in efforts to elevate student achievement necessary for success now and in the future.
- Timeline:** From: 8/11 To: 6/12

- 3 Key Process:** All students will engage in rigorous coursework.

Process Manager: Principal; Assistant Principal for Curriculum and Instruction; PLT Leaders

Completion Date: continuing

Resources: Professional Learning Teams (PLTs); Personal Education Plans (PEPs); attendance contracts, pacing guides; SPAN/SAM, Start SMART and SMART Lunch; tutorials; Advanced Placement and Honors courses, Intervention Plans; EVAAS, C-MAP and Quickr data; Academy of Reading; classroom guidance; Blackboard; Media Center resources; literacy training; CA Lab; teating support; Saturday Academy; MENTORS Program; LADDER Program; Structured Day; professional development.

Restrainers: Budget and staffing cuts; mixed-level classes; inadequate textbook funds; large class sizes; Advanced Placement (AP) testing under block scheduling; impact of Couse of Study choice on graduation rate; insufficient technology funding; cumbersome software approval process; funding for supplies including copies; dual campuses.

Standardized tests, common assessments, graduation rate.

Measurable Process Checks:

Action Steps

1 Action Step Maximize the use of data in evaluating needs and planning instuction.

Timeline: From: 8/11 To: 6/12

2 Action Step Provide remediation, enrichment, and intervention.

Timeline: From: 8/11 To: 6/12

3 Action Step Personalize the registration and scheduling processes to maximize academic success for all students. Reponsibility: Dean of Students and counselors

Timeline: From: 8/11 To: 6/12

4 Action Step Increase the freshmen promotion rate.

Timeline: From: 8/11 To: 6/12

5 Action Step Department chairpersons with End of Course (EOC) test courses and Occupational Course of Study (OCS) teachers will collaborate to prepare students with disabilities for State mandated EOC tests.

Timeline: From: 8/11 To: 6/12

Wake County Public School System - School Improvement Planning
Summary of Goals, Key Processes and Action Steps 2008 - 2012 (Created 2010 - 2012)

Board Goal: *WCPSS students will demonstrate high academic growth; by 2014, all students will graduate on-time prepared to compete globally.*

SCHOOL: Wakefield HS

LEA: Wake County (920)

Strategic Directive: Systems and Structures to Support Schools

State Board of Education Goal: Healthy, Responsible Students

SCHOOL GOAL: Students, faculty, and parents will be contributing members of a safe, orderly, and nurturing school as evidenced by an annual decrease in suspension rates and absences, and increased satisfaction as measured by WCPSS surveys. Additional Strategic Directive: Focus on Teaching and Learning. Additional State Board of Education Goal: Globally Competitive Students.

GOAL MANAGER: Assistant Principals

Data Justification for Goal based on a comprehensive needs assessment:

Suspensions: 2008-2009=710/2567 or 27.7%; 2009-2010=743/2700 or 27.5%, 2010-2011=512/2625 or 19.5%.

Key Processes & Action Steps(3 Key Processes)

1 Key Process:	Reduce incidents resulting in student suspensions by 1% annually.
Process Manager:	Assistant Principals
Completion Date:	6/12
Resources:	SPAN/SAM discipline records, PBIS (Positive Behavior Intervention Support), Counselors, Teacher Mentors, Wakefield Non-Negotiables, Structured Day, LADDER, Behavior Support Teachers, PRIDE Matrix, SMART Lunch, Start SMART, Alternative Learning Center (ALC).
Restrainers:	Size of the school, students' lack of coping skills, students' inability or lack of motivation to advocate for themselves, lack of student motivation to make positive choices Decrease in suspensions
Measurable Process Checks:	Action Steps
1 Action Step	Continue Positive Behavior Intervention Support (PBIS).
Timeline:	From: 8/11 To: 6/12
2 Action Step	Engage faculty in the study of suspension data and frank discussion to identify reasons for suspensions, target at-risk groups, and develop interventions.
Timeline:	From: 8/11 To: 6/12
3 Action Step	Make effective and efficient use of the Alternative Learning

