

## State Board of Education Goals – Future-ready Students for the 21<sup>st</sup> 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 system operating effectively and efficiently

***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



## Recommended Data Sources for Analysis by School Improvement Teams

<p><i>Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.</i></p> <p><b>Examine data from such areas as:</b></p>
<p><b>Highly Qualified Teachers (HQT):</b> Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified needs. Number and percentage of teachers Non-HQT (<a href="http://www.ncreportcards.org">www.ncreportcards.org</a> Click on High Quality Teachers tab)</p>
<p><b>End-of-Grade (EOG) Results disaggregated:</b> (<a href="http://www.ncpublicschools.org/accountability/reporting">www.ncpublicschools.org/accountability/reporting</a> Click on Greenbook, then State Testing Results)</p>
<p><b>End-of-Course (EOC) Results disaggregated:</b> (<a href="http://www.ncpublicschools.org/accountability/reporting">www.ncpublicschools.org/accountability/reporting</a> Click on Greenbook, then State Testing Results)</p>
<p><b>School Report Card results:</b> (<a href="http://www.ncreportcards.org">www.ncreportcards.org</a>)</p>
<p><b>North Carolina Teacher Working Conditions Survey results:</b> ( <a href="http://ncteachingconditions.org">http://ncteachingconditions.org</a> )</p>
<p><b>North Carolina Teacher Working Conditions Survey: Guide for School Improvement</b> (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 <a href="http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf">http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf</a>)</p>
<p><b>Local Data:</b> (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)</p>
<p><b>Career and Technical Education Local Plan</b></p>
<p><b>School Demographic Information</b> 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) (<a href="http://www.ncpublicschools.org/research/discipline/reports">http://www.ncpublicschools.org/research/discipline/reports</a>)</p>
<p><b>School Demographic Information</b> related to drop-out information and graduation rate data (<a href="http://www.ncpublicschools.org/research/dropout/reports">http://www.ncpublicschools.org/research/dropout/reports</a>)</p>
<p><b>School Demographic Information</b> related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (<a href="http://www.ncreportcards.org">http://www.ncreportcards.org</a> and locally-maintained data)</p>
<p><b>School Demographic Information</b> 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)</p>
<p><b>School Perception Information</b> related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)</p>
<p><b>Title III AMAO School Process Information</b> related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p><b>Title III AMAO School Process Information</b> related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p><b>School Process Information</b> uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities</p>
<p><b>Ready Schools Inventory/Ready Schools Plan</b> (<a href="http://www.ncreadyschools.org">http://www.ncreadyschools.org</a>)</p>
<p><b>Special Education Continuous Improvement Plan</b></p>
<p><b>Title I AYP</b> (<a href="http://ayp.ncpublicschools.org">http://ayp.ncpublicschools.org</a>)</p>
<p><b>Healthy Active Children Initiative</b> (<a href="http://www.nchealthyschools.org">http://www.nchealthyschools.org</a>)</p>

## School Vision and Mission Statements for Cuthbertson Middle

### Vision:

The community of Cuthbertson Middle School is dedicated to continuing a safe and rigorous learning environment, in which students will: advance and utilize 21st century skills, increase global awareness and civic engagement, and be challenged to their fullest potential to emerge as independent life-long learners.

### Mission:

Preparing All Students to Succeed



**LEA or Charter Name/Number:** Union County Public Schools - 900  
**School Name/Number:** Cuthbertson Middle- 310  
**School Address:** 1520 Cuthbertson Rd., Waxhaw, NC 28173  
**Plan Year(s):** 2014-15 & 2015-16  
**Date prepared:** 9/10/2015

