

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

Goal 1 – Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship

Goal 2 – Every student has a personalized education

Goal 3 – Every student, every day has excellent educators

Goal 4 – Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Goal 5 – Every student is healthy, safe, and responsible

District Goals for Union County Public Schools

District Goal 1: High achieving and globally competitive students

Supports SBE Goals 1&2: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.
Every student has a personalized education.

District Goal 2: Quality teachers, administrators, and staff providing innovative leadership for 21st Century schools

Supports SBE Goal 3: Every student, every day has excellent educators

District Goal 3: Safe, orderly, and caring schools producing healthy and responsible students

Supports SBE Goal 5: Every student is healthy, safe, and responsible

District Goal 4: 21st Century systems operating efficiently and effectively

Supports SBE Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its student, parents, and educators

District Goal 5: Leadership will guide innovation in collaboration with family, business, and community members

Supports SBE Goal: North Carolina public schools will be governed and supported by 21st Century systems.

School Vision and Mission Statements for Weddington High School

VISION:

Empowering students to reach their full potential.

MISSION:

The mission of Weddington High School is to empower all students to meet their full potential so that they may become knowledgeable, responsible, ethical young adults who are prepared to meet life's challenges and responsibilities in a global society.

LEA: Union County Public Schools - 900
School Name: WEDDINGTON HIGH SCHOOL - 377
School Address: 4901 Monroe-Weddington Road Matthews, NC 28104
Plan Year(s): 2014-2015 and 2015-2016
Date prepared: 9/3/2014

Principal

Signature:

Local Board

Date

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
Principal	Jonathan Bowers
Assistant Principal Representative	Dr. Joyce Dunlap
Teacher Assistant Representative	Juli Thomas
Parent Representative	Lisa Biehl
Parent Representative	Kim Dracon
Parent Representative	Sherry Lausch
Teacher Representative	Catherine McCloskey
Teacher Representative	Andy Capone
Teacher Representative	Janet Brower
Teacher Representative	Katie Durham
Teacher Representative	Gary Ellington
Teacher Representative	Maria Moore
Teacher Representative	Monica Nance
Teacher Representative	Lt. Col. Morgan
Teacher Representative	Scotti Youngman
Teacher Representative	Jessica Martinez

* Add to list as needed. Each group may have more than one representative.

School Data and Summary Analysis

1. What does the analysis tell you about your schools strengths?

An analysis of the data for Weddington High School reveals the following: (a) we are awaiting results from EOCs for the 2013-2014 school year before an analysis can be made regarding student performance on state administered tests - however preliminary returns indicate a 27 percent increase in Math I scores (56% proficient to 83% proficient), a 14 percent increase in Biology scores (72% proficient to 86% proficient) and a 7 percent increase in English II scores (80% proficient to 87% proficient); (b) Weddington High School's cohort graduation rate has exceeded 97 percent for the last three years and the school achieved a cohort rate of 99.4% during the 2013-2014 school year; (c) technology hardware, software, and professional knowledge for the 21st Century learners have increased in each of our classrooms through the addition of smartboards, wireless connectivity, investing in computer laptop carts, expanding resources in the computer labs and providing all teachers with laptop computers. Additionally all faculty have Moodle teacher webpages that enable them to post assignments and information pertinent to their individual courses following the Future Ready Core Curriculum; (d) students and teachers at Weddington High School participate in international travel during the summer and various intervals throughout the year. Our students and teachers have visited Europe, Central America, South America, and Asia during the summer of 2014. Students and teachers share their global travel ventures with faculty and other students at WHS; (e) WHS students have 35 extra-curricular clubs or activities available to them. Each club or organization must participate in some type of community service; (f) our 78 licensed staff are all "highly qualified teachers" according to NCLB standards. WHS has 13 teachers that are National Board Certified and 27 that have a Master's Degree or higher level. We have 15 trained mentors in our building that assist our BTs (Beginning Teachers) and department heads assist and guide their colleagues in their respective subject areas; (g) WHS has seven correlates that meet monthly that are divided into committees that assist with various needs of our school such as safety, school wide leadership, senior activities, high expectations, school and community relations, departmental leadership, and academics and technology; (h) WHS will implement a team planning schedule during the 2014-2015 school year that will allow faculty members to collaborate weekly with members of their respective discipline areas during the school day; the goal is to further develop instructional activities that will promote greater success among each of our learners; (i) WHS recognizes students and faculty through our Excelsior Program that is defined as students/teachers who are recognized for their outstanding accomplishments regardless of their record of academic success.

