

**SCHOOL IMPROVEMENT PLAN 2008-2011,
REVISED November 6, 2009**

Eugene Ashley High School

Rigor

Relevance

Relationships

New Hanover County Schools

Executive Summary

Our Goal:

Our Mission is to provide a safe and supportive learning environment where the faculty, staff, students, and parents work together as a team to provide all students with skills to be life long learners in a technological and global society.

Organization:

Visible evidence of our staff acting as a collaborative team can be seen in the established structure of our Leadership Team and our schedule for planned staff meetings and professional development opportunities throughout the year. Our Leadership Team, which is comprised of department heads and representatives from all school constituencies, meets every other Tuesday to discuss school wide needs and make collaborative decisions. **Additional in-house meetings are held on the first, second and third Wednesday of every month. Our teams for the Southern Associations of Colleges and Schools (SACS) meet on the first Wednesday of the month, in preparation for Ashley's Quality Assurance Review (QAR), which is scheduled for April 7-8, 2010. Department Heads meet each second Wednesday of the month, and Ashley faculty meetings are held on the third Wednesday of every month.** The fourth Wednesday of every month is reserved for cluster meetings (small groups of teachers who share similar teaching responsibilities or are preparing for EOC exams) and/or School Improvement meetings, which may involve different staff members, parent representatives, student representatives, and administrators. **Ensuring that these meetings are consistently held and consistently guided by an agenda promotes a sense of organization and purpose, which, in turn, contributes towards the overall mission and vision of the school.**

An expected outcome of these meetings is that the staff and stakeholders will accept leadership roles in the school and ownership in the processes needed for the school to operate efficiently. During the last four years, since the Leadership Team was established, we have evidenced: more significant teacher participation in staff development opportunities; improvements in mentoring programs like those established for Initially Licensed Teachers and Interning Teachers from UNC-W; and, valuable instructional initiatives like the 9th grade FOCUS Program, Senior Project, Classroom Instruction That Works, Best Practices, Unit Organizers, Cornell note-taking, and the linking of vocabulary strategies to Thinking Maps.

Our parents are an essential part our school environment. They serve our school as volunteers, proctors for testing, athletic/organization boosters, and sponsors. **They also serve on the SIP and SACS teams, and continually contribute towards school-wide efforts to enhance student learning experiences and outcomes.**

EOC Initiatives:

The goal of obtaining and **maintaining** proficiency rates of 80% or higher in each tested EOC area is still a major focus for department and cluster meetings. Each tested area has continued with a practice established during the 2002-03 school year of setting up consistent “benchmarking” tests that are given to assess student progress toward proficiency on EOC exams. **For the 2010-2010 school year, 85% of our students scored at or above proficiency levels in English I. Seventy-three percent of our biology students scored a level three or higher on the EOC exam. End-of-Course scores in Civics remained at 84% in the spring of 2010, and US History scores climbed to 80% in spring of 2010.** ABC Tools data and other test results have been shared and revisited among departments. **After school tutoring is offered by each teacher at Ashley High School, and the administration, in conjunction with Murray Middle School, is funding after school transportation to ensure that students who need to remain after school for tutoring are guaranteed transportation on an after school bus three days a week. EOC course teachers tutor at least twice weekly and other teachers at least one afternoon per week, and our math department offers tutoring every day of the week, so that students may report to a math teacher every afternoon, if needed.** Our teachers have reported that the students who consistently take advantage of after school tutorials for the purposes of receiving one-on-one assistance and clarification of concepts taught in class perform at a significantly higher rate of achievement. In addition, the teachers assert that after school tutorials allow them the opportunity to build more meaningful relationships with their students. Thus, before and after school tutorials remain as a vital component to improving our students’ performance. We will also continue the Saturday Academy for the remediation of the following EOC courses: Algebra I, English I, Biology, Civics and **US History** in order to meet the new graduation exit standards. Bus transportation will also be provided for these students. End of Course transitioning materials have also been purchased for all 9th grade students, **and the ClassScape Assessment System, a supplemental and web-based instructional program is being used by teachers in each of the five exit-standard EOC courses, as an additional, formative assessment tool.** Students not meeting the standards will also be able to attend summer school with teachers as the instructors; not for credit recovery, but for remediation to pass a particular course and meet the exit standard. **Also, minority 8th grade students will continue to be given the opportunity to take part in an Algebra I Fast-Track program during the summer months, which is intended to prepare these students for the challenges of higher-level math courses that will be available to them later in their high school careers.**

Efforts Toward Improvement in Other Areas:

Additional areas of identified need are to close the achievement gap between minority and non-minority students and to improve the overall progress of our free and reduced lunch students and EC students.

