

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, responsible students.

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 in and supportive of our schools

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



School Mission Statement for Forest Hills High School

Mission:

Helping each student reach his or her highest potential



LEA or Charter Name/Number: Union County Public Schools - 900
School Name/Number: Forest Hills High School
School Address: 100 Forest Hills School Road
Plan Year(s): 2012-2014
Date prepared: 5/8/2012

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	Dr. Kevin Plue	At-Large Staff Representative	Cassie Eley
Assistant Principal Representative	Adrien Porter	At-Large Staff Representative	Kathy Deese
Math Dept. Representative	Stacy Lucas	Parent Representative	Lafrankie Brown
English Dept. Representative	Brianne Davis	Parent Representative	Jennifer Selby
Science Dept. Representative	Christy Burris	Parent Representative	Tasha Rushing
Social Studies Dept. Representative	Amanda Donato	Parent Representative	Connie Harrell
Student Support Services Represent	Stephanie Bimson	Parent Representative	Barbara Wilson
Classified Employee Representative	Ricky Williams	Parent Representative	Chad Whitley
CTE Dept. Representative	Michael Hastings	Parent Representative	Staci Deason
Other Special Area Representative	Larue Marone	Parent Representative	Donna Helms
EC Representative	Karen Casacalenda	Parent Representative	Marti Perry
		Student Representative	Caroline Bradley

* 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

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, su

1. What does the analysis tell you about your school's strengths?

- Despite our school's challenges, our graduation rate compares favorably to other schools with similar demographics.

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

- Forest Hills High School did not make growth in the 2010-2011 or the 2011-2012 school years.

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

- It would be valuable to know how our current graduation rate compares to past generations rather than just comparing to more recent years.

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. Make high growth (AMO/ABC Data)
2. Increase student achievement in all areas (AMO Data)
3. Increase staff morale (Survey Data)
4. Increase graduation rate (Graduation Rate Data)

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data: High Achieving and Globally Competitive Students

Composite % on Grade Level-21.9%
 Met 48/71 State AMO Target Goals and 17/29 Federal AMO Target Goals
 Did not make expected growth

School Goal 1 and 2:	Raise Composite to 80% Meet all AMO Target Goals Make high growth
Supports this district goal:	High achieving and globally competitive students

Target:	All Students
Indicator:	End of Course data
Milestone date:	End of Each Semester

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

Plan/Do

Strategy 1:	Strategy: Implementation of PLCs		
	Action steps:		
	1. Master schedule with shared planning time		
	2. Common lesson planning		
	3. Use of common assessments		
Strategy 2:	Strategy: Vary instructional strategies to increase student engagement with a focus on appropriate use of technology.		
	Action steps:		
	1. Master schedule with shared planning time		
	2. Common lesson planning		
	3. Increased effective use of instructional technology		
Strategy 3:	Strategy: Implement an in-school tutoring program		
	Action steps:		
	1. Implement an in-school tutoring program		
	2. Write a PEP for each failing student		

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

Staff person or group	Course name/title	Course provider	Date completed
All Certified Staff	PLC Training	Admin/UCPS	Jun-13



Plan/Do	How will we fund these strategies and associated professional development?		
	Funding source 1:	Local district funds	Funding amount: TBD
	Funding source 2:	School general funds	Funding amount: TBD
	Funding source 3:	Select a funding source	Funding amount: \$0
	Funding source 4:	Select a funding source	Funding amount: \$0
	Funding source 5:	Select a funding source	Funding amount: \$0
		Total initiative funding:	TBD
	Review frequency: Quarterly		
	Assigned implementation team: Site-Based Management Team		
	What data will be used to determine whether the strategies were deployed with fidelity?		
Check	EOC Data		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative		
	EOC Data		
	What does data show regarding the results of the implemented strategies?		
	TBD		
	Based upon identified results, should/how should strategies be changed?		
Act	TBD		



Priority Goal 2 and Associated Strategies

Area for improvement and supporting data: Safe, orderly, and caring schools producing healthy, responsible students
 On the UCPS Teacher survey, (26.3) 34.4% of staff indicate staff morale is high at FHHS.