2. What does the analysis tell you about your schools gaps or opportunities for improvement?

According to EVAAS reports all students are not accomplishing their maximum potential predictor scores and better interpretation of the data will foster greater academic achievement. School based administration will work with staff in order to better prepare students to meet their potential by sharing data and examining EVAAS returns. Areas of needed improvement are English II, Biology, Math I, ACT preparation and AP tests. Our Guidance Department continues to strive to serve all students at WHS assisting them with social, academic, and personal needs. Counselors are working to create a daily schedule to allow more face to face time with all students. Scheduling to maximize student academic success to suit the needs of the 21st Century Learners is a continuing process which should include a push for minority students to take honors and AP classes. As a result of the teacher survey WHS will continue to focus on increasing teacher morale, protecting instructional time among staff, and creating more opportunities for teacher leadership.

3. What data is missing, and how will you go about collecting this information for future use?

Teachers experience difficulty utilizing data based on the current state of the curriculum and the fact that there are only two years of data available under the new statewide testing format. Additionally our resource data for 2014-2015 is limited due to the current unavailability of the most accurate student performance indicators.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? Cite relevant evidence from your analysis to support these priorities.

The top priorities for Weddington High School are to raise the composite score for EOCs and the level of EVAAS growth for all students, create a shared mission and vision by all stakeholders, and create support mechanisms where all teachers have the knowledge to develop rigorous lessons for their classrooms. According to our EVAAS predictors, students met expected growth in all tested subject areas but failed to meet high growth in the areas of Math I, Biology, and English II. EOC scores are not always reflective of lesson planning for higher student achievement. It is vital that our teachers incorporate lesson plans that are rich in technology and include 21st Century Skills. Today's students must learn 21st Century Skills in order to compete in our global society. The need for teacher technology training is ongoing and ever-changing to meet these needs. Additionally, parent participation and relationship between home and school are important elements to better prepare our students for the 21st Century. The need for communication between stakeholders will empower our students to become better and more productive citizens that are knowledgeable and can meet life's challenges. According to the North Carolina Teacher Working Conditions Survey, teacher morale, protection of instructional time, and opportunities for teacher leadership can be improved at WHS. Weddington High School will need to focus on areas to improve each of these indicators. The need to provide professional development to ensure quality lesson planning exists at WHS. This is evidenced from our data from EOCs, AP scores and preliminary ACT data. In order to continue to grow in our curricular, co-curricular, and extra-curricular activities, we will need to collaborate with all stakeholders in the future success of our school. Additional benefits would allow both partners to strengthen their alliances for success and student academic growth and safety. Our SIP will be the driving force our staff will use to ensure the success of all listed priorities for Weddington High School.

Priority Goal 1 and Associated Strategies

Plan/Do

Area for improvement and supporting data:

According to our preliminary 2013-14 data from EOCs, 14 percent of our students are not achieving grade level proficiency (level 3, 4, or 5) on content area EOC assessments. Students enrolled in English II and Math I are not meeting their potential growth according to the predictors. Our preliminary ACT data indicates that our average ACT performance level can be improved in order to better prepare students for post-secondary pursuits.

School Goal 1: By the end of 2015 school year students at WHS will earn 90 percent proficiency on state administered EOCs and the ACT average score will be above the county average.

Supports this district goal: Goal 1 - High achieving and globally competitive students

Target: 90% performance composite on EOCs and ACT performance above county average.

Indicator: Data received for EOCs and ACT reports.

Milestone date: Jun-14

Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Implementing engaging lesson plans to align with Future Ready Core Curriculum.