- ❖ Through our faculty and staff hiring process we have continued to increase the number of minority staff members at Ashley High School. We will continue to focus teacher materials and suggested readings on successfully teaching students of African descent by using researched based findings from “Recognizing and Utilizing Cultural Characteristics of African American Students in Academic Settings” accompanied by a list of suggested books, for our faculty professional library. Our administrative staff will also lead a book review seminar using the following books during the second semester of this school year; *Up Where We Belong* by Gail L. Thompson; *Culture, Literacy, and Learning* By Carol D. Lee, *Beating the Odds: Raising Academically Successful African American Males*” by Kenneth I. Maton & Geoffrey L. Greif; *Educating African American Males: Voices from the Field* by Olatokunbo S. Fashola. Other schools within our county will continue to be extended

invitations to join our seminars. *Teaching Reading to Black Adolescent Males* by Alfred Tatum will also be read in our English and EC Departments. Our counseling staff will continue to lead in designing new strategies/ways for our faculty and staff to interact with African American males which will give our teachers techniques to use in closing the achievement gap.

- ❖ The Exceptional Children's Department has reorganized so that there will be a teacher and teacher assistant in the ASRL Lab at all times during the school day for student remediation and for students with testing accommodations that are used when taking classroom tests and quizzes. At present, with all the redesigned special education courses from last school-year and this school-year in place, data is constantly being collected and interpreted to ensure that the EC courses are meeting students' needs as anticipated. All EC teachers have also been trained in Language! to help our EC students develop better reading skills.
- ❖ Our Student Services Department will provide school supplies and home visits to our free and reduced lunch students. The Student Services department will also continue to better serve our students by assisting them through the Student Support Team process as they are referred by the faculty and staff.
- ❖ Another project has been to redirect suspension rates and also an alternative to suspending students has been to continue our Saturday School detention program. The drop out prevention coordinator has developed an alternative to suspension when students are caught smoking cigarettes called "Alternative to Suspension-Tobacco Use (ATS)." When caught smoking on campus, students will be given the option to attend the ATS program. These classes will be conducted monthly. **Finally, we have implemented a In-School-Suspension program across from the main office, in which students facing disciplinary action may be sent for one or more periods to continue working on class assignments, rather than being sent home for the day.**
- ❖ We have taken steps to improve communication with parents and our community by having the Technology Department provides communication with the ALERTNOW rapid notification service system. This service will allow us to let parents know of the weekly updates from central office, emergency procedures, testing information, **morning and afternoon attendance verification**, and special events. **The English Department also provides the Eagle Update, our weekly online newsletter.** Additionally, we maintain an outside marquee in front of the school to provide communication to our parents and the community about our upcoming school events and special dates.
- ❖ When our teachers took the Teacher Working Conditions Survey, one of the areas that was of particular importance to them for improvement was to be more involved in how our budget was spent. As a result, through our school improvement team, the faculty and staff on the school improvement team will determine the approval or disapproval of teachers' staff development participation.

Based on our faculty and staff members attending the Bringing Successful Practices to Scale Conference, we have restructured and reorganized our Freshmen Academy. We established criteria based on the following areas for implementation during the **2009-10** school –year:

- ✓ **Focusing instruction around the students' interests, learning styles, and aptitudes.**
- ✓ **Administrating, teaching and sharing with an unrelenting commitment to excellence for All students.**
- ✓ **Emphasizing LITERACY across the curriculum.**
- ✓ **Basing instructional decisions at the classroom level on instructional data from the classroom level.**

- ✓ **Developing an EXTRAORDINARY commitment of RESOURCES and ATTENTION to 9th grade students.**
- ✓ **Ensuring a rigorous and relevant 12th grade year.**
- ✓ **Maintaining high-quality curriculum & instruction with focus on rigor, relevance, relationships, and reflective thought.**
- ✓ **Establishing solid and dedicated leadership.**

