

LEA or Charter Name/Number: Union County Public Schools - 900
School Name/Number: Parkwood High School - 344
School Address: 3220 Parkwood School Road, Monroe, NC 28112
Plan Year(s): 2010 - 2012
Date prepared: September 30, 2011

Principal Signature: _____ _____ Date

Local Board Approval Signature: _____ _____ Date

School Improvement Team Membership

From GS §115C-105.27: "The principal of 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 Position*	Name	Committee Position*	Name
Principal	Jan Hollis	Teacher Representative	Jamal McGee, PE
Assistant Principal Representative	Eldridge Moore	Teacher Representative	Jennifer Edenfield, Foreign Language
Teacher Representative / Chairperson	Valerie Simmeth, CTE	Teacher Representative	Regina Snelson, Media Center
Inst. Support Representative / Secretary	B. J. Gibbs	Teacher Representative	Trent Morgan, Science
Teacher Assistant Representative	Kelly Laton, EC	Teacher Representative	Scott Meier, Fine Arts
Teacher Representative	Cheryl Brightsen, Math	Parent Representative	Kim Helms
Teacher Representative	Neal Nelson, English	Parent Representative	Lisa Lewis
Teacher Representative	Donna Grexa, Guidance	Parent Representative	Debbie McManus
Teacher Representative	Eric Kelly, JR-ROTC	Parent Representative	Marti Stegall
Teacher Representative	Vinson Covington, History	Parent Representative	David Abernathy

School Vision and Mission Statements for Parkwood High School

Vision:

All stakeholders in our school are positive, caring leaders collaborating and continuously learning to make a difference, unlocking the potential, competence, and confidence in all.

Mission:

Parkwood High School's mission is to provide and facilitate a level of learning for all students that will enable them to lead productive and fulfilling lives and to make positive contributions to their communities, nation, and world.

State Board of Education Goals – Future-ready Students for the 21st Century

Goal 1 – North Carolina public schools will produce globally competitive students.

Goal 2 – North Carolina public schools will be led by 21st Century professionals.

Goal 3 – North Carolina public school students will be healthy and responsible.

Goal 4 – Leadership will guide innovation in North Carolina public schools.

Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.



District Goals for Union County Public Schools

District Goal 1:	High achieving and globally competitive students
Supports SBE Goal:	Goal 1 – North Carolina public schools will produce globally competitive students.
District Goal 2:	Quality teachers, administrators, and staff providing innovative leadership for 21st century schools
Supports SBE Goal:	Goal 2 – North Carolina public schools will be led by 21st Century professionals.
District Goal 3:	Safe, orderly, and caring schools producing healthy responsible students
Supports SBE Goal:	Goal 3 – North Carolina Public School students will be healthy and responsible.
District Goal 4:	21st century systems operating efficiently and effectively
Supports SBE Goal:	Goal 4 – Leadership will guide innovation in North Carolina public schools.
District Goal 5:	Family, business, and community members involved and supportive of our schools
Supports SBE Goal:	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.

School Data and Summary Analysis

Parkwood High School's test scores improved from 2008-2009 to 2009-2010 in all areas except Algebra II. Parkwood High School achieved AYP goals in 2009-2010 - another improvement from 2008-2009. Given our data analysis, the School Improvement Team along with Parkwood High School staff and administration chose our Goal I to continue to positively impact - on an even greater scale - our ABC and AYP goal attainments. We recognize that the standards are increasing and we have to improve our scores greatly to meet and/or exceed these new standards. Having not met AYP for two consecutive years in Math, we have a separate plan included to address this area. We also included a diversity and global awareness goal which we believe continues to make Parkwood High School a well-rounded, safe, accepting environment that is preparing all of our students for future success.

Please see below the data used in the creation of this School Improvement Plan. (Hyperlinks provided if available.)

[Parkwood High School NC Report Card - 2008-2009 and 2009-2010 LINK](#)

[Parkwood High School Teacher Working Conditions Survey Comparison between 2008 and 2010 LINK](#)

[Drop-out Information \(LEA 900 School ID 344\) LINK](#)

Locally maintained and NCWise information about student discipline

Locally maintained and NCWise information about attendance

Locally maintained information about parental involvement - attendance at events

Locally maintained technology inventory

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Accomplish or exceed AYP and ABC goals by increasing the percentage of students scoring a level 3 or level 4 on EOC assessments, improving our drop-out rate, improving our writing scores, and showing growth in EOC test scores from one year to the next.

