District Name:	School Name:	School Code:	Year:
Wilson County	Beddingfield High School	318	2015-16
Principal Name (or Designee)	F. T. Franks, Jr	**Principal Name (or Designee) Email**	ft.franks@wilsonschoolsnc.net

School Mission	At Beddingfield High School, we, the staff of BHS Believe all students have the ability to learn and to graduate high school with post-secondary ambitions, we Respect our students as unique learners and strive to challenge them daily with rigor, we Understand students need a safe and supportive learning environment in order to thrive, ...therefore we will Invest ourselves wholly in the betterment of our students and ourselves knowing we Need parental and community involvement to support our efforts in creating well-rounded citizens who are an asset to our world.
School Vision	Beddingfield High School will exemplify daily what " Being Bruin" is all about by fostering an environment in which students will demonstrate high character and values and meet and exceed the academic challenges that lie ahead for both graduation and beyond.

Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)

E.T. Beddingfield High School serves 861 students (55% African American; 20% Hispanic; 22% White). Our faculty is 63% white and 34% African-American. Beddingfield High School has 38 Highly Qualified Teachers. The Teacher Working Condition Survey completed by the teachers showed that 8% of teachers were satisfied with TIme, 72.4% satisfied with Facilities and Resources, 74% satisfied with Community Support and Involvement, 82% satisfied with Managing Student conduct, 83% satisfied with Teacher Leadership, 87% satisfied with School Leadership 78% satisfied with Professional Development and 84% of teachers are satisfied with Instructional Practices and Support. Overall, 88.5% of teachers felt that their school is a good place to work and learn. The Wilson County data regarding our community details that 47.7% of children ages 15-20 receive Medicaid. There is a 9.3% unemployment rate, which many parents remain unemployed, 28.1 teen pregnancies per 1,000 girls ages 15-17, and 37.8 % of the children live in poverty.

Our analysis of testing data revealed that the determining factor causing Beddingfield to become a low performing school was rooted in the EOC scores of Biology, Math I, and English II. Our Biology scores were at 25.6 % proficiency in 2012-13, 28.9% in 2013-14, and then fell to 20.7% this past school year. Although our White and African-American population stayed relatively consistent during the 3 year span, our Hispanic population proficiency decreased significantly from 40% proficient in 2012-13 to only 22% proficient in 2014-15. Our Math I scores fell from 25.2 % in 2012-13, to 20.5% in 2013-14, to 14.8% this past school year. Our English II scores actually increased from 2012- from 36.4% to 42.5% in 2013-14. However, as noted in the trend of the other academic areas, our English II scores in proficiency fell to 27.6% this past year. It became evident in English II that our African-American and Hispanic population fell substantially over the 3 years. Our School plan this year indicates that it is crucial to further emphasize intervention for the subgroups designated. Even though our ACT scores have risen over the past 3 years from 34 % in 2013 to over 60% the past two years and the notable increase of our WorkKeys assessments trending from 38% in 2012 to over 60% in 2015, we recognize the importance of working with each subgroup to increase overall performance. Though the ACT and WorkKeys results are highly commendable, they were not enough to counteract our EOC scores and deficit in growth. For the first time, our graduation rate reached 81.9% during the 2014-2015 school year, but our discipline data further clarifies the need to foster better relationships between teachers and students. There were 712 discipline incidents for the 2014-15 school year with 18.5% of the incidents dealing with insubordination and 15.1% disrespect. Fighting only consisted of 0.3% of the total incidents reported. Our discipline records indicate that 99% of our discipline incidents involve our African-American student population. Our attendance rate for the school year was 94.8% The School Improvement Team will meet monthly to analyze the School Improvement Plan looking to see which indicators have been completed and which ones need to be addressed. The Team will split into three groups and each group will focus on one Goal and then share back with the entire group. Each month the teams will analyze a different goal. The team will meet at 5:45 on August 31, September 28, October 26, November 23, December 14, January 28, February 22, March 21, April 25 and May 23. To ensure all students at Beddingfield High School are proficient and have growth in all content areas, we have shifted our focus to be data driven. The administrative team has analyzed EVAAS data to create class schedules (honors, standard, IB), to analyze subgroup data, and analyze teacher effectiveness. Teachers have analyzed their own data on EVAAS using the EVAAS Reflection Sheet. This gave teachers an opportunity to analyze their effectiveness and make changes in their classroom as needed. We have also shifted from observing teachers focusing on what the teacher is doing to observe what the students are doing and what type of assignments they working on using the ELEOT Observation tool. Strategies have been implemented to help students succeed on the ACT by incorporating study sessions, having teachers analyze the pretest and reteach areas students were weak in.