It is our hope that the 9th grade FOCUS program helps us to better serve our students as we schedule them for classes based on the skills they have when they arrive at Ashley High School, as will be evidenced by their EOG scores. It is also our hope that FOCUS will aid in our efforts to increase student achievement dramatically. A special interest social studies class was developed for students with low reading skills in order to help them to develop skills and a better interest in reading different types of materials. Additionally, we also have implemented peer tutoring programs utilizing our Beta Club and National Honor Society students to work with our students and, specifically, our minority students who are struggling with basic algebraic and reading skills. Also our math teachers have consistently applied for and received grants to pay for classroom sets of graphing calculators and smart boards to ensure that all students are equipped with the same materials. The curriculum sequence, as it has been rearranged this school-year for 9th graders, will also allow our 9th graders to take more advanced courses later during their high school years.

Finally, through our Safe School Plan we intend to maintain a safe and orderly school by initiating and using the following strategies this school-year:

- ✓ **Giving positive messages to students on a daily basis.**
- ✓ **Encouraging the use of peer mediation.**
- ✓ **Using more easily visible Visitor Passes and improve signage at the entry points to the school.**
- ✓ **Educating the faculty and staff on the need to monitor visitors in the building more diligently.**
- ✓ **Continuing to train Exceptional Children's staff in the Mindset verbal and physical training.**
- ✓ **Using the AlertNow Rapid Communication Service to increase communication with parents.**
- ✓ **Continuing to train staff in the procedures for a lockdown.**
- ✓ **Practicing a lockdown.**
- ✓ **Practicing a modified fire drill.**
- ✓ **Practicing a tornado drill.**
- ✓ **Conducting monthly school safety inspections.**
- ✓ **Conducting monthly inspections of the athletic facilities.**
- ✓ **Developing crisis management evacuation procedures for athletic events.**

Eugene Ashley High School – School Improvement Team Members

Name	Department	Demographic Information
James McAdams	Administration	White/Male
Lisa Southerland	Parent	White/Female
Ashleigh Griffin	Student	White/Female
Nancy Mann	English	White/Female
Ross Adams	Math	White/Male
Jacqueline Henry	Math	Black/Female
Alan Sandrin	Social Studies	White/Male
Michael Goyne	Science	White/Male
Tanya Jordan	Student Services	Black/Female
Charlotte Elliott	Career Technical Education	White/Female
Robin Clayton	Cultural Arts	White/Female
Ryan Hauck	Physical Education	White/Male
Cynthia Cavileer	Exceptional Children	White/Female
Kelly Bowden	Foreign Language	White/Female
Ronny Armstrong	JROTC	White/Male
Joann Absi	Media	White/Female
Rachel Oldfield-Frey	Student Services	White/Female

Members of the school improvement team were voted on by their respective departments. The School Improvement Plan was presented to the entire faculty and staff for a vote of approval or disapproval. During this process, staff members were provided with secret ballots and chose to approve the plan with a vote of

Strategic Planning

Instructions for Identifying School Goals: Based on data analysis, identify at least one priority improvement goal. School goals should be aligned to the State Board of Education Goals and the district theme of Rigor, Relevance, and Relationships.