School Goal 1: By June 2012, Parkwood High School will increase proficiency in core classes as measured by state standardized assessments while maintaining high quality teachers, administrators, and staff.

Supports these district goals: High achieving and globally competitive students. Quality teachers, administrators, and staff providing innovative leadership for 21st century schools.

Target: All students
Indicator: EOC scores
Milestone date: End of fall and spring semesters

Goal 1 Improvement Strategies

Plan/Do

Plan/Do	Strategy 1: Implement a school-level benchmarking plan to complement the UCPS Secondary Education benchmarks.		
	Action steps:		
	1. Invest in teacher and district-level ClassScape for benchmarking		3. Provide ClassScape training for teachers and administrators
	2. Dedicate personnel to administer and monitor benchmark process		4. Base benchmarks on required pacing guides
	Strategy 2: Implement a daily remediation period in school-day schedule.		
	Action steps:		
	1. Obtain Central Services permission to alter schedule		3. Provide benchmark feedback to teachers that will dictate content to be remediated during this period
	2. Change process for scheduling students		
	Strategy 3: Provide individual tutoring during remediation period and, if needed, after school.		
	Action steps:		
	1. Evaluate benchmark data to determine students that require individual tutoring		3. Collect material to use during tutoring from teachers and UCPS Secondary Education staff
	2. Maintain a schedule matrix for individual tutoring sessions during remediation periods		4. Provide funds that will be used if necessary to purchase additional materials

Plan/Do	How will we fund these strategies?												
	<table border="0"> <tr> <td>Funding source 1: Local district funds</td> <td>Funding amount:</td> <td>tbd</td> </tr> <tr> <td>Funding source 3: State funds for at-risk students</td> <td>Funding amount:</td> <td>tbd</td> </tr> <tr> <td>Funding source 4: School general funds</td> <td>Funding amount:</td> <td>tbd</td> </tr> <tr> <td></td> <td>Total initiative funding:</td> <td>tbd</td> </tr> </table>	Funding source 1: Local district funds	Funding amount:	tbd	Funding source 3: State funds for at-risk students	Funding amount:	tbd	Funding source 4: School general funds	Funding amount:	tbd		Total initiative funding:	tbd
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	Funding source 3: State funds for at-risk students	Funding amount:	tbd										
Funding source 4: School general funds	Funding amount:	tbd											
	Total initiative funding:	tbd											
Review frequency: Quarterly													
Assigned implementation team: Parkwood High School Administration and Staff													
Check	What data will be used to determine whether the strategies were deployed with fidelity?												
	Benchmark (County), Benchmark- ClassScope (school), EOC scores, failure rate, drop-out rate, six-week grades, teacher assessments												
	How will you determine whether the strategies led to progress toward the goal?												
	Benchmark (County), Benchmark- ClassScope (school), EOC scores, failure rate, drop-out rate, AYP data, ABC data												
Act	What does data show regarding the results of the implemented strategies?												
	TBD												
Act	Based upon identified results, should/how should strategies be changed?												
	YTBD												

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Parkwood High School will be a nurturing and accepting community for all students regardless of race, gender, or religion, and will provide opportunities for staff and students to appreciate the diversity of our school and community.

School Goal 2: By June 2012, Parkwood High School will provide multiple opportunities for staff and students that will promote diversity awareness and acceptance.

Supports this district goal: Safe, orderly, and caring schools producing healthy responsible students

Target: All students
Indicator: Attendance at teacher training and student diversity activities; teacher evaluations; PDPs
Milestone date: EOY

Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Plan/Do	Strategy 1: Parkwood High School staff will embrace diversity	
	Action steps:	
	1. Schedule training during faculty meeting with UCPS diversity trainer	4. Maintain faculty sponsored SOFT (Student Organization For Tolerance) club
	2. Have follow-up diversity activities with staff	5. Continue enforcement of the No-Bullying Policy
	3. Encourage teachers to include a diversity goal as part of their PDP	
	Strategy 2: Parkwood High School staff will embrace inclusion of exceptional children into regular classes.	
	Action steps:	
	1. Apply for Bright Ideas Grant to provide art instruction and materials to Transition to Adulthood class	3. Continue "Very Special Arts Festival" for UCPS exceptional children as began in 2009-2010
	2. Schedule inclusion training with Central Services EC Director	
	Strategy 3: Students will be encouraged to embrace diversity.	
Action steps:		
1. Increase awareness of and membership in SOFT club	3. Increase awareness of and membership in Rebelution club	
2. Emphasize globalization in school activities	4. Increase awareness of No-Bullying Policy	

Plan/Do	How will we fund these strategies?		
	Funding source 1: Local district funds	Funding amount:	tbd
	Funding source 2: School general funds	Funding amount:	tbd
	Funding source 3: State funds for exceptional children	Funding amount:	tbd
		Total initiative funding:	tbd
	Review frequency: Quarterly		
	Assigned implementation team: Parkwood High School Administration and Staff		
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Teacher Evaluations - Standard II; Diversity goals on staff PDPs; Attendance at diversity and inclusion training; Discipline issues as related to tolerance; EOC scores of EC students		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Discipline issues related to tolerance decrease; Successful inclusion of exceptional children into regular classes as determined by EOC scores; PDP diversity goal attainment by teachers		
	What does data show regarding the results of the implemented strategies?		
	TBD		
Act	Based upon identified results, should/how should strategies be changed?		
	YTBD		

Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

Parkwood High School will promote globalization through curriculum that inspires in its students the desire to share, cooperate, and contribute responsibly to a global society.

School Goal 3: By June 2012, Parkwood High School will become a UCPS International School by increasing the number of opportunities for staff and students to participate in global awareness activities.

Supports these district goals: High achieving and globally competitive students; Family, business, and community members involved and supportive of our schools

Target: All Students
Indicator: Global Schools Criteria score; Attendance at global awareness events
Milestone date: EOY

Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Plan/Do	Strategy 1:	Strategy: Focus on global awareness within classrooms and school	
		Action steps:	
		1. Form a faculty globalization committee	4. Encourage faculty members who have traveled to give presentations on their experiences
		2. Incorporate global awareness activities in all disciplines	5. Involve cafeteria employees - as they are willing to participate by preparing international foods
	3. Utilize global bulletin board, ceiling tile program, global map project - showing where our students and faculty have traveled	6. Increase awareness of and membership in International Club	
	Strategy 2:	Strategy: Involve community by encouraging members to participate in or global awareness activities	
		Action steps:	
		1. Invite speakers from JAARS community	3. Have after-school global awareness activities and invite parents to attend
		2. Invite military personnel to speak at school events	4. Partner with other UCPS schools to participate in global projects
	Strategy 3:	Strategy: Partner with an international school	
		Action steps:	
		1. Participate in Sister Schools project	3. Utilize technology such as Skype, Distance Learning Lab, and E-Pals
2. Form a global awareness class partnership		4. Increase awareness of and encourage participation in Reblution projects	

Plan/Do	How will we fund these strategies?									
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	Total initiative funding:	tbd								
Review frequency: Quarterly										
Assigned implementation team: Parkwood High School Administration and Staff										
Check	What data will be used to determine whether the strategies were deployed with fidelity?									
	Global Schools Criteria score; Attendance at global awareness activities; teacher evaluations									
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)									
	Global Schools Criteria score improved from Global Partner to Global International School									
	What does data show regarding the results of the implemented strategies?									
TBD										
Act	Based upon identified results, should/how should strategies be changed?									
	YTBD									

Safe School Plan for Parkwood High School

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan: Dr. Ed Davis

Statement of Responsibility for the School District Superintendent

In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: A written reprimand from the UCPS Board of Education as well as other appropriate consequences as determined by the UCPS Board of Education.

Statement of Responsibility for the School Principal

In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: A written reprimand from the superintendent to be placed in the principal's personnel file and disciplinary proceedings under G.S. 115C-325.