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GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	*By June 2016, we will increase student performance on EOC assessments by 20% to an overall proficiency of 35% in math 1, 47% in English 2, and 40% in biology*	
	SBE Goal Alignment:	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.
	LEA Goal Alignment:	Wilson County Schools will prepare students for annual academic growth from elementary through high school
	Indistar Indicator: (if applicable)	
Progress:	Progress Monitoring Status:	mid year and end of year School improvement check

GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	*By June 2016, there will be a 8% increase in the percentage of students receiving a diploma in four years (82.2 % to 90.2%).*	
	SBE Goal Alignment:	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.
	LEA Goal Alignment:	Wilson County Schools will graduate students prepared for post-secondary education and employment
	Indistar Indicator: (if applicable)	
Progress:	Progress Monitoring Status:	Ongoing analysis of graduation rate

GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	*By June of 2016, there will be a 10% increase (from 33% - 43%) in the percentage of students successfully completing at least one AP,* *IB, or CTE Concentrator.*	
	SBE Goal Alignment:	Every student has a personalized education
	LEA Goal Alignment:	Wilson County Schools will graduate students prepared for post-secondary education and employment
	Indistar Indicator: (if applicable)	
Progress:	Progress Monitoring Status:	Through student registration of courses, all school stakeholders (administration, teachers, and counselors) will counsel students to take courses to increase rigor

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GOAL #1:	*By June 2016, we will increase student performance on EOC assessments by 20% to an overall proficiency of 35% in math 1, 47% in English 2, and 40% in biology*

Strategy #1: Describe the strategy that will support this goal	*Strategy 1-To increase the number of students reaching proficiency and showing growth in EOC's, ACT, and math rigor by prioritizing what is important for teachers to teach and students to learn.*

Progress:	Progress Monitoring Status:	Formative assessments of all types including but not limited to SchoolNet

Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	*Action steps: Aligning teaching with state standards by teachers identifying essential standards and clarifying objectives from that state standards* *Indicators: Weekly lesson plans checked by administration, ELEOT Observations*	
	Evidence: (Identify documents and artifacts)	SchoolNet and teacher created formative assessments, Observation logs and data, Lesson Plans, I Can Statements posted in the classroom
	Person(s) Responsible:	Administration and Teachers
	Timeline:	August 28, September 30, October 30, November 30, December 17, January 29, February 29, March 31, April 29, May 31
	Budget Amount: (if applicable)		Budget Source: (if applicable)	

Strategy #2: Describe the strategy that will support this goal	*Strategy 2-Benchmarks and practice ACT will be used for constant formative assessment and data will be used for both remediation for students who did not gain proficiency and to raise the rigor for those students that did.*

Progress:	Progress Monitoring Status:	Benchmark tests scheduled periodically throughout semester 1 and 2

Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	*Action steps: Assessment will primarily coordinated through schoolnet and data will be monitored for item analysis along with student and class proficiency* *Indicators: Enrichment groups based on Schoolnet data and teacher data, Teachers will analyze Benchmark data in PLC's*	
	Evidence: (Identify documents and artifacts)	Constant analysis of data by both administration and teachers, PLC minutes, List of students receiving Enrichment
	Person(s) Responsible:	Administration, teachers
	Timeline:	September 21-25, October 26-30, December 7-11, February 22-26, March 21-25, May 2-6
	Budget Amount: (if applicable)		Budget Source: (if applicable)	

Strategy #3: Describe the strategy that will support this goal	*Strategy 3- Align courses with teachers who have historically high EVAAS data*

Progress:	Progress Monitoring Status:	Students are assigned and remain in designated teachers classes

| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	*Action steps: Schedule all students in EOC courses with teachers who have shown past success in both proficiency and growth.* *Indicators: Teachers analyze their EVAAS data using the EVAAS Reflection Form, Administration analyze data for the Data Walks*		
	Evidence: (Identify documents and artifacts)	Student schedules, rosters, EVAAS data	
	Person(s) Responsible:	Administration, Counselors	
	Timeline:	August 2015, December 2015, June 2016	
	Budget Amount: (if applicable)	Budget Source: (if applicable)	

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GOAL #2:	*By June 2016, there will be a 8% increase in the percentage of students receiving a diploma in four years (82.2 % to 90.2%).*		
Strategy #1: Describe the strategy that will support this goal	*Strategy 1- Identify students and their resiliency to graduate in 4 years based on student age, number of retentions, recent grades, and test scores.*		
Progress:	Progress Monitoring Status:	Report Cards, Transcripts, Yearly Age and Grade Report	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	*Action steps: Counselors will analyze transcripts to target students who are not on grade level* *Indicators: Students will meet with counselors by grade level to discuss strategies for recovering or receiving credit. Develop reward incentive program for students with high attendance percentage. Senior Blitz in the Spring to prepare students for graduation checking attendance, behavior and grades*		
	Evidence: (Identify documents and artifacts)	Transcripts, Attendance data (possible decrease in absenteeism)	
	Person(s) Responsible:	Counselors	
	Timeline:	August 2015, September 2015, January 2016, May 2016	
	Budget Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #2: Describe the strategy that will support this goal	*Strategy #2-Administration and counselors will create a mentor program to meet with at-risk students, provide them with strategies for success and serve as mediators for conflict.*		
Progress:	Progress Monitoring Status:	Targeted students show progress in grades, attendance, and behavior (decrease in discipline referrals).	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	*Action steps: Both community and in school mentors will be recruited, trained, and paired with at-risk students* *Indicators: Gentlemen Agreement meets weekly, Upward Bound meets weekly, AVID meets daiy, Gear Up meets weekly, SGA meets monthly. These organiations prepare our students for college and life after graduation.*		
	Evidence: (Identify documents and artifacts)	Attendance, progress reports and report cards, discipline data	
	Person(s) Responsible:	Administration, and counselors	
	Timeline:	August 2015, September 2015, January 2016, May 2016	