Strategy 1: Action steps:

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|---|--|
| 1. Develop and utilize curriculum pacing guides | 4. Develop and utilize classroom rubrics |
| 2. Outline and provide course syllabi | |
| 3. Enhance and increase Moodle resources | |

Creating an environment that is rich in technology and incorporates 21st century learning skills.

Strategy 2: Action steps:

- | | |
|--|----------|
| 1. Smartboard training | 4. EVAAS |
| 2. Use correlates for technology related feedback | |
| 3. Develop best practices utilizing 1:1 laptop program | |

Utilize student data to improve the rigor and relevance of course offerings.

Strategy 3: Action steps:

- | | |
|--|---------------------|
| 1. Lesson plans developed based on EOC/ACT data | 4. PEPs, IEPs, 504s |
| 2. Develop a better understanding of using EVAAS | |
| 3. Benchmark data from school-wide assessments | |

Professional development - Identify the professional development required to successfully implement the strategies above.

Staff person or group	Course name/title	Course provider
All Staff	Technology Tuesdays	Instructional Technology Facilitator
All Staff	1:1 Laptop Best Practices	Instructional Technology Facilitator
All Staff	Common Core/Essential Standards Staff Development	County level professional development, school based administration, department chairs, planning teams

How will we fund these strategies and associated professional development?

Funding source 1:	Local district funds	Funding amount:	TBD
Funding source 2:	State funds for at-risk students	Funding amount:	TBD
Funding source 3:	School general funds	Funding amount:	TBD
Funding source 4:	Other	Funding amount:	TBD
Funding source 5:	Other	Funding amount:	TBD
		Total initiative funding:	TBD

Review frequency: At the end of each grading period

Assigned implementation team: School based correlates.

What data will be used to determine whether the strategies were deployed with fidelity?

Teacher, student, and parent survey data; routine classroom walkthroughs; site based team meetings.

Check

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

EOC data, ClassScape data, EVASS data, school benchmark data, AMO data, and ACT data.

What does data show regarding the results of the implemented strategies?

The overall EOC composite score for student achievement rose from the previous year (72% to 86%). WHS met all AMO targets for the 2012-2013 school year (20 federal targets and 48 state targets) and is currently awaiting results from the 2013-2014 school year. Weddington High School has had a cohort graduation rate exceeding 97 percent for the last three years.

Act

Based upon identified results, should/how should strategies be changed?

TBD

Priority Goal 2 and Associated Strategies

Plan/Do

Area for improvement and supporting data:

AdvancEd External Review Required Actions #1

School Goal:

Fully implement the present system-wide policy whereby central office staff regularly monitor school improvement plans, ensuring that each school engages in a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success.

Supports this district goal:

Goal 4 - 21 Century systems operating efficiently and effectively

Target:

Implement SIP process with fidelity

Indicator:

SIP Checklist

Milestone date:

Jun-15

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

Strategy: Implement with fidelity the district's SIP process.

Action steps:

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| <p>Strategy 1:</p> <ol style="list-style-type: none"> 1. Present principals with SIP process 2. Conduct SIP work sessions at leveled meetings 3. Update data sections of SIP once scores are received 4. Conduct peer reviews of plans and provide feedback | <ol style="list-style-type: none"> 5. Conduct director reviews of plans and provide feedback 6. Directors complete progress checklist with individual schools |
|--|---|

How will we fund these strategies?

Funding source 1:	Local district funds	Funding amount:	TBD
Funding source 2:	School funds	Funding amount:	TBD
Funding source 3:	Other	Funding amount:	TBD
Funding source 4:	Other	Funding amount:	TBD
Funding source 5:	Other	Funding amount:	TBD
		Total initiative funding:	TBD

Review frequency: Twice per year

Assigned implementation team:

Priority Goal 3 and Associated Strategies

Plan/Do

Area for improvement and supporting data:

Survey data indicates needed improvement in the areas of counseling with students, teacher morale, parent participation in school functions, opportunities for teacher leadership, and the general relationship between all stakeholder groups.