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s): Chris Horne, Eldridge Moore

Teachers: all certified teaching staff

Teacher Assistants: all teacher assistants; media assistant

Other School Staff: all support staff



Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

Senior/student failure list, PEP's, Enrichment/Remediation Plans, Student Accountability during the school year, South Providence, Career Academy South Providence (CASP), ALTS, School Resource Officers (SRO's) interventions, Use NC WISE to identify attendance, academic and discipline concerns and patterns, Analyze EOG, EOC, SAT, PSAT, Alternative Assessments, and other standardized test scores, Exceptional Children (EC), Limited English Proficient referrals and conferences, OSS and ISS discipline reports, guidance and attendance counselors.

Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

ISS - with core class materials to remediate, in-school remediation and tutoring, after school tutoring, PEP's, IEP Goals, benchmark tests, Odysseyware

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.

Odysseyware, smaller class sizes - lower student/teacher ratio, intensified structure, level programs designed to transition back to home school, school counseling, day-treatment programs

In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.)

Goal:	Complete all required drills and associated training (fire, tornado, lockdown).
Target:	100% completion
Indicator:	Drill Reports
Milestone Date:	EOY
Goal:	Improve our safety plan for parking lots, drop off/pick up areas, stadium
Target:	Improved school safety
Indicator:	Parent, Teacher, Student Survey expressing safety satisfaction will be 75% or better
Milestone Date:	EOY



In accordance with General Statute §115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs).

Target:	Improved School Safety and Student Conduct
Indicator:	Decreased Discipline Referrals, Decrease in Drop-out Rates
Milestone Date:	EOY
Target:	Higher Expectations for Students
Indicator:	In the first semester of entering a program, they will show an increase in their academic achievement as compared to previous performances at their home schools.
Milestone Date:	EOY
Target:	Customer Satisfaction
Indicator:	Parent, Teacher, Student Survey expressing satisfaction will be 75% or better.
Milestone Date:	EOY

In accordance with General Statute §115C-105.47 (b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed				
General Principals' Meetings (High)	Planned/Completed				
Videos - Bloodborne Pathogens, Epi-Pen, Diabetes, Asthma	Completed				
Videos - Gang Awareness - Critical Incident Response	Completed				
Drill Training - Fire, Tornado, Lockdown	Planned/Completed	monthly, one per year, one per semester			
SRO Training (ex. Crisis Intervention Training)	Planned				
Certified Trainers assigned to high school clusters	Completed				
Coaches' Certification	Completed				
Anti-Bullying Program	Completed				
School Nurse Training	Planned				

Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.

System-wide Safe Schools Plan indicates: Each middle and high school has access to the services of a School Resource Officer (SRO) who has direct contact with the Union County Sheriff's Office or the Monroe City Police Department. Currently, at least one SRO is allotted per middle/high pair; funds are being sought to expand to one officer for each middle and high school. Elementary schools have access to the SRO in emergency situations. DARE officers help as needed at the elementary schools. Each school works cooperatively with juvenile and criminal court officials to determine the proper placement of students who have violated the law. The court system notifies schools of students who have committed felonies. The District Attorney's (DA's) office is contacted when necessary to enforce trespassing, assault, firearm, vandalism and other applicable laws. Policies and Procedures for SRO are housed within each school.

Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.

The UCPS Communications Office oversees and contributes to a variety of print and electronic media that requires school information. UCPS news appears in a variety of outlets including school and district newsletters, local newspapers and even national magazines. The UCPS Communications Office maintains effective and informative district and departmental websites including a website for the superintendent and the Board of Education.

Parents and the local community are informed via Connect-Ed., website postings, Facebook, printed handbooks and agendas, letters home, student and family recognition programs, PTA/PTO-sponsored programs and information provided through partnerships with outside agencies such as the police and fire departments, emergency medical responders and other approved non-profit organizations.

Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs

Program or Strategy Being Funded	Amount of Funding	Source of Funding
English as a Second Language (ESL)		Local, State, Federal
Dropout Prevention Counselors		State
In-School Suspension Programs Middle/High		Local, State
Remediation		Local
School Resource Officers (SRO's)		Local
Alternative School		State
TRU - UCPS Tobacco Education Course		State
Summer School -Multi-Site Plan (EOC only)		Local

NCVPS "GO LIVE" Goals and Associated Strategies

Area for improvement and supporting data:

In partnership with North Carolina Virtual Public Schools (NCVPS) and the "GO LIVE" initiative, and in application of the respective MOA, middle and high schools in Union County Public Schools will work collaboratively with NCVPS and the local educational agency through enhancing virtual learning services and 21st Century Future Ready Goals for students at the individual school levels.