- Center (ALC) to remove students from classrooms only as necessary; provide counseling interventions during SMART Lunch for students returning from out of school suspension.
- Timeline:** From: 8/11 To: 6/12
- 4 Action Step** Collaborate with Haven House to provide Structured Day support for suspended students at the 9th grade level.
- Timeline:** From: 8/11 To: 6/12
- 5 Action Step** Provide professional training on intervention strategies to use with students to reduce suspensions.
- Timeline:** From: 8/11 To: 6/12

2 Key Process: Increase student attendance and punctuality.
Process Manager: Assistant Principal for PBIS, Attendance Assistant, PBIS CoChairs, Assistant Principal for 9th Grade Center, Assistant Principal for Curriculum and Instruction

Completion Date: continuous

Resources: SPAN attendance records available to parents, teachers, and students, Intervention Plans, Alternative Learning Center Coordinator, counselors, lockouts, ASD, hallway supervision, Start on Time, sweeper duty, PBIS incentives, LADDER Program, Structured Day, Attendance Contracts, Saturday School, PLT make-up policy, remediation policy, Special Programs contracts

Restrainers: Size of school, students' lack of time-management skills, off-campus lunch privileges;
Attendance rates

Measurable Process Checks: Number of students assigned to ASD for tardies
Number of students given a grade of FF for attendance

Action Steps

- 1 Action Step** Study reasons for student absences through attendance records, student notes, excuses, and surveys.
Timeline: From: 8/11 To: 6/12
- 2 Action Step** Continue Sweeping Policy to encourage punctuality.
Timeline: From: 8/11 To: 6/12
- 3 Action Step** Cooperate with the middle schools to identify rising 9th graders who are at risk of failing due to excessive absences.
Timeline: From: 8/11 To: 6/12
- 4 Action Step** Use the Alternative Learning Center (ALC) as an alternative to out of school suspension (OSS).
Timeline: From: 8/11 To: 6/12
- 5 Action Step** Explore and expand partnerships with alternative institutions such as community colleges, distance learning programs, Structured Day, college/university dual enrollment to expand course offerings and keep students engaged in the curriculum.
Timeline: From: 10/10 To: 6/11
- 6 Action Step** Provide counseling intervention, attendance contracts, and academic contracts which include mandatory tutorial contracts for at-risk students.

Timeline:

From: 8/11 To: 6/12

3 Key Process:	Constantly monitor and adjust interventions to maintain a consistent environment with clearly defined expectations for behavior and organization.
Process Manager:	Assistant Principals
Completion Date:	continuous
Resources:	Administration's leadership, WHS Non-Negotiables, Intervention Plans, classroom rules, PBS, Just Think First Program, Character Education Program, Dress Code, Security Officer and SRO (Student Resource Officer), Wakefield Way, SPAN/SAM discipline referrals, MAXIMO records, discipline assemblies, small group counseling, staff development, PRIDE Matrix.
Restrainers:	Student enrollment/building capacity, student mobility (transfers), challenges supervising students after school, budget cuts, personnel cutbacks Work order repair records
Measurable Process Checks:	Discipline referral statistics and detention data OSS/ISS discipline statistics Number of repeat offenders provided opportunity for the Structured Day and LADDER Programs

Action Steps

- | | |
|----------------------|---|
| 1 Action Step | Consistent posting and enforcement of school expectations with an emphasis on modeling good decision making.
Responsibility: Administration, certified and non-certified staff, students and parents |
| Timeline: | From: 8/11 To: 6/12 |
| 2 Action Step | Cultivate a sense of ownership in order to promote respect for school property facilities, cleanliness, and physical upkeep.
Responsibility: Administration, certified and non-certified staff, students and parents |
| Timeline: | From: 8/11 To: 6/12 |
| 3 Action Step | Provide organizational tools for students to gain time-management, stress-reduction, and study skills. Responsibility: Counselors, classroom teachers, parents |
| Timeline: | From: 8/11 To: 6/12 |

Wake County Public School System - School Improvement Planning
Summary of Goals, Key Processes and Action Steps 2008 - 2012 (Created 2010 - 2012)

Board Goal: *WCPSS students will demonstrate high academic growth; by 2014, all students will graduate on-time prepared to compete globally.*

SCHOOL: Wakefield HS

LEA: Wake County (920)

Strategic Directive: Retaining, Recruiting and Training High Quality Employees

State Board of Education Goal: 21st Century Professionals

SCHOOL GOAL: Wakefield High School will have a 90% or higher annual teacher retention rate through a series of focused programs and initiatives.