School Goal 3:	Increase staff morale to 50% in 2013 and 75% in 2014.
Supports this district goal:	Safe, orderly, and caring schools producing healthy responsible students

Target:	All students, parents and staff members
Indicator:	Parent, Student, Staff Surveys
Milestone date:	6/1/2014

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

Plan/Do

Strategy 1:	Strategy: Improve school culture		
	Action steps:		
	1. Implement student incentive program		
	2. Identify behaviors to reward		
	3. Develop incentive system		
	4. Consistently enforce school rules		
Strategy 2:	Strategy: Develop staff morale committee (Sunshine Committee)		
	Action steps:		
	1. Look for staff fellowship activities		
	2. Implement staff bonding activities in meetings		
Strategy 3:	Strategy: Implement improved tardy and attendance procedures		
	Action steps:		
	1. Create new tardy policy		
	2. Implement lunch detention		
	3. Improve attendance recovery		
	4. Implement an attendance committee		



Professional development - Identify the professional development required to successfully implement the strategies above.			
Plan/Do	Staff person or group	Course name/title	Course provider
	All Certified Staff	Sunshine Committee Activities	Sunshine Committee
Date completed			
			Jun-13
How will we fund these strategies and associated professional development?			
	Funding source 1: Local district funds	Funding amount:	TBD
	Funding source 2: School general funds	Funding amount:	TBD
	Funding source 3: Select a funding source	Funding amount:	\$0
	Funding source 4: Select a funding source	Funding amount:	\$0
	Funding source 5: Select a funding source	Funding amount:	\$0
		Total initiative funding:	TBD
	Review frequency: Quarterly		
	Assigned implementation team: Site-Based Management Team		
What data will be used to determine whether the strategies were deployed with fidelity?			
Survey Data, Student Incentive Data			
Check	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative		
	Survey Data, Student Incentive Data		
	What does data show regarding the results of the implemented strategies?		
	TBD		
Based upon identified results, should/how should strategies be changed?			
TBD			



Priority Goal 3 and Associated Strategies

Area for improvement and supporting data: High Achieving and Globally Competitive Students
 Graduation Rate is currently 82.4%.

School Goal 4:	Increase cohort graduation rate to 90%.
Supports this district goal:	High achieving and globally competitive students

Target:	All students
Indicator:	Graduation rate
Milestone date:	End of each school year

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

Strategy 1:	Strategy: Identify students eligible for the CASP Program		
	Action steps:		
	1. Drop-out Prevention counselor identify at-risk students		
	2. Place students in CASP		

Strategy 2:	Strategy: Implement an in-school tutoring program		
	Action steps:		
	1. Implement an in-school tutoring program		
	2. Write a PEP for each failing student		

Strategy 3:	Strategy: Use credit recovery to help student stay on track to graduate		
	Action steps:		
	1. Identify students who need to recover a class		5.
	2. Make full use of summer credit recovery		6.
	3.		7.
	4.		8.



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
	Guidance Staff	Vary	Vary	1-Jun
Check	How will we fund these strategies and associated professional development?			
	Funding source 1:	School general funds	Funding amount:	TBD
	Funding source 2:	State funds - DSSF	Funding amount:	TBD
	Funding source 3:	State funds for at-risk students	Funding amount:	TBD
			Total initiative funding:	TBD
	Review frequency:	Quarterly		
	Assigned implementation team:			
	What data will be used to determine whether the strategies were deployed with fidelity?			
		Graduation Rate		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative)			
	Graduation rate will increase			
Act	What does data show regarding the results of the implemented strategies?			
	Evaluate end of year			
	Based upon identified results, should/how should strategies be changed?			
	Evaluate end of year			



Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:
 AdvancEd External Review Required Actions #1

School Goal:	Implement the system-wide policy whereby central office staff monitor SIPs, 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:	Mar-14

Goal 2 School Improvement Planning Strategies

Plan/Do

	Strategy: Implement with fidelity the district's SIP process.	
Strategy 1	Action steps:	
	1. Present principals with SIP process	5. Conduct director reviews of plans
	2. Conduct SIP work sessions at	6. Directors complete progress
	3. Update data sections of SIP once	7.
	4. Conduct peer reviews of plans and	8.
	Strategy:	
Strategy 2	Action steps:	
	1.	5.
	2.	6.
	3.	7.
	4.	8.
	Strategy:	
Strategy 3	Action steps:	
	1.	5.
	2.	6.
	3.	7.
	4.	8.

Plan/Do

How will we fund these strategies?

Funding source 1: Select a funding source	Funding amount:	\$0
Funding source 2: Select a funding source	Funding amount:	\$0
Funding source 3: Select a funding source	Funding amount:	\$0
Funding source 4: Select a funding source	Funding amount:	\$0
Funding source 5: Select a funding source	Funding amount:	\$0
	Total initiative fund	\$0

Review frequency: Twice per year

Assigned implementation te

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

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

Checklist of State-required On-going Operational Activities	
All Schools	
Does this school:	
Yes <input type="checkbox"/>	Implement strategies for improving performance of all students?
Yes <input type="checkbox"/>	Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?
Yes <input type="checkbox"/>	Plan use of staff development funds?
Yes <input type="checkbox"/>	Plan for use of assessments to monitor student progress?
Yes <input type="checkbox"/>	Provide daily duty-free lunch to teachers?
Yes <input type="checkbox"/>	Provide at least five hours of planning time for teachers each week?
Yes <input type="checkbox"/>	Implement strategies for involving parents and the community in the educational program?
Yes <input type="checkbox"/>	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:	
<input type="checkbox"/>	Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?
K-5 Schools Only	
Does this school:	
<input type="checkbox"/>	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.

Safe School Plan for Forest Hills 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. Mary Ellis
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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

*Failure to carry out the above-mentioned responsibilities may result in a written reprimand by the Board as well as other appropriate consequences as determined by the Board.

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

*Failure to carry out the above-mentioned responsibilities may result in 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): Direct Safety drills and maintain general discipline

Teachers: Participate and lead students through safety drills and maintain an orderly learning environment

Teacher Assistants: Participate in safety drills and support teachers and administrators as directed

Other School Staff: Participate in safety drills and support teachers and administrators as directed



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, Intervention/Remediation Period, use of security associates, Student Accountability during the school year, Peer Mentors - Peer Mediators, Saturday School, School Intervention Teams/TAT, South Providence, Day Treatment Screening, Career Academy South Providence (CASP), Teen Pregnancy Support Personnel, high school - ALTS, Freshman Focus, 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, Student Incentive Program, Clubs and Activity Initiative

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.

*In-school tutoring, after school tutoring, mentoring programs, Saturday School, Intervention Teams, Behavior Plans/Agreements, PEP's, IEP Goals, Benchmark Tests, MAP testing, Student Incentive Data

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, Nova net, Nurtured Heart, Smaller class size - Lower Student/Teacher Ratio, Intensified Structure, Level Programs designed to transition back to home school, CASP Placement, Summer Attendance and Academic Recovery.

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

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

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 (10)		State
In-School Suspension Programs Middle/High		State
Remediation		State
School Improvement Grants		Federal
School Resource Officers (SRO's)		Local
Title I		Federal
Alternative School		State
K-2 & 3-8 Reading/Intersession/Remediation		Local
TRU - UCPS Tobacco Education Course		State
Summer School -Multi-Site Plan (EOC only)		Local
Money in lieu of Summer School		Local
Other Alternative Placements		