School Goal: WHS will create a culture infused with a shared vision and mission that incorporates strategic planning, distributive leadership, the collaboration among all stakeholders.

Supports this district goal: Goal 5 - Leadership will guide innovation in collaboration with family, business and community members.

Target: All stakeholders

Indicator: Survey data

Milestone date: Jun-15

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

WHS will utilize data from the NC Teachers Working Conditions Survey to continue to improve morale within the school.

Strategy 1: Action steps:

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|---|-----------------------------------|
| 1. PTSO appreciation events for staff | 3. Faculty tokens of appreciation |
| 2. Monthly teacher/staff recognition programs | 4. Casual Fridays |

WHS will use the SIP to drive improved classroom instruction based on the Future Ready Core Curriculum.

Strategy 2: Action steps:

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|--|---------------------------------|
| 1. Teacher awareness of the goals of the SIP | 3. Stakeholder input on the SIP |
| 2. PDP alignment with SIP and NCEES | 4. PD aligned with SIP |

WHS will collaborate with the community to meet the needs of all stakeholders.

Strategy 3: Action steps:

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|-------------------------------------|---------------------------------------|
| 1. PTSO sponsored events | 3. Partnerships with community groups |
| 2. Club sponsored community service | 4. Weekly newsletters to stakeholders |

Plan/Do

Professional development - Identify the professional development required to successfully implement the strategies above.

Staff person or group	Course name/title	Course provider
All Staff	Common Core/Essential Standards Staff Development	TBD
All Staff	Monthly Correlate Meetings	TBD
All Staff	Weekly Team Mtg.	

How will we fund these strategies and associated professional development?

Funding source 1:	Local district funds	Funding amount:	TBD
Funding source 2:	State funds for at-risk students	Funding amount:	TBD
Funding source 3:	School general funds	Funding amount:	TBD
Funding source 4:	Other	Funding amount:	TBD
Funding source 5:	Other	Funding amount:	TBD
		Total initiative funding:	TBD

Review frequency: Quarterly

Assigned implementation team: Site based management team, Instructional Leadership Team

Check

What data will be used to determine whether the strategies were deployed with fidelity?

End of the year survey data; teacher usage reports; classroom walkthrough data; school calendar documenting partnerships with community groups.

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Student achievement data, data from surveys.

What does data show regarding the results of the implemented strategies?

Stakeholder data remains positive with regards to school climate and culture. The PTSO is active and working to contribute towards this climate.

Act

Based upon identified results, should/how should strategies be changed?

TBD

Priority Goal 4 and Associated Strategies

Plan/Do

Area for improvement and supporting data:

According to 2013-2014 data 68% of our students performed at or above level 3 on their AP exams.

School Goal: By the end of 2015 WHS will provide professional development and resources to ensure that the faculty and staff implement the appropriate level of instruction needed for all students to perform at or above grade level throughout the school.

Supports this district goal: Quality teachers, administrators, and staff providing innovative leadership for 21st Century schools

Target: Improve performance on AP exams by 5 percentage points and performance on state administered exams by 2 points.

Indicator: Data from AP exams, EOCs, Vocats exams

Milestone date: Jun-15

Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.

Provide in-service teacher training that demonstrates strategies needed for successful 21st century learning and address globalization initiatives throughout the school.

Strategy 1: **Action steps:**

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|---|---|
| <ol style="list-style-type: none"> 1. Technology Tuesdays 2. NCEES training 3. Globalization training/events | <ol style="list-style-type: none"> 4. Smartboard training 5. County level curriculum training |
|---|---|

Horizontally align curriculum in order to foster greater collaboration among staff.

Strategy 2: **Action steps:**

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|---|--|
| <ol style="list-style-type: none"> 1. Monthly department meetings 2. Weekly team meetings | <ol style="list-style-type: none"> 3. Monthly faculty meetings 4. County alliance meetings |
|---|--|

Develop Moodle based instruction to support discipline areas.

