

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 c

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 ed

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



District Goals for Union County Public Schools

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|------------------------------------|---|
| 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

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| <p><i>Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.</i></p> <p><i>Examine data from such areas as:</i></p> |
| <p>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 needs. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)</p> |
| <p>End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)</p> |
| <p>End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)</p> |
| <p>School Report Card results: (www.ncreportcards.org)</p> |
| <p>North Carolina Teacher Working Conditions Survey results: (http://ncteachingconditions.org)</p> |
| <p>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)</p> |
| <p>Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)</p> |
| <p>Career and Technical Education Local Plan</p> |
| <p>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)</p> |
| <p>School Demographic Information related to drop-out information and graduation rate data (http://www.ncpublicschools.org/research/dropout/reports)</p> |
| <p>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)</p> |
| <p>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)</p> |
| <p>School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)</p> |
| <p>Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency</p> |
| <p>Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency</p> |
| <p>School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities</p> |
| <p>Ready Schools Inventory/Ready Schools Plan (http://www.ncreadyschools.org)</p> |
| <p>Special Education Continuous Improvement Plan</p> |
| <p>Title I AYP (http://ayp.ncpublicschools.org)</p> |
| <p>Healthy Active Children Initiative (http://www.nchealthyschools.org)</p> |

School Vision and Mission Statements for Parkwood High School

Vision:

Parkwood High School's vision for student education is that all students will leave Parkwood High School with essential college/career skills as well as life skills to make choices that lead to success.

Mission:

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, the nation, and the world.



LEA or Charter Name/Number: Union County Public Schools - 900

School Name/Number:

Parkwood High School-344

School Address:

3220 Parkwood School Road, Monroe, North Carolina 28112

Plan Year(s):

2014-15 & 2015-16

Date prepared:

29-Sep-15

Principal Signature: _____

29-Sep-15

Date

Local Board Approval Signatu _____

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 | Stephanie McManus | Member | |
| Assistant Principal Representative | Eldridge Moore | Member | |
| Teacher Representative | Michael Medlin | Member | |
| | Neal Nelson | Member | |
| | Jane Reifsteck | Member | |
| | Patrick Antonucci | Member | |
| | Daisy Rodriguez | Member | |
| | Jamal McGee | Member | |
| | Eric Kelly | Member | |
| | Bill Lehan | Member | |
| | Alexandra Locklear | Member | |
| | Shelley Gordon | Chair person | |
| Inst. Support Representative | Lisa Moniz | Member | |
| | Jim Williams | Member | |
| Teacher Assistant Representative | Angie Reeder | Member | |
| Parent Representatives | Tim Stiano | Member | |
| | Sabrina Clontz | Member | |
| | David Abernathy | Member | |
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* Add to list as needed. Each group may have more than one representative.

Parkwood High 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, 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?

After reviewing the data, Parkwood High School's strengths include the following:

- Students and teachers have access to a variety of technological resources. Every classroom has a television which can access the school's Media Retrieval System, a SmartBoard, access to a document camera, digital cameras and camcorders. All teachers have laptop computers. There are two online learning labs, one computer lab and one CTE laptop cart, 4 + 2 CTE smart response systems. The school is also wireless, providing access to the Internet from any location in the school to support our laptop initiative for all students grades 9-12.
- Each teacher has a Moodle/CANVAS (learning Management System) page or a Google site to support their class and provide blended learning opportunities for students.
- All students have opportunities to take online classes through the North Carolina Virtual Public School, Union County Virtual School, or OdysseyWare.
- There are 59 teachers on staff and 42% of them have at least one advanced degree. There are also 14 teachers with National Board Certification, and two recognized Global Teachers.
- Our school provides the following certification opportunities in our CTE courses:
CNA, ServeSafe, ProStart National Certificate of Achievement, Apple Final Cut Pro X Level I, Microsoft Word, Powerpoint, Excel and Access, Welding, Skills USA.
- Our school is focusing on Continuous Improvement within each classroom setting.

Parkwood High School's graduation rate has been inconsistent with 84% in 2013, 90.2% in 2014, and 87% in 2015 of eligible students graduating within the 4-year cohort. There are inconsistent results in EOC tested courses: Biology results decreased from 39.38% at the College/Career Readiness level (level 4 or 5) to 36.97% at the CCP level; English II scores increased from 46.48% at CCP level to 57.24% at the CCP level; and Math I scores increased from 19.10% at CCP level to 29.57% at CCP level from 2014 results to 2015 results.