**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."*

<b>Committee Position*</b>	<b>Name</b>	<b>Committee Position*</b>	<b>Name</b>
Principal	Kevin Nesteruk	Principal	
Assistant Principal Representative	Michael Murray	Assistant Principal	
Teacher Representative	Cynthia Lonon	8th Grade Teacher	
Teacher Representative	Elmar Bready	7th Grade Teacher	
Teacher Representative	LaRae Biggerstaff	6th Grade Teacher	
Teacher Representative	Samantha Peppard	Related Arts Teacher	
Teacher Representative	Jen Guckenberger	EC Teacher	
School Counselor	Lisa Smith	Counselor	
Inst. Support Representative	Heather Karpinski	Media Specialist	
Parent Representative	Kelly Sanfilippo	Parent	
Parent Representative	Brenda McMillon	Parent	
Parent Representative	John Palumbo	Parent	
Parent Representative	Kim Eaton	Parent	

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

## School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying priority areas of improvement.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

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

Cuthbertson Middle has continued to achieve high growth status and ranks in the top tier of middle schools within Union County Public Schools and the state of North Carolina. During the 2014-2015 school year, Cuthbertson Middle met all 42 AMO subgroups and received "Exceeded" growth status. The Cavalier Assistance Time was continued with a certified teacher to meet the needs of students not performing on grade level. However, this will no longer continue during the 2015-2016 school year. The middle of the day remediation/enrichment segments will continue to be used to reach more children and to focus on growth in all core subject areas. PLC's continue to meet regularly to improve the instructional strategies that take place in each classroom. Cuthbertson's overall composite score of 76% (CCR) and 84.2% (GLP) in 2013-2014 was raised to 82.3% (CCR) and 88.5% (GLP) in 2014-2015. Cuthbertson Middle also improved their school performance grade from an 86 to a 91 during the 2014-15 school year and received the highest growth scores for all Union County Public Schools with a 9.36 growth index. This index score continues to recognize Cuthbertson as an "A" school according to the new NC Report Card. There will continue to be an emphasis on reaching our struggling students while providing our high achieving students with challenging work to promote student growth. Student discipline records continue to be at a minimal and attendance is always high.

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

A review of our data shows that we need to continue to improve the work we are doing with our students with special needs. We met our proficiency percent but only by a few percentage points (Reading +1.1, Math +.1). Our data shows a discrepancy between our black and hispanic students compared to our white students in math and reading. These subgroups all met their proficiency levels by greater than 17 percentile points, but there still continues to be a gap. White students in reading were 77.7, black students were 56.0 and hispanic students were 56.2. In math, white students were 77.5, black students 52.6 and hispanic students 60.3.

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

We need to keep better data on the effectiveness of the CAT program. There also needs to be a more precise list that shows which subgroups each student falls in to in order to make informed decisions on individual students.

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.

1. Use middle of the day remediation/enrichment time to its fullest potential to show growth across all areas.
2. Use a variety of data to determine students in need of CAT throughout the year.
3. Increase the amount of small group instruction, especially with students with disabilities to increase independent achievement areas.
4. Increase the knowledge of formative assessment data and how to use relevant data to meet the needs of students.

## Priority Goal 3 and Associated Strategies

**Area for improvement and supporting data:**  
 AdvancEd External Review Required Actions #3

<b>School Goal 1:</b>	<b>Formalize and implement with fidelity system-wide procedures that implement and support collaboration operations as a collaborative learning organization (Professional Learning Communities; PLCs)</b>
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<b>Supports District Goal:</b>	<b>Quality teachers, administrators, and staff providing innovative leadership for 21st century schools</b>
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<b>Target:</b>	<b>All staff</b>
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<b>Indicator:</b>	<b>shall participate in PLCs</b>
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<b>Milestone date:</b>	<b>by June 15, 2016</b>
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### Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

<b>Strategy 1:</b>	<b>Action steps:</b> 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.
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|---|---|
| <b>Establish School Leadership Team and PLC Teams</b> | <ol style="list-style-type: none"> <li>1. Select and or organize team members</li> <li>2. Build shared knowledge</li> <li>3. Compile and analyze school data</li> <li>4. Review the School Improvement Plan</li> <li>5. Establish compelling purpose, norms and collective commitments</li> </ol> |
|---|---|

<b>Strategy 2:</b>	<b>Action steps:</b> PLC's shall meet both formally and informally, promote healthy productive decision-making about student learning and the conditions that support student
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|---------------------------------------|--|
| <b>Implement/maintain PLC process</b> | <ol style="list-style-type: none"> <li>1. Identify areas of improvement</li> <li>2. Create SMART goals</li> <li>3. Focus and align activities and strategies</li> <li>4. Monitor progress</li> </ol> |
|---------------------------------------|--|

Plan/Do

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

Staff person or group	Course name/title	Course provider	Date completed

Plan/Do

How will we fund these strategies and associated professional development?