|	Budget Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #3: **Describe the strategy** **that** **will support this goal**	*Strategy #3- Students with high or frequent absences will be given a platform to recover work and time.*			
Progress:	Progress Monitoring Status:		Report Cards (Student Grades)	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	*Action Steps: Technology will be used to enable students to "keep up" when absent (Email, Google Classroom).* *Indicators: Teachers will create digital platforms such as email and/or Google Classroom for courses so that students can keep up when absent or during out-of-school time. Students complete Edgenuity classes for credit recovery.*			
	Evidence: (Identify documents and artifacts)		Students that meet this criteria complete tasks regularly and see increase in grades, List of students taking and completing Edgenuity classes	
	Person(s) Responsible:		Teachers, Technology facilitator	
	Timeline:		August 2015, September 2015, January 2016, May 2016	
	Budget Amount: (if applicable)		Budget Source: (if applicable)	

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GOAL #3:	*To Increase schoolwide rigor,"By June of 2016, there will be a 10% increase (from 33% - 43%) in the percentage of students successfully completing at least one AP, IB, or CTE Concentrator."*

Strategy #1: Describe the strategy that will support this goal	*Strategy #1- Design IB curriculum and sequence for increased (21 students) number of students to be enrolled and successful.*

Progress:	Progress Monitoring Status:	Student increase enrollment in IB program

Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	*Action steps:* *Create a master schedule so that students can be entered into prerequisites and necessary IB courses. (Math ll, Spanish l, Spanish ll, Biology)* *Indicators: Meet with parents to explain requirements, benefits, and plan of IB.* *Collaborate with middle schools to determine master scheduling for students to be prepared for IB.* *Continued recruiting of students through use of EVAAS data who were projected to reach level 3 proficiency in targeted courses*	
	Evidence: (Identify documents and artifacts)	Student growth will be evaluated via both increase in numbers and student performance on internal assessments.
	Person(s) Responsible:	Administration, IB Coordinator, teachers
	Timeline:	July 2015, December 2015, January 2016, June 2016
	Budget Amount: (if applicable)	Budget Source: (if applicable)

Strategy #2: Describe the strategy that will support this goal	*Strategy #2: Design AP curriculum and sequence for increased number of students (91) to be enrolled and successful.*

Progress:	Progress Monitoring Status:	Advanced Placement (AP) classes are increased

Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	*Action Steps:* *Increase AP course offerings across more disciplines (Calculus, English IV, Physics/ Algebra Based, Statistics, United States History)* *Indicators: AP classes offered at times advantageous to all students* *Recruit students into AP who elect not to participate in IB Continued recruiting of students through use of EVAAS data who were projected to reach level 3 proficiency in targeted courses*	
	Evidence: (Identify documents and artifacts)	Growth will be evaluated via both increase in numbers in program and student performance on internal assessments.
	Person(s) Responsible:	Administration, IB coordinators, teachers
	Timeline:	July 2015, December 2015, January 2016, June 2016
	Budget Amount: (if applicable)	Budget Source: (if applicable)

| Strategy #3: Describe the strategy that will support this goal	Strategy #3: Increase the number (175) of students enrolled in CTE pathways to be successful in Workkeys.		
Progress:	Progress Monitoring Status:	Enrollment in CTE concentration areas, advanced-level courses (CCP) are increased	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	*Action Steps: Junior transcripts are analyzed via PowerSchool Credential Engine to determine concentrations and deficiencies. Indicators: Students complete Level l and Level ll in CTE to complete a career cluster rather than just taking all Level l CTE classes.*		
	Evidence: (Identify documents and artifacts)	CTE completer courses, List of students who complete a Career Cluster	
	Person(s) Responsible:	Administration, Career Development counselor	
	Timeline:	July 2015, December 2015, January 2016, June 2016	
	Budget Amount: (if applicable)	Budget Source: (if applicable)	