School Goal :

By June, 2012, UCPS middle and high schools will have increased awareness and structure of virtual education opportunities within the total school program.

Supports this district goal:

District leadership, administrators, guidance counselors, teachers, district DLC, school-based "GO LIVE" team

Target:

High school and middle school students

Indicators:

Course registrations, stoplight schedule, formal and informal feedback

Milestone date:

EOY

Improvement Strategies – Identify research-based strategies whenever possible.

Strategy 1:

Strategy: Increase and enhance awareness of NCVPS registration process at the local school level.

Action steps:

1. GO LIVE team

2. Data management

3. E-collaboration & communication

4. Communication models

5. Policies and procedures

6. Enrollment Targets

7. Roles and Responsibilities

8. Reg. planning strategies

Strategy 2:

Strategy: Increase strategic planning in regard to NCVPS and virtual education opportunities at the local school level.

Action steps:

1. SMART Goals

2. Deployment

3. Measurement

4. 3DM

5. E-learning structure/strategy

6. E-solutions development

7. Leadership training for school

8. Leadership training for district

Strategy 3:	Strategy: Promotion and marketing strategies will be targeted for student, parent, and teacher awareness.		
	Action steps:		
	1. Website and varied tools		5 Promote DLA Spa
	2. Learn & Earn online participation		6. Develop middle school practices
	3. Local BOE awareness/orientation		7. Transition plans for summer
4. Inclusion of tech. services			
How will we fund these strategies? District wide implementation			
Funding source 1:	Local district funds	Funding amount:	tbd
Funding source 2:	School general funds	Funding amount:	tbd
Total initiative funding:			tbd
Review frequency:	Quarterly		
Assigned implementation:	Site Based Management Team, Instructional Leadership Team		

Check	What data will be used to determine whether the strategies were deployed with fidelity?
	Enrollment data, GO LIVE participation notes and documentation, minutes from training and planning sessions, on-going review of stoplight schedule, documentation from NCVPS leadership, review of MOA progress report, feedback for local school and district levels.
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Monitoring of program progress and goals in conjunction with stoplight schedule and completion of objectives on the MOA.
	What does data show regarding the results of the implemented strategies?
	TBD
Act	Based upon identified results, should/how should strategies be changed?
	YTBD

Duty Free Lunch and Planning Period Plans

Duty Free Lunch Periods

Parkwood High School provides duty-free lunch periods for every staff member. Administrators monitor students during lunch periods.

Duty Free Planning Periods

Every teacher is provided a duty-free instructional planning time under G.S. 115C-301.0 with the goal of providing an average of at least five hours of planning time per week.

Staff Development Plan

Goal - Parkwood High School will maintain high quality teachers, administrators, and staff that provide innovative leadership for 21st century schools.

Supports District Goal: High quality teachers, administrators, and staff providing innovative leadership for 21st century schools.

Strategies:

Parkwood staff will attend in-house teacher-led and Central Services led development opportunities during planning periods, curriculum coordinator meetings, faculty meetings, teacher work-days (for example technology education with Technology Services).

Parkwood staff will attend county-provide workshops - for example: ClassScape Training; Best Practice Alliance with curriculum coordinators.

Parkwood staff will utilize PD360 for staff development.

Parkwood staff will attend training provided by technology vendors - for example: in-house ClassScape training for teachers and administrators.

Parkwood staff will attend workshops - for example: NCSTE Conference, Closing the Achievement Gap Conference.

Funding:

Local District Funds; School General Funds

Plan to Make AYP - Math

Goal - Parkwood High School did not meet AYP goals in Math for two consecutive years prior to 2010-2011. The following strategies will continue to be implemented to close the achievement gap in Math in the 2010-2011 and 2011-2012 school years.

Supports District Goal: High achieving and globally competitive students

Strategies:

Parkwood High School will use ClassScape benchmark tests at least four times per year to measure achievement throughout the school year.