<b>Funding source 1:</b>	Select a funding source	<b>Funding amount:</b>	\$0
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>	\$0
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>	\$0
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>	\$0
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>	\$0
		<b>Total initiative funding:</b>	<b>\$0</b>

Review frequency: Quarterly

Assigned implementation team:

Check

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

<b>Check</b>	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>
<b>Act</b>	<b>What does data show regarding the results of the implemented strategies?</b>
<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>

## Priority Goal 4 and Associated Strategies

<b>Plan/Do</b>	<b>Area for improvement and supporting data:</b> AdvancEd External Review Required Actions #1	
	<b>School Goal 1:</b>	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.
	<b>Supports District Goal 4:</b>	21st century system operating effectively and efficiently
	<b>Target:</b>	All UCPS schools
	<b>Indicator:</b>	will implement the SIP process with fidelity
	<b>Milestone date:</b>	by June 15, 2016
<b>Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.</b>		
<b>Strategy 1: Implement with fidelity, the district's SIP process</b>	<b>Action steps:</b> <ol style="list-style-type: none"> <li>1. Present principals with the SIP process</li> <li>2. Conduct SIP work session at leveled meetings</li> <li>3. Conduct peer reviews of plans and provide feedback</li> <li>4. Conduct director reviews of plans and provide feedback</li> <li>5. Directors complete progress checklist with individual schools</li> </ol>	



<b>Plan/Do</b>	<b>Professional development - Identify the professional development required to successfully implement the strategies above.</b>			
	<b>Staff person or group</b>	<b>Course name/title</b>	<b>Course provider</b>	<b>Date completed</b>
<b>Check</b>	<b>How will we fund these strategies and associated professional development?</b>			
	<b>Funding source 1:</b>	Select a funding source	<b>Funding amount:</b>	\$0
	<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>	\$0
	<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>	\$0
	<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>	\$0
	<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>	\$0
			<b>Total initiative funding:</b>	<b>\$0</b>
	<b>Review frequency:</b>	Twice per year		
	<b>Assigned implementation team:</b>			
	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>			
Results of the SIP				

<b>Check</b>	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>
	Results of the SIP Progress Checklist
<b>Check</b>	<b>What does data show regarding the results of the implemented strategies?</b>
<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>



## Priority Goal 5 and Associated Strategies

**Area for improvement and supporting data:**  
 AdvancEd External Review Required Action #2

<b>School Goal 1:</b>	Engage students in learning through instructional strategies that ensure achievement of learning expectations
<b>Supports District Goal 1:</b>	High achieving and globally competitive students

<b>Target:</b>	A 2% increase
<b>Indicator:</b>	in student performance, including growth and proficiency, on the state's End of Grade (EOG) and End of Course (EOC) assessments
<b>Milestone date:</b>	by June 15, 2016