Year	Percent Proficient
2012-13	34
2013-14	61.5
2014-15	60.4

ACT Percent Proficient
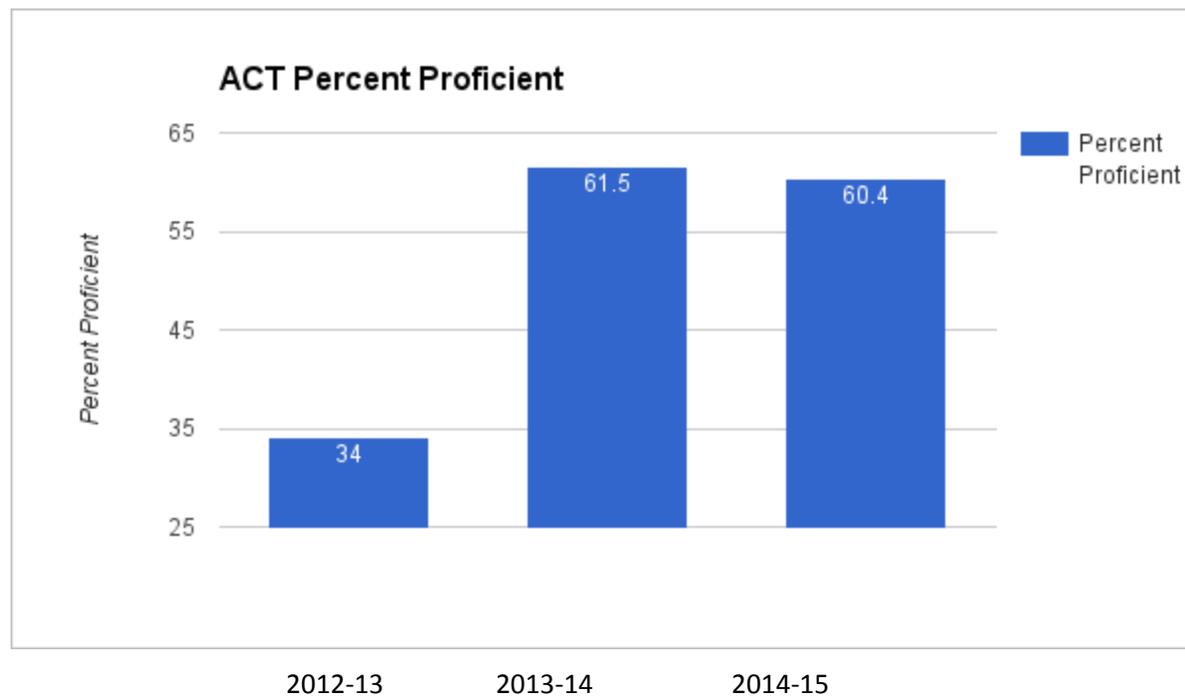
African American	55
Hispanic	20
White	22
American Indian	2
Two or More Races	1

Student Population
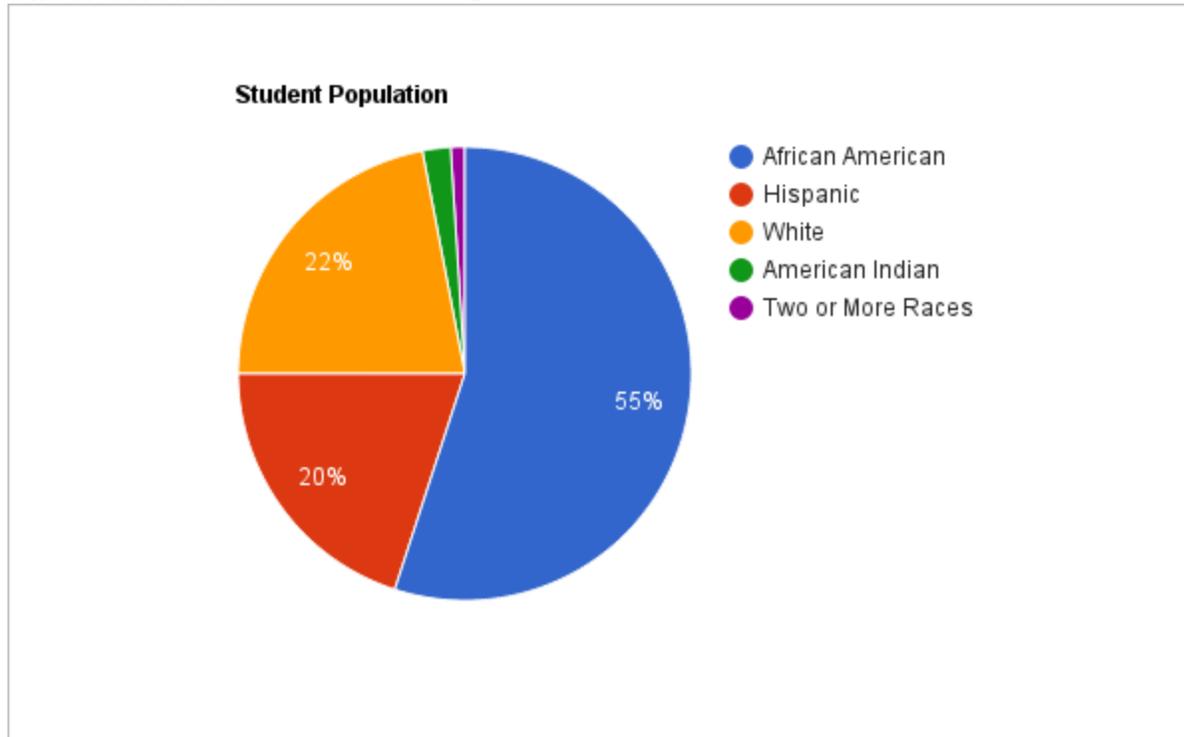
White	63
African American	34
Other	3