GOAL MANAGER: Principal; Beginning Teacher Coordinator; Assistant Principal for Staff Development; Assistant Principal for Curriculum and Instruction; Department Chairs

Data Justification for Goal based on a comprehensive needs assessment:

General staff attrition for 2008-2009 was 13%.

Key Processes & Action Steps(2 Key Processes)

- 1 Key Process:** Facilitate professional influence and empowerment
Process Manager: Principal; Assistant Principal for Staff Development; Assistant Principal for Curriculum and Instruction; Leadership Team
- Completion Date:** continuous
- Resources:** Staff development; End-of-Year Retreat; Leadership Team Meetings; SIP Process; PLTs; New Teacher Boot Camp and Reboot; SMART Lunch and Start SMART
- Restrainers:** Large school size; split campus; lack of staff development funds; state/county budget cuts have made teaching positions uncertain.
Staff development
- Measurable Process Checks:** Evidence of teacher and staff recognitions
Staff surveys including the Teacher Working Conditions Survey and Continuous Improvement Survey; poll check of teachers on SMART Lunch and Start SMART

Action Steps

- 1 Action Step** Administration, teachers, and staff will work together to develop and implement clear discipline policies and procedures under the Positive Behavior Support model.
 Responsibility: Certified and non-certified staff
- Timeline:** From: 8/11 To: 6/12
- 2 Action Step** Administration, department chairs and colleagues will

recognize accomplishments demonstrating support for teachers and staff as experts in their fields. Responsibility: Faculty and staff

Timeline:
3 Action Step

From: 8/11 To: 6/12

Faculty/Staff committees will continue to provide a forum for input into the decision-making process. Responsibility: Administration and Committee Chairs

Timeline:

From: 8/11 To: 6/12

2 Key Process:

Wakefield High School will work to retain highly qualified teachers and staff by providing a supportive working environment which includes pertinent content related staff development opportunities, an enriching mentoring program, and faculty and administrators working collaboratively.

Process Manager:

Principal; BT Coordinator; Assistant Principal for Staff Development; SIT Co-Chairs

Completion Date:

continuous

Resources:

Assertiveness coaching; teacher peer mentors and buddies; classroom management support; PBIS, duty-free planning for classroom teachers, duty-free lunch for classroom teachers; SMART Lunch and Start SMART; Early Release staff development

Restrainers:

Rapid pacing of course materials; size of school; split campus; diverse needs of student population; large class sizes; changes in the curriculum; course loads for A/B courses; compromise of personal teaching styles within the framework of PLTs; inadequate staff development funds especially for off-campus conferences and workshops; increased teacher and staff workload and additional pressures on completing instructional duties due to the elimination of clerical, administrative, and technical support personnel.

Measurable Process Checks:

Teacher and staff retention rate

Exit interview data/information

Mid-Year and End-of-Year Staff Survey results

Action Steps

1 Action Step

Provide support of teachers through staff development programs, New Hire Boot Camp, and buddy/mentors for new and seasoned teachers. Responsibility: Assistant Principal for Curriculum and Instruction; Assistant Principal for Staff Development; Beginning Teacher Coordinator; Mentors

Timeline:

From: 8/09 To: 6/11

2 Action Step

Survey certified staff to gather input for staff development planning.

Timeline:

From: 8/11 To: 6/12

3 Action Step

Continue the PLT organization within the school, and make new teachers a vital component of their PLT teams. Responsibility: Assistant Principal for Curriculum and Instruction; PLT Leaders

Timeline:

From: 8/11 To: 6/12

4 Action Step

Continue to hold the end-of-year retreat as a venue for teachers and staff to reflect on current practices, evaluate progress, and submit ideas for change. Responsibility: Administration

Timeline:

From: 8/11 To: 6/12

Wake County Public School System - School Improvement Planning
Waiver Request - 2008 - 2012 (Created 2010 - 2012)

*Waivers should be related to school improvement.
Create a separate page for each waiver.*

School Name: Wakefield HS

Date of Request: August - 2010

School Year: 2010 - 2012

Waiver Requested: To allow flexibility in meeting the minimum of 135 clock hours of instruction in a block schedule for high school course credit. Course credit will be based on performance assessments as evidence of content mastery.