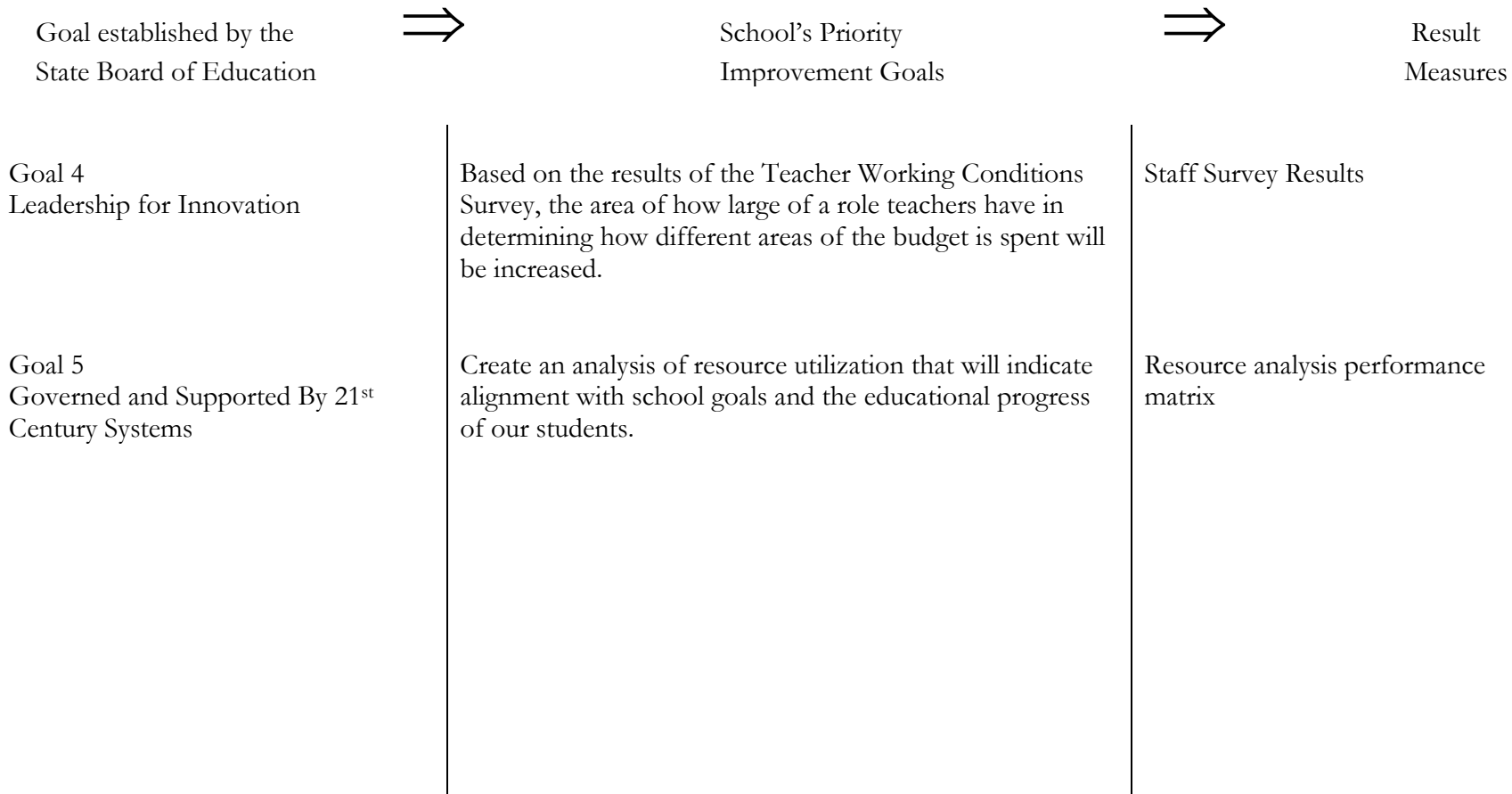
School Mission: Our Mission is to provide a safe and supportive learning environment where the faculty, staff, students, and parents work together as a team to provide all students with skills to be life long learners in a technological and global society.

Goal established by the State Board of Education	⇒	School's Priority Improvement Goals	⇒	Result Measures
Goal 1 Globally Competitive Students		All teachers will develop and implement structured, realistic educational plans for each course they teach in the form of syllabi, pacing guides, and individual lesson plans as required. Teachers will include in these educational plans various best practices, such as linking vocabulary strategies, immediate acquisition testing, and writing across the curriculum.		Pacing guides, lesson and unit plans, syllabi, cluster and departmental meeting minutes and agendas, and samples of Writing Across the Curriculum activities.
Goal 2 21 st Century Professionals		The faculty will demonstrate proficiency in their classroom utilization of CITW practices as determined by the management of ClassScapes usage to increase student performance.		CITW Strategy Usage ClassScapes Reports Indications
Goal 3 Healthy responsible Students		The percentage of students applying to attend college and graduation rate of Ashley High School students will increase due to increased services provided by the Student Support Team.		Student Support Team meeting referrals/minutes

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Systemic School Improvement Plan (Action Plan)

SBE Goal: Globally Competitive Students

School Priority Goal: All teachers will develop and implement structured, realistic educational plans for each course they teach in the form of syllabi, pacing guides, and individual lesson plans as required. Teachers will include in these educational plans various best practices, such as vocabulary linking, immediate acquisition testing, and writing across the curriculum.

Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method
The Science Department will give periodic writing assignments that will be based on prompts that include the incorporation of multi-curricular content.	Department Head & Administration	June 2010	Writing Assignments
The JROTC Department will review student progress reports to identify failing students so that tutoring sessions can be provided after school with emphasis on Social Studies topics to help reinforce student interest in the vocabulary of the content area.	Department Head & Administration	June 2010	Tutoring Logs
The Media Department will survey students and then purchase and provide appropriate informational titles and audio books of high interests to promote an increase in reading school wide.	Department Head	June 2010	Surveys, Books, Audio Books
The Media Department will also provide a display area for curriculum-related vocabulary words.	Department Head	June 2010	Visual Display
The Media Department will continue with the after school book club.	Department Head	June 2010	Topics, Meeting Dates, Rosters

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Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method
The Foreign Language Department will provide tutoring and remediation tutoring twice a week.	Department Head	June 2010	Tutor Logs
The Social Studies Department will utilize ClassScapes to assess 8 th grade reading competencies to assist in evaluating the progress of the reading skills of the students enrolled in the Special Interest Social Studies class.	Team Leader & Administrator	June 2010	Assessments
The English Department will facilitate workshops to address the cross-curricular use of rubrics to evaluate writing activities.	Department Head	June 2010	Workshops, Sign In Sheets
The English department will identify and teach vocabulary words that are essential for decoding and analysis of EOC questions.	Department Head	June 2010	Vocabulary Listings
The English Department will establish a plan by which students who need help with writing skills will be able to access help aside from their assigned teacher.	Department Head	June 2010	Student Writing Workshops, Student Roster, Sign In Sheets

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Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method
<p>The Exceptional Children’s Department will use the Language! program to increase students’ reading levels, written expression ability, and oral expression.</p>	<p style="text-align: center;">Department Head</p>	<p style="text-align: center;">June 2010</p>	<p style="text-align: center;">Lesson Plans</p>
<p>The Exceptional Children’s Department will identify three teachers to implement the “Language Based Curriculum” with a small targeted group of Occupational students that failed to learn how to read fluently using other instructional strategies.</p>	<p style="text-align: center;">Department Head</p>	<p style="text-align: center;">June 2010</p>	<p style="text-align: center;">Lesson Plans</p>

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Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method
The Student Services Department will partner with the FOCUS Academy to provide freshmen with classroom guidance activities to give information college access.	Department Head	June 2010	Lesson Plans
The Career & Technical Department will provide lessons and activities that will develop topics and essays that will promote higher order thinking.	Department Head & Administration	June 2010	Lesson Plans
The Career & Technical Department will provide lessons that link content vocabulary and give benchmark testing in the different subject areas.	Department Head & Administration	June 2010	Lesson Plans
Algebra 1, Algebra 2, & Geometry teachers will develop pacing guides for Intro to Algebra 1, Algebra 1, Geometry, Honors Geometry, Algebra 2, and Honors Algebra 2. The teachers will also develop reviews, unit tests, midterms, and also discuss/provide instructional strategies for the math department teachers.	Team Leaders & Administration	June 2010	Pacing Guides, Reviews, Tests, Instructional Strategies

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Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method
The Math Department will develop lesson plans incorporating writing topics & open ended questions that will develop higher order thinking skills.	Team Leaders & Administration	June 2010	Lesson Plans
The Math Department will continue to provide after school tutoring and Saturday review sessions for students.	Department Head	June 2010	Tutoring & Saturday Review session logs
The Physical Education Department will assist in improving student writing and communication skills by incorporating weekly writing assessments related to current events in health and fitness, preparing students for continued cognitive growth and exploration in dynamic fields of health and fitness, and increasing meaningful parent involvement.	Department Head & Administration	June 2010	Lesson Plans, Contact Logs, School Notes Website
The Cultural Arts Department will collaborate with the English Department to provide staff development for writing instructional strategies and developing pacing guides as they would relate to Cultural Arts curriculum subject areas.	Department Head	June 2010	Staff Development Department Meeting Dates & Rosters, Lesson Plans

Systemic School Improvement Plan (Action Plan)

SBE Goal: 21st Century Professionals

School Priority Goal: The faculty will demonstrate proficiency in their classroom utilization of CITW practices as determined by the management of ClassScapes usage to increase student performance.

Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method
The Science Department will give students the opportunity to use web based curriculum and assessment in various areas of science. This will include the use of SAS Curriculum Pathways, ClassScapes, Castle Learning, and Squeak software.	Department Head & Administration	June 2010	Lesson Plans
The Social Studies Department will use School Island to plan and monitor school activities.	Team Leader & Administration	June 2010	Lesson Plans
The Technology Department will provide communication to our parents by the use of the ALERTNOW Rapid Notification Service. The following can be provided; weekly updates, emergency preparedness, testing information, attendance verification, and events.	Team Leader & Administration	June 2010	Notification Service Logs
The English Department provides communication to parents and the community with the Eagle Update online newsletter.	Administration	June 2010	Newsletter
The Administration will provide communication to parents and the community with the use of an outside marquee display.	Administration	June 2010	Marquee Display

Systemic School Improvement Plan (Action Plan)

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Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method
<p>The Technology Department will offer introductory and updating workshops for new and existing teachers in the following areas:</p> <ol style="list-style-type: none"> 1. Groupwise E-mail-sending, receiving, and setting up groups. 2. Using TAM (Teacher Assistant Module) in NCWise. 3. Navigating Ashley’s School Computer Network. 4. Searching the Internet using Google Tools. 5. The proper use of MS Office Software in the classroom. 6. Training in specialty software and programs accompanying textbooks. Examples: ClassScapes, Classroom Manager, Hot Potatoes, Netmeeting, LoggerPro, and Timeliner. 	<p>Team Leader</p>	<p>June 2010</p>	<p>Workshops, Sign In Sheets</p>

Systemic School Improvement Plan (Action Plan)

SBE Goal: Healthy Responsible Students

School Priority Goal: The percentage of students applying to attend college and the graduation rate of Ashley High School students will increase due to increased services provided by the Student Support Team.

Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method
<p>The Physical Education Department will increase the level of student productivity in the classroom by improving the students' fitness levels using the following techniques:</p> <ul style="list-style-type: none"> A) Focusing on the five health related components of fitness. B) Using the various assessments and standards of the Presidential Physical Fitness testing program and other assessments set forth by the teacher. 	<p style="text-align: center;">Department Head</p>	<p style="text-align: center;">June 2010</p>	<p style="text-align: center;">Records of Student Participation, Lesson Plans, Assessments</p>
<p>The Foreign Language Department will contact parents regularly through the use of email, letters, and phone calls to convey student positive and negative progress.</p>	<p style="text-align: center;">Department Head</p>	<p style="text-align: center;">June 2010</p>	<p style="text-align: center;">Email/Letter Logs and Telephone Logs</p>
<p>The Foreign Language Department will provide after school tutoring.</p>	<p style="text-align: center;">Department Head</p>	<p style="text-align: center;">June 2010</p>	<p style="text-align: center;">Tutor Logs</p>
<p>The Foreign Language Department will sponsor a Foreign Language Club Breakfast for students with an A averages at the end of each semester.</p>	<p style="text-align: center;">Department Head</p>	<p style="text-align: center;">Biannually</p>	<p style="text-align: center;">Foreign Language Club Breakfast</p>

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Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method
The Student Services Department will be involved in the planning, participation, and recruitment for New Hanover County Minority College Day Program.	Department Head	Sept 09 - Nov 09	Surveys and Event Participation
The Student Services Department will facilitate a counseling booth during lunch periods in the cafeteria to increase student contact and visibility.	Department Head	June 2010	Student Rosters and Sign Up Sheets
The Student Services Department will participate in the “College Application Day” program to increase the percentage of students applying to college.	Department Head	November 2010	Student Rosters and Sign Up Sheets
The Student Services Department will send attendance letters and have student/parent attendance meetings to improve student attendance and performance.	Department Head	June 2010	Log of Letters Mailed & Attendance Meetings
The Foreign Language Department will provide scholarship opportunities for the Foreign Language student of the year.	Department Head	June 2010	Foreign Language Student of the year Scholarship

Systemic School Improvement Plan (Action Plan)

SBE Goal: Leadership for Innovation

School Priority Goal: Based on the results of the Teacher Working Conditions Survey, the area of how large of a role teachers have in determining how different areas of the budget is spent will be increased.

Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method
The School Improvement Team will devise forms for the documentation and disbursement of Staff Development funds.	Administration	June 2010	Staff Development Request Form Logs

Systemic School Improvement Plan (Action Plan)

SBE Goal: Governed and Supported by 21st Century Systems

School Priority Goal: Create an analysis of resource utilization that will indicate alignment with school goals and the educational progress of our students.

Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method
The Administration will provide interdisciplinary instructional designs of structured ninety minute lesson plans that can be used by any department.	Administration	June 2010	Lesson Plans
The Administration will facilitate Beginning Teacher planning and cluster meetings.	Administration	June 2010	Meeting Minutes & Sign In Logs
The Social Studies Department will plan a common planning session weekly.	Department Head	June 2010	Meeting Minutes & Sign In Sheets

WAIVER REQUEST - #1

LEA NAME: New Hanover County Schools LEA # 650

SCHOOL NAME: Eugene Ashley High School SCHOOL # 327

1. Identify the State laws, rules, or policies which inhibit the school's ability to improve student performance.

G.S. 115C-301 (Policy regarding Class Size Requirements)

2. Identify the waiver you are requesting.

The staff of Ashley High School requests that G.S. 115C-301 not apply to specific courses during the 2009-2010 school year. We ask that the class size requirements be waived due to our desire to provide students with a variety of electives and smaller core classes. Additionally, some of the classes that do not meet size requirements fail to do so because of the structure of the courses, such as Marching Band and Physical Education classes like Team Sports.

3. Specify how the waiver will be used.

The waiver will be used to accommodate those classes that do not meet class size requirements due to our belief that smaller core classes and a diverse selection of election courses will promote student achievement and increase student satisfaction. In addition, a few of our classes that exceed size requirements, such as Marching Band and Women's Chorus, are designed to accommodate large groups of students for the purpose of building cohesive performing arts programs.

4. Explain how the waiver will permit the school to improve student performance

The waiver will permit Ashley High School to continue to offer students the full range of curricula that is being offered at the other high schools in the county and to cultivate the design and implementation of performing arts, physical education, and yearlong courses.

WAIVER REQUEST - #2

LEA NAME: New Hanover County Schools LEA # 650

SCHOOL NAME: Eugene Ashley High School SCHOOL # 327

1. Identify the State laws, rules, or policies which inhibit the school's ability to improve student performance.

Policies regarding the transfer of textbook funds to classroom materials/instructional supplies/equipment and transfer of available funds for staff development purposes may inhibit Ashley High School's ability to improve student performance.

2. Identify the waiver you are requesting.

The staff of Ashley High School request that they be permitted to transfer textbook funds to purchase classroom/materials, instructional supplies, and/or equipment for instructional purposes as needed throughout the year. In addition, our policy of technology immersion requires continuous staff development in the existing technology as well as future technological improvements at Ashley High School. Another vital aspect of improving student performance regards the architectural design of the school, which promotes a teaming approach to instruction. As a result of our teaming approach, the staff of Ashley High School requests that they be able to continue to participate in team building staff development in order to be successful in our vision of a fully integrated curriculum. Finally, the staff requests that budgeted funds that remain at the end of the academic year be retained by the school in order to provide additional opportunities for unforeseen expenses during the next school year.

3. Specify how the waiver will be used.

If approved, these waivers will be used to provide students and staff with the materials and training necessary to promote optimal student performance. Materials such as software and hardware for existing computers and training in areas related to advanced technology like Auto CADD and Cisco and team building and conflict

resolution are some of the areas that require continued availability of funds. Additionally, we employ a number of teachers who require professional development in a variety of areas, including Advanced Placement training and training in the use of different types of reading programs, such Language! and Language Based Curriculum.

4. Explain how the waiver will permit the school to improve student performance.

These waivers will permit the staff of Ashley High School to provide students with the most advanced technology currently available and access to a faculty that is expertly trained in the instruction and use of said technology. The waivers will also permit the staff to continue its participation in the development of its vision as a team of educators, who teach students through the use of teaming approaches and an integrated curriculum.