Faculty Population

- White
- African American
- Other

34%

63%
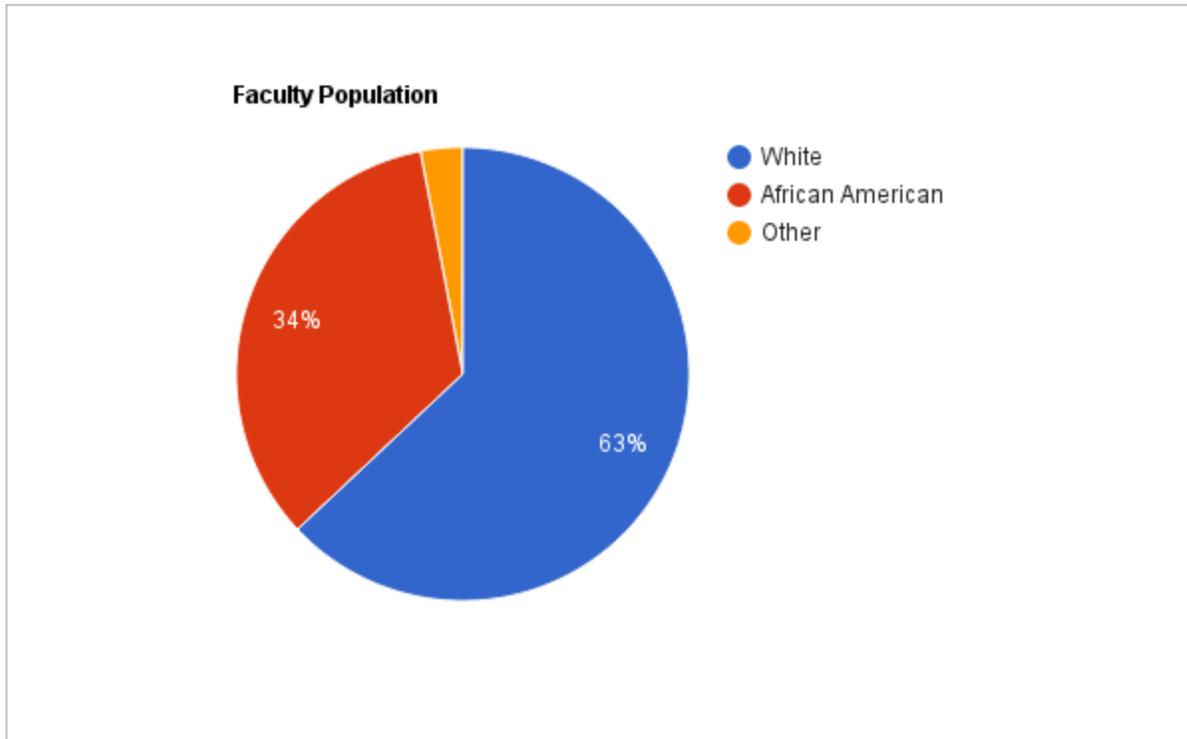
|	2012-13	2013-2014	2014-2015
Biology	25.6	28.9	20.7
Math 1	25.2	20.5	14.8
English ll	36.4	42.5	27.6
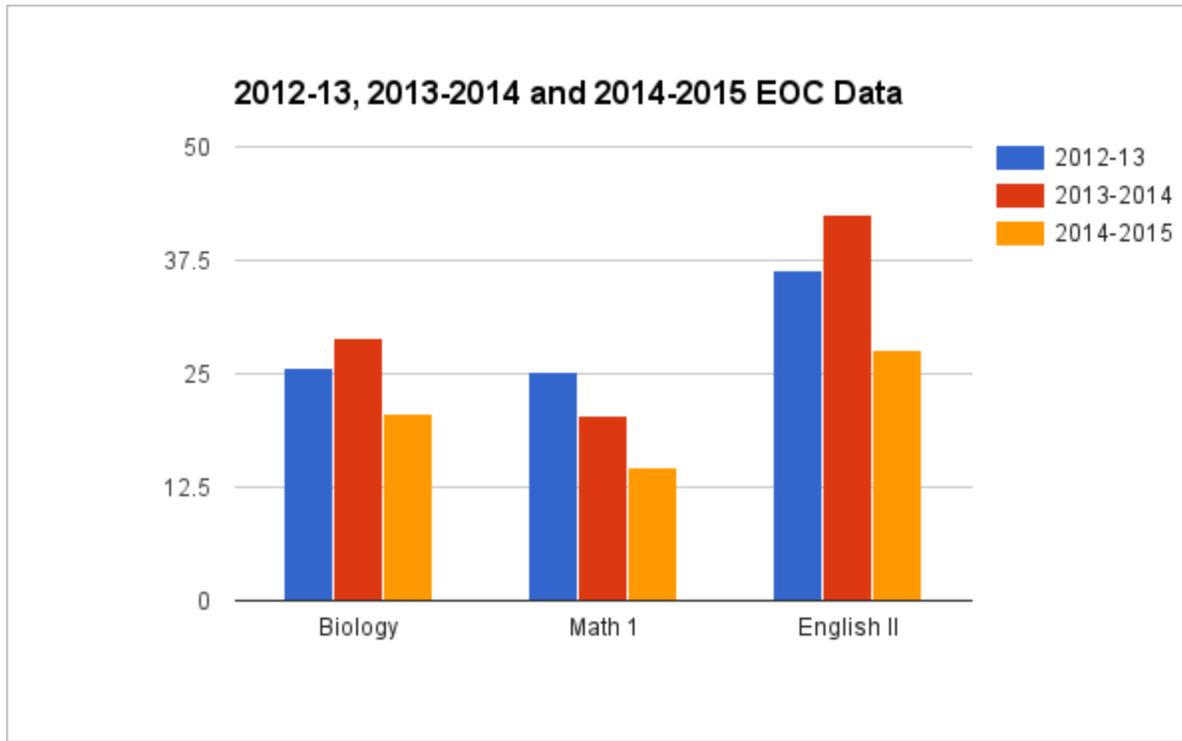
|	
Unemployment data	9.30%
Teen Pregnancies per 1,000 girls ages 15-17	28.10%
Children ages 15-20 receiving Medicaid	47.70%
Children living in poverty	37.80%