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

Parkwood High School's graduation rate has been inconsistent with 84% in 2013, 90.2% in 2014, and 87% in 2015 of eligible students graduating within the 4-year cohort. Improvement in graduation rate and consistency of graduation rate must occur. There are inconsistent results in EOC tested courses: Biology results decreased from 39.38% at the College/Career Readiness level (level 4 or 5) to 36.97% at the CCP level; English II scores increased from 46.48% at CCP level to 57.24% at the CCP level; and Math I scores increased from 19.10% at CCP level to 29.57% at CCP level from 2014 results to 2015 results. There are opportunities to improve in areas of English, Math, and Science as demonstrated on the End-of-Course tests with regard to proficiency levels and College/Career Ready Levels and with regard to adequate yearly growth as set by the state. There are still opportunities to approach county performance levels in all areas.

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

There is no missing data.

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--Engage At-Risk Population (13% student body not graduating from High School) 2--Improve academic growth by teaching remedial skills and by monitoring ongoing growth of skills, knowledge and concepts connected to demonstration on all standardized measures of proficiency and growth, including but not limited to EOC, NCFE, and ACT and ACTWorkKeys (not making overall growth for school setting); 3--Improve Attendance (13% student body graduating from High School); 4--Communication with Students and Parents about High School and beyond opportunities (40.5% parents indicate that students are informed about future planning).

Parkwood High School Priority Goal 1 and Associated Strategies

Area for improvement and supporting data: High Achieving and Globally Competitive Students; Quality teachers, administrators, and staff
 Current graduation rate is 87%.

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| School Goal: | Increase cohort graduation rate to 90% or above, and maintain that rate of graduation ongoing. |
| Supports this district goal: | Quality teachers, administrators, and staff providing innovative leadership for 21st century schools. |
| Target: | All students |
| Indicator: | Graduation Rate |
| Milestone date: | End of each school year |

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

Plan/Do

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|--------------------|---|
| Strategy 1: | Action steps: Use CASPS Program to support variety of needs within student body with regard to graduation goals. |
| | 1. Student Support Counselor identify and enroll students in CASPS program as eligibility is determined. 2. Use Credit Recovery Coursework as needed when students reach level of need within their program of studies toward graduation goals. |
| | |
| Strategy 2: | Action steps: Improve student attendance |
| | 1. Identify students immediately/ongoing with poor attendance habits. 2. Attendance Recovery Plan to support ongoing habits of good attendance and incorporate academic support through tutoring in Attendance Recovery. 3. Use attendance recovery to address academic needs by partnering attendance recovery and tutoring. 4. Monitor progress of students' attendance every six weeks. |
| Strategy 3: | Action steps: Engage At-Risk Students Ongoing and Throughout Day/Courses |
| | 1--Buddy Teachers 2--Peer Mentor System 3--Student Support Counselor Monitoring System 4--Counselors Monitor Patterns of Attendance and Academic Performance as related to graduation 5--Student Incentive Program 6--Building Relationships Training |



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|--|---|---------------------------------|---------------------------|-----------------------------|
| 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 |
| | All staff | Building Relationships Training | TBD | Ongoing throughout the year |
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| Check | How will we fund these strategies and associated professional development? | | | |
| | Funding source 1: School general funds | Funding amount: | Undetermined at this time | |
| | 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 funding: | #VALUE! | | |
| | Review frequency: Quarterly | | | |
| | Assigned implementation team: | | | |
| | What data will be used to determine whether the strategies were deployed with fidelity? | | | |
| | Department Tutoring Schedule and Sign-in, Attendance Recovery Documents, Student Support Documents. | | | |



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| Check | How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) |
| | SMART Goal Reviews, PLC Department notes/minutes, Benchmark data from system testing as well as school-based testing |
| Act | What does data show regarding the results of the implemented strategies? |
| | Based upon identified results, should/how should strategies be changed? |



Parkwood High School Priority Goal 2 and Associated Strategies

Area for improvement and supporting data: High Achieving and Globally Competitive Students; Quality teachers, administrators,
 Current growth rate for school's EOC results is -1.6 composite level. Current evaluation of annual measurable objectives is that the school did not meet growth expectations for the past school year.