Parkwood High School's Math Department will set up tutoring every afternoon, Monday through Friday, for students needing individual or small group help.

Parkwood High School's Math Department will set up tutoring before class each morning, Monday through Friday, for students needing individual or small group help that cannot stay after school but can come in early.

Parkwood High School will rearrange the master bell schedule to include a 30-minute remediation period Monday through Thursday for all students. In addition, this period will be used for individual tutoring for students who scored low on the benchmark tests.

Parkwood High School will ensure that a student's PEP properly addresses his/her individual needs in math so as to be successful.

Parkwood High School will work closely with Parkwood Middle School to properly place 9th graders based on their performance in middle school math.

Parkwood High School will redesign Fundamentals of Algebra to ensure that basic skills are taught prior to a student taking Algebra I.

Professional Learning Communities Plan

Goal - Parkwood High School will establish both departmental and interdisciplinary professional learning communities to

Supports District Goal: High achieving and globally competitive students.

Strategies:

Parkwood staff will be assigned to and attend both departmental and interdisciplinary professional learning communities that will meet to determine effective strategies to increase student learning and the graduation rate. Interdisciplinary teams will meet during the first 45 minutes of their planning period, and departmental teams will meet after school on their assigned day.

Parkwood staff who are professional learning community leaders will attend training provided by the PLC Leadership Team to learn the four critical questions of a PLC, to learn how to structure a PLC and to learn how to write SMART goals.

All PLC's will keep a notebook recording their mission, goals, agendas, SMART goals, notes and recommendations.

Parkwood's PLC's will report back their recommendations to the PLC Leadership Team.

Parkwood staff will also receive training during PLC meetings in Continuous Classroom Improvement strategies such as using a systems approach and incorporating high-yield learning strategies to increase student learning.

Funding:

Local District Funds; School General Funds

SAT Plan

Goal - Improve the SAT Participation and SAT Scores at Parkwood High School

Supports District Goal: High achieving and globally competitive students.

Strategies:

Guidance will introduce students to the PSAT and SAT through grade level guidance lessons and by enrolling all current and previous Geometry students for the PSAT given in October; all juniors will be encouraged to retake PSAT to reach merit based scholarship scoring requirements; students will be made aware of the ability to apply for waivers if they are on free and reduced lunch.

Guidance will prepare students to take the SAT through providing SAT Preparation seminars at Parkwood, advertising free seminars available through Monroe Public Library, directing students to the CollegeBoard website, and making the CollegeBoard Prep document available for students.

Guidance will provide information for students to register for the SAT by posting Collegeboard SAT link and SAT test dates on the school website and on daily announcements.

Funding:

Local District Funds; School General Funds

Drop-Out Prevention Plan

Goal - Parkwood High School will decrease their drop-out rate.

Supports District Goal: High achieving and globally competitive students.

Strategies:

Parkwood Staff will use the STAR remediation period to provide academic support and enrichment to improve student performance.

Parkwood Staff will personalize learning environment and instructional process to individual student needs. Parkwood's PLC's will be learning about high-yield learning strategies that better enable students to become responsible, active learners.

Parkwood Staff will volunteer to be an "adult advocate" to students at risk of dropping out.

Parkwood's PLC's 2011-2012 focus is to improve the graduation rate and the passing rate in all classes.

Funding:

Local District Funds; School General Funds

Recommended Data Sources for Analysis by School Improvement Teams

Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.

Examine data from such areas as:

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)

End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

School Report Card results: (www.ncreportcards.org)

North Carolina Teacher Working Conditions Survey results: (<http://ncteachingconditions.org>)

North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at <http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf>)

Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)

Career and Technical Education Local Plan

School Demographic Information related to student discipline. (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (<http://www.ncpublicschools.org/research/discipline/reports>)

School Demographic Information related to drop-out information and graduation rate data (<http://www.ncpublicschools.org/research/dropout/reports>)

School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (<http://www.ncreportcards.org> and locally-maintained data)

School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)

Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency

Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency

School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities

Ready Schools Inventory/Ready Schools Plan (<http://ncreadyschools.org>)

Special Education Continuous Improvement Plan

Title I AYP (<http://ayp.ncpublicschools.org>)

Healthy Active Children Initiative (<http://www.nchealthyschools.org>)