Community Data

2012-13	79.2
2013-14	73.7
2014-15	81.9

Graduation Rate
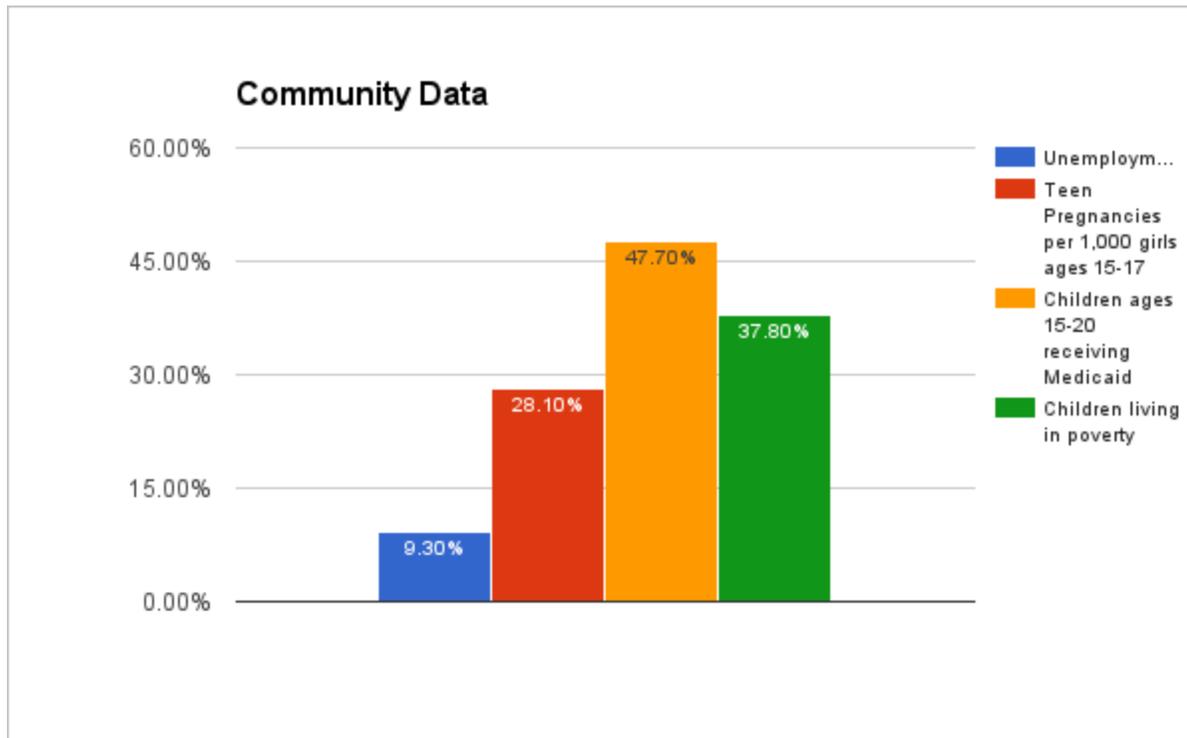
Year	Rate
2012-13	79.2
2013-14	73.7
2014-15	81.9
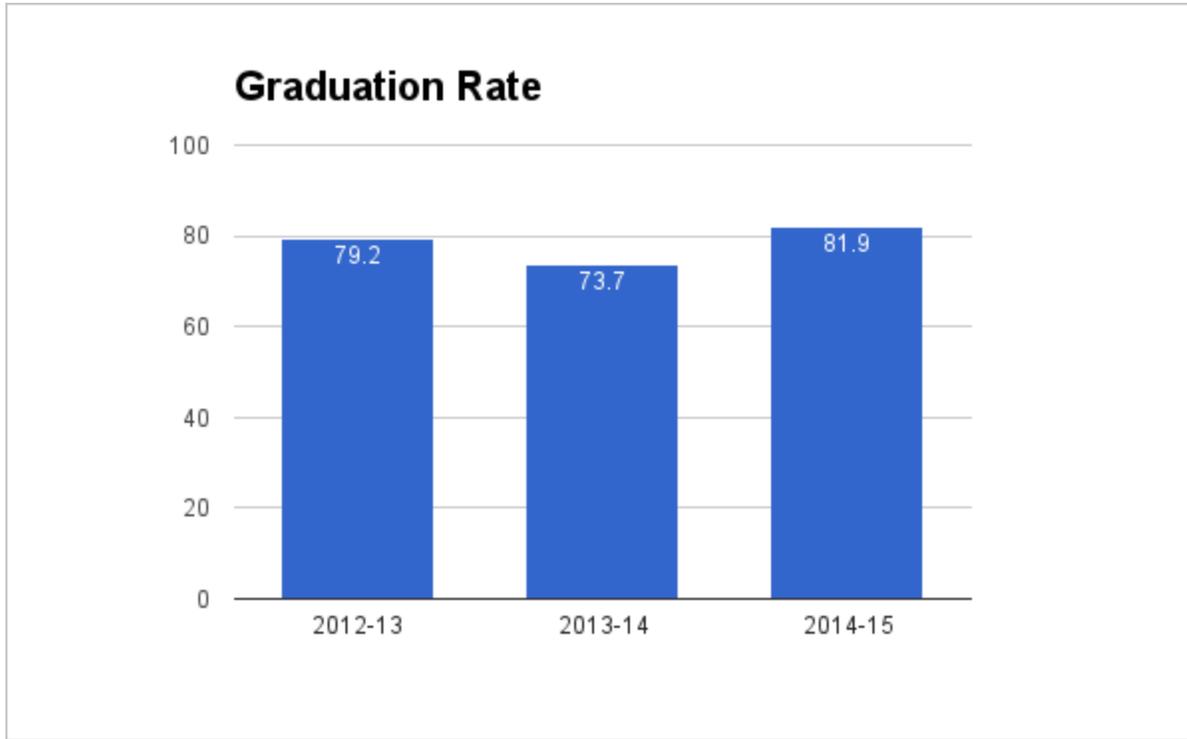
Insubordination	18.5
Disrespect	15.1
Fighting	0.3
Other	66.1