Strategy 3: **Action steps:**

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|--|--|
| <ol style="list-style-type: none"> 1. Train new staff on introduction to Moodle 2. Support on-going Moodle development | <ol style="list-style-type: none"> 3. Highlight leaders in Moodle instruction 4. Share Moodle best practices |
|--|--|

Professional development - Identify the professional development required to successfully implement the strategies above.

Staff person or group	Course name/title	Course provider
All Staff	NCEES training	TBD
All Staff	Monthly meetings	TBD
All Staff	Technology Tuesdays	TBD
All Staff	County level alliance meetings	TBD

How will we fund these strategies and associated professional development?

Funding source 1:	Local district funds	Funding amount:	TBD
Funding source 2:	State funds for at-risk students	Funding amount:	TBD
Funding source 3:	Local district funds	Funding amount:	TBD
Funding source 4:	Other	Funding amount:	TBD
Funding source 5:	Other	Funding amount:	TBD
		Total initiative funding:	TBD

Review frequency: Quarterly

Assigned implementation team: Instructional leadership team, correlates, site based team

Check

What data will be used to determine whether the strategies were deployed with fidelity?

Faithfulness and accuracy of phone logs, staff feedback on appropriateness of training, classroom walkthrough data, NCEES data

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark,

Measurement of data received from surveys, growth in standards on NCEES, students outcomes on assessments

What does data show regarding the results of the implemented strategies?

End of year survey information should be able to produce positive increases from year to year.

Act

TBD

Priority Goal 5 and Associated Strategies

Plan/Do

Area for improvement and supporting data:

AdvancEd External Review Required Actions #3

School Goal 1: Formalize and implement with fidelity system-wide procedures that implement and support collaboration operationa as a collaborative learning organization (Professional Learning Communities; PLCs)

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

Target: All staff

Indicator: shall participate in PLCs

Milestone date: by June 15, 2015

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

Action steps: PLCs shall meet both formally and informally, occur horizontally and vertically, and promote healthy productive decision-making about student learning and the conditions that support student learning.

Strategy 1:
Establish School Leadership Team and PLC Teams

1. Select and or organize team members
2. Build shared knowledge
3. Compile and analyze school data
4. Review the School Improvement Plan
5. Establish compelling purpose, norms and collective commitments

Strategy 2:
Implement/maintain PLC process

- Action steps:**
1. Identify areas of improvement
 2. Create SMART goals
 3. Focus and align activities and strategies
 4. Monitor progress

Professional development - Identify the professional development required to successfully implement the strategies above.

Staff person or group	Course name/title	Course provider
Entire Staff	PLC Wednesdays	WHS Staff

Plan/Do

How will we fund these strategies and associated professional development?

Funding source 1:	TBD	Funding amount:	TBD
Funding source 2:	TBD	Funding amount:	TBD
Funding source 3:	TBD	Funding amount:	TBD
Funding source 4:	TBD	Funding amount:	TBD
Funding source 5:	TBD	Funding amount:	TBD
		Total initiative funding:	TBD

Review frequency: Quarterly

Assigned implementation team: WHS Staff

Check

What data will be used to determine whether the strategies were deployed with fidelity?

TBD

Check

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

TBD

What does data show regarding the results of the implemented strategies?

TBD

Act

Based upon identified results, should/how should strategies be changed?

TBD

Checklist of State-required On-going Operational Activities

All Schools

Does this school:

- Yes **Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?**
- Yes **Plan use of staff development funds?**
- Yes **Plan for use of assessments to monitor student progress?**
- Yes **Provide daily duty-free lunch to teachers?**
- Yes **Provide at least five hours of planning time for teachers each week?**
- Yes **Implement strategies for involving parents and the community in the educational program?**
- N/A **Amend the School Improvement Plan when AYP is not met for two consecutive years when missing one or more targets in the same subject area?**

K-8 Schools Only

Does this school:

- N/A **Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?**

K-5 Schools Only

Does this school:

- N/A **Implement strategies to get students reading on grade level by beginning of second grade, including parental notification for students at-risk of not meeting this goal?**

Any required components not included as part of a school's 3-5 School Improvement Plan goals may be placed in an appendix.