Policy to be Waived: HSP-M-001

How will this waiver impact school improvement?

Waiver of this policy will allow the school to provide time within the day for job-embedded professional development such as development of Professional Learning Teams, IB vertical team planning, etc.

Please indicate the type of waiver:

State

Local

Waiver requested on: 2010-08-11

Waiver status: APPROVED

Approval Date: 12-29-10

Administrators Notes:

WAKE COUNTY PUBLIC SCHOOL SYSTEM

Summary Sheet of Professional Development Activities (Created 2010 - 2012)

School Name Wakefield HS

For School Year 2011 - 2012

Activity / Topic		Participants	Goal Supported
1	<p><i>New Teacher Training</i></p> <p>New teachers will be informed of policy, procedure, and processes by way of the New Teacher Boot Camp, mentors, and the Faculty Handbook.</p>	New Teachers	For 2011-2012, Wakefield High School will strive to have a 90% or higher teacher retention rate. This goal will be supported by a series of focused programs.
2	<p><i>PLCs</i></p> <p>PLCs will meet on a consistent basis in order to give teachers time to collaborate with peers on lessons, students, and other professional endeavors.</p>	All Staff	Wakefield High School will teach a rigorous and relevant curriculum that results in exceeding expected growth as measured by NC Adequate Yearly Progress.
3	<p><i>Technology</i></p> <p>Teachers will receive training on new trends in technology with a focus of the training being <i>hands-on</i>, allowing participants to learn as skills are taught.</p>	Certified and non-certified staff	Wakefield High School will teach a rigorous and relevant curriculum that results in exceeding expected growth as measured by NC Adequate Yearly Progress.
4	<p><i>Motivation and Overcoming Under-achievers</i></p> <p>The Ladder Program and the Saturday Academy will continue to target high risk students. Training will be offered that supports these programs as well as teacher technique, delivery, and ability.</p>	Certified and non-certified staff	Wakefield High School will teach a rigorous and relevant curriculum that results in exceeding expected growth as measured by NC Adequate Yearly Progress.
5	<p><i>Technology and Increasing Student Engagement</i></p> <p>The topic of <i>differentiation</i> will be explored through various on-line and assistive programs that may be used in the classroom to engage learners.</p>	Certified and non-certified staff	Wakefield High School will teach a rigorous and relevant curriculum that results in exceeding expected growth as measured by NC Adequate Yearly Progress.
6	<p><i>In-House Staff Development Training</i></p> <p>Content –specific courses utilizing 21st century skills, (as requested per the staff development survey) along with current topics of interest relevant to teacher training, will be offered on Early Release Days throughout the school year. The expertise of guests, the school, and</p>	Certified and non-certified staff	During the 2011-2012 school year, Wakefield High School will strive to have a 90% or higher teacher retention rate. This goal will be supported by a series of focused programs and personal initiatives.

	county personnel will be utilized.		
7	<p><i>Professional Training for Teachers</i></p> <p>Teachers will attend professional development planned by Wake County Schools as required per department. Teachers will attend additional training within and outside the county relative to their teaching area, as approved per budget restraints.</p>	Certified and non-certified staff	During the 2011-2011 school year, Wakefield High School will strive to have a 90% or higher teacher retention rate. This goal will be supported by a series of focused programs and personal initiatives.
8	<p><i>Drug and Alcohol Awareness</i></p> <p>Summits with guest speakers from related areas in the community (the medical arena, police, and counselors) are planned for key stakeholders including students, faculty, and parents.</p>	Staff, students, parents and school community	Students, faculty, and parents will be contributing members of a safe, orderly, and nurturing school as evidenced by an annual decrease in suspension rates and absences, an increase in graduation rates, and increased satisfaction as measured by WCPSS surveys.