Disciplinary Incidents (712)
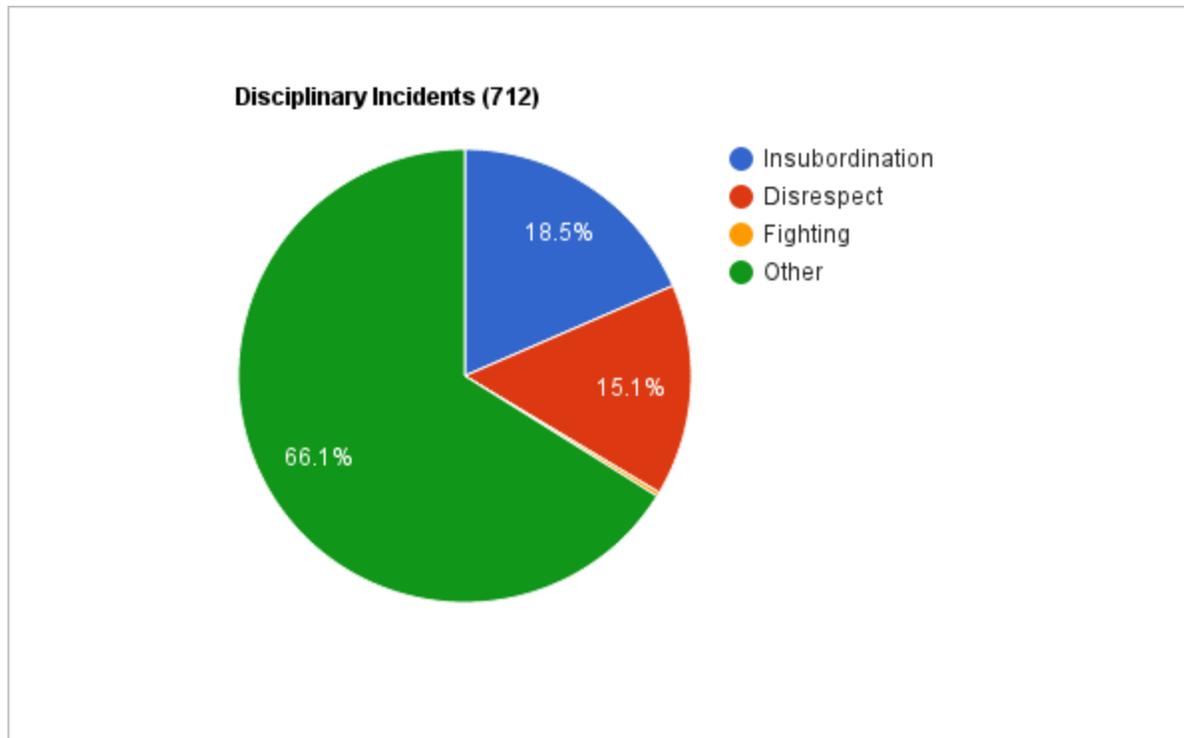
African Americans   99
Others   1