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| School Goal: | Engage students in learning through instructional strategies that ensure achievement of learning expectations |
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| Supports this district goal: | High achieving and globally competitive students |
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| Target: | Increased student academic performance in Math, Reading/Writing, and Science. |
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| Indicator: | End-of-Course Test Results Primary; ACT results, ACT WorkKeys results, NCFE results |
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| Milestone date: | End of each school year |
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Goal Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

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| Strategy 1: | <p>Action steps: Implement PLCs for specific student support.</p> <p>1--Common Planning for English II, Biology. Common PLC time designated for Math I. Common PLC time for all other subject areas. Continued scheduling work to build common time for all EOC courses. 2--Common Assessment Development, Implementation, and Analysis of Disaggregated Data.</p> |
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| Strategy 2: | <p>Action steps: Teacher Professional Support</p> <p>1--Differentiated Web Wednesday Professional Development. 2--Teacher inclusion of authentic technology supports in lessons for students 3--SchoolNet Training and Implementation 4--Use technology to develop electronic monitoring devices to use in helping students.</p> |
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| Strategy 3: | <p>Action steps: Improve Basic Academic Skills of Students Across all subject areas</p> <p>1--All courses support Literacy Skills of all students 2--Teach and ongoing monitor Remedial Math, Biology, and English skills in those courses 3--Build/Implement Tutor Plan per Subject and Department</p> |
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| 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 staff | Web Wednesdays | Anderson | Ongoing Until May 2016 |
| All staff | Schoolnet | Eley, McManus, Anderson | Ongoing Until May 2016 |
| All staff | | | |
| All staff | | | |
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| How will we fund these strategies and associated professional development? | | | |
| 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 funding: | \$0 |
| Review frequency: | Quarterly | | |
| Assigned implementation team: | | | |
| What data will be used to determine whether the strategies were deployed with fidelity? | | | |
| Department PLC reports; School Net Usage; School Net Benchmark Data of Skill Building; System Benchmark Results; tutoring material and schedule; formative assessments and results in key courses (common assessments, self-benchmarking). | | | |

Plan/Do

Check



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



Parkwood High School Priority Goal 3 and Associated Strategies

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



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

| Staff person or group | Course name/title | Course provider | Date completed |
|-----------------------|-------------------|-----------------|----------------|
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Plan/Do

How will we fund these strategies and associated professional development?

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|--------------------------|-------------------------|----------------------------------|------------|
| 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 funding: | \$0 |

Review frequency: Twice per year

Assigned implementation team:

Check

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

Results of the SIP Progress Checklist



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



Parkwood High School Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:
 AdvancEd External Review Required Actions #4

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| School Goal: | 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. |
| Supports this district goal: | Safe, orderly, and caring schools producing healthy and responsible students. |

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| Target: | 100% of students |
| Indicator: | Each student shall have an advocate who knows them well and supports their education |
| Milestone date: | January 2016 & June 2016 |

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

Plan/Do

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|--|---|--|----|----|----|
| Plan/Do | Strategy 1: | Strategy: 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. | | | |
| | | Action steps: | | | |
| | | 1. Determine the criteria for advocacy. | | | 5. |
| | | 2. Determine which student are currently aligned with an advocate. | | | 6. |
| | | 3. | | | 7. |
| | 4. | | | 8. | |
| | Strategy 2: | Strategy: Provide the necessary supports to prepare staff to implement the structure. | | | |
| | | Action steps: Teacher Training in multiple support areas for student service. (MTSS=Multi-tiered Support System) | | | |
| | | 1. Participate in district-wide professional learning with Principal Thomas-El on September 23. | | | 5. |
| | | 2. Participate in district-wide professional learning for MTSS. | | | 6. |
| | | 3. Training in Building Relationships for whole staff | | | 7. |
| | 4. | | | 8. | |
| Strategy 3: | Strategy: Implement the structure. | | | | |
| | Action steps: Implementation of School-based Student Support Plan. | | | | |
| | 1. Ongoing Routine Homeroom for Academic Advisory | | | 5. | |
| | 2. Buddy Teacher Selection | | | 6. | |
| | 3. Buddy Student Selection | | | 7. | |
| 4. Ongoing I-R (Intervention-Remediation) Schedule | | | 8. | | |



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| 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 funding: | \$0 |
| | Review frequency: | Every Report Card Period | |
| | Assigned implementation team: | | |
| Check | What data will be used to determine whether the strategies were deployed with fidelity? | | |
| | 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? | | |
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| | Based upon identified results, should/how should strategies be changed? | | |



Act



Checklist of State-required On-going Operational Activities

All Schools

Does this school:

Yes No Implement strategies for improving performance of all students?

Yes No Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?

Yes No Plan use of staff development funds?

Yes No Plan for use of assessments to monitor student progress?

Yes No Provide daily duty-free scheduled lunch to teachers?

Yes No Provide at least five hours of planning time for teachers each week?

Yes No Implement strategies for involving parents and the community in the educational program?

Yes No 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:

Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?

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