Plan/Do

<b>Strategy 1:</b> Teachers will attend high-yield instructional strategies training for utilization in the classroom	<b>Action steps:</b> Utilize instructional strategies that require students collaboration, self-reflection, development of critical thinking skills, application of knowledge and skills, integration of content and skills with other disciplines, and use of technology as an instructional resource and learning tool.
	<ol style="list-style-type: none"> <li>1. ITFs will offer monthly sessions on research-based instructional technology strategies</li> <li>2. ICFs will offer sessions on research-based high-yield strategies</li> <li>3. Admin and staff will participate in monthly professional development activities based around instructional strategies, technology, data and differentiation.</li> </ol>
<b>Strategy 2:</b> Teachers will receive feedback and coaching on the implementation of the strategies	<ol style="list-style-type: none"> <li>1. District-level and school-based administrators and support staff will perform formal and walk through visits to observe instructional practices and provided feedback and coaching to teachers.</li> </ol>
<b>Strategy 3:</b> Teachers will measure the effectiveness of the strategies on student achievement	<b>Action steps:</b> Instructional strategies and interventions must be personalized to address the individual learning needs of all students
	<ol style="list-style-type: none"> <li>1. Teachers will compile appropriate data such as previous EOG and EOC scores, benchmark results, formative classroom assessment results.</li> <li>2. Through PLCs, teachers will analyze the data, student by student, to determine the effectiveness of the strategies.</li> <li>3. Teachers will adjust their instruction as needed to meet the needs of all students.</li> </ol>



<b>Plan/Do</b>	<b>Professional development - Identify the professional development required to successfully implement the strategies above.</b>			
	<b>Staff person or group</b>	<b>Course name/title</b>	<b>Course provider</b>	<b>Date completed</b>
	UCPS ICFs and ITFs	Schoolnet	UCPS and NCDPI	
	Cuthbertson Middle Staff	CMS Proffesional Development	CMS Admin/Selected Teachers	May-15
<b>Check</b>	<b>How will we fund these strategies and associated professional development?</b>			
	<b>Funding source 1:</b>	School general funds	<b>Funding amount:</b>	\$250
	<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>	\$0
	<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>	\$0
	<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>	\$0
	<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>	\$0
			<b>Total initiative funding:</b>	<b>\$250</b>
	Review frequency:	Quarterly		
	<b>Assigned implementation team:</b>			
	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>			
School Improvement Plan Checklist				

<b>Check</b>	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>
	Analyze a variety of data sources
	<b>What does data show regarding the results of the implemented strategies?</b>
<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>



**Priority Goal 4 and Associated Strategies**

<b>Plan/Do</b>	<b>Area for improvement and supporting data:</b> AdvancEd External Review Required Actions #4		
	<b>School Goal:</b>	Develop, implement, and evaluate policies to ensure that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	
	<b>Supports this district goal:</b>	Goal 3 - Safe, orderly, and caring schools producing healthy and responsible students.	
	<b>Target:</b>	100% of students	
	<b>Indicator:</b>	Each student shall have an advocate who knows them well and supports their education	
	<b>Milestone date:</b>	January 2016 & June 2016	
	<b>Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.</b>		
	<b>Strategy 1:</b>	<b>Strategy:</b> Design a structure that would allow school personnel to build strong relationships with students over time, gain significant insight into the students' needs, and act as an advocate for the students.	
		<b>Action steps:</b>	
		1. Determine the criteria for advocacy.	
2. Determine which student are currently aligned with an advocate.			
3.			
4.			
<b>Strategy 2:</b>	<b>Strategy:</b> Provide the necessary supports to prepare staff to implement the structure.		
	<b>Action steps:</b>		
	1. Participate in district-wide professional learning with Principal Thomas EI on September 23.		
	2. Participate in district-wide professional learning for MTSS.		
3.			
4.			
<b>Strategy 3:</b>	<b>Strategy:</b> Implement the structure.		
	<b>Action steps:</b>		
	1. Provide students with an advocate who will monitor progress at least once a month.		
	2. Provide students on "watch" list with an advocate who will monitor progress at least once a week.		
3.			
4.			

  

<b>Plan/Do</b>	<b>How will we fund these strategies?</b>		
	<b>Funding source 1:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>
			<b>Total initiative funding:</b>
<b>Review frequency:</b>	Twice per year		
<b>Assigned implementation team:</b>			

<b>Check</b>	<p><b>What data will be used to determine whether the strategies were deployed with fidelity?</b></p> <p>Results of the SIP Progress Checklists</p>
	<p><b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b></p> <p>Results of the SIP Progress Checklists</p>
	<p><b>What does data show regarding the results of the implemented strategies?</b></p>
<b>Act</b>	<p><b>Based upon identified results, should/how should strategies be changed?</b></p>