Discipline by Subgroup

- African Americans
- Others

99%
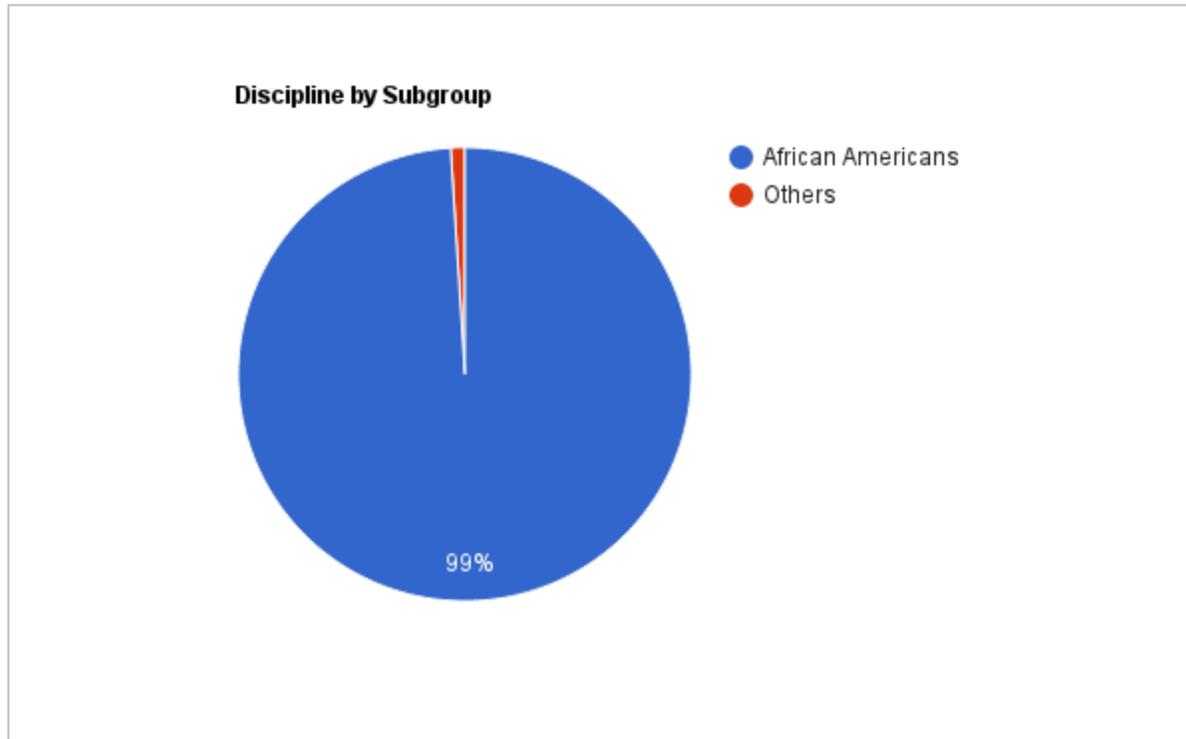
AP totals
2012-13   36
2013-14   29
2014-15   24
2015-16   67

AP enrollment

2012-13	2013-14	2014-15	2015-16
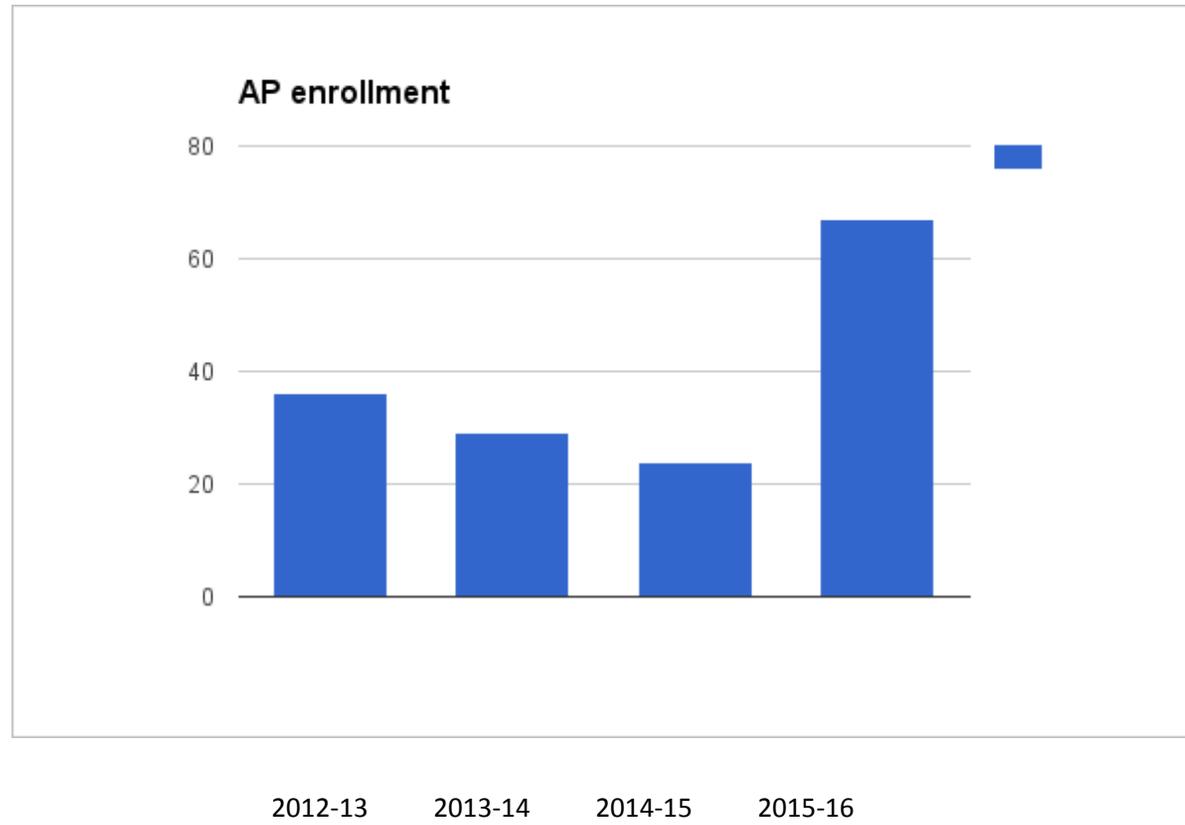
IB Enrollment
2012-13	9
2013-14	15
2014-15	18
2015-16	21

IB enrollment

2012-13   2013-14   2014-15   2015-16