

<b>LEA or Charter Name</b>	Moore County Schools	<b>Number:</b>	630
<b>School Name</b>	Union Pines High School	<b>Number:</b>	360
<b>School Address:</b>	1981 Union Church Rd. Cameron, NC 28326		
<b>Plan Year(s):</b>	2014-2015		
<b>Date prepared:</b>	September 2014		
<b>Principal Signature:</b>			
<b>Local Board Approval Signature:</b>			Date
			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	Robin Lea	Math Teacher	Brian Gray
Assistant Principal	Melonie Jones	English Teacher	James Horwath
Assistant Principal	Kate Faw	Parent	Mike Gatti
Assistant Principal	Nick Capps	Parent	Dionne McKinney
Support Staff	Janet Caddell	Parent	Bonna Leonard
EC Teacher	Nancy Carter		
Social Studies Teacher	Nicole Matthews		
CTE Teacher	Chad Hill		
Foreign Lang Teacher	Kelly Lawton		
SIT Chair	Michelle Wittenrich		
PE Teacher	Nick Boney		



## School Improvement Plan

**School:** Union Pines High School

**Principal:** Robin Lea

<b>Pathway:</b> <input checked="" type="checkbox"/> Learning <input type="checkbox"/> Community <input type="checkbox"/> Culture <input type="checkbox"/> Leadership	<b>Critical Element:</b> Future-ready Skills	<b>Current Growth Stage:</b> <input type="checkbox"/> Beginning <input checked="" type="checkbox"/> Progressing <input type="checkbox"/> Advancing <input type="checkbox"/> Excelling
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**What data provides evidence of current growth stage?**

See Attachments for GLP & CCR Data, Proficiency Level Data, & AMO Target Data

**Annual Objective:**

Meet or exceed the AMO targets (in each subgroup) in Reading, Math, and Science by June 2015.

**Mid Year Target:**

Analyze our first semester EOC data for GLP and CCR levels to determine progress so that adjustments can be made accordingly.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Design policies and procedures for Professional Learning Community meetings including an agenda to use during 100% of our PLC meetings so that the collaborative teams can focus on data analysis, upcoming assessments, instructional strategies, and learning expectations aligned with our School Improvement Plan and our school's Learning Expectations.	Lea Jones Faw Capps Patterson Frye Faculty	Agenda  SIP  UP Learning Expectations	Lea Jones Faw Capps	PLC Agenda & Minutes	Twice a Month	June	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Meet with Professional Learning Communities at least 2 times a month to progress monitor collaborative meetings and provide instructional leadership and guidance so that analysis of data (pretests, posttests, common assessments, SchoolNet benchmarks) is used to make instructional decisions in the classroom.	Lea Jones Faw Capps Patterson Frye Faculty	Data (Common Assessments, SchoolNet Benchmarks, & EVAAS)  IDI Team  Testing & Accountability Team  Teacher Observations	Lea Jones Faw Capps	PLC Agenda & Minutes	Twice a Month	June	
Analyze SchoolNet benchmark data, EVAAS data, and Developmental Scale Scores at least 5 times a semester with a focus specific to achievement gaps in minority students and discuss ways to differentiate and individualize instruction so that gaps between white and minority students decrease.	Lea Jones Faw Capps Patterson Frye Faculty	Data (Common Assessments, SchoolNet Benchmarks, & EVAAS)  IDI Team  Testing & Accountability Team	Lea Jones Faw Capps	PLC Agenda & Minutes  EVAAS Professional Development  Schoolnet Benchmark Data  Teacher Observations  PEP	Monthly	June	
Document focused literacy, math, and/or behavior interventions on a PEP and document credit recovery efforts and progress monitor every 3 weeks so that our priority students receive	Lea Jones Faw Capps Absher	MCS Instructional Support Model Tiered Interventions	Jones Absher Burch	PEP Professional Development  PEP	Monthly	June	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
additional opportunities to be successful in the classroom and to graduate on time.	Burch Faculty Guidance Counselors	PEP  APEX		Lesson Plans  Teacher Observations  Credits Recovered  Graduation Rates			
Use the Gradual Release Model, Learning Expectations (I Can Statements, Revised Blooms, Formative Assessments, Kagan Cooperative Learning Structures, etc), and the district's Pacing Guide and Curriculum Documents 100% of the instructional class time to ensure instructional strategies are aligned so that mastery of content is achieved by all.	Lea Jones Faw Capps Faculty	Gradual Release Model Template  Revised Blooms & Webb's DOK  Kagan Structures  District Pacing & Curriculum Documents	Lea Jones Faw Capps	Lesson Plans  Teacher Observations	Monthly	June	



## School Improvement Plan

**School:** Union Pines High School

**Principal:** Robin Lea

<b>Pathway:</b> <input checked="" type="checkbox"/> Learning <input type="checkbox"/> Community <input type="checkbox"/> Culture <input type="checkbox"/> Leadership	<b>Critical Element:</b> Academic Safety	<b>Current Growth Stage:</b> <input type="checkbox"/> Beginning <input checked="" type="checkbox"/> Progressing <input type="checkbox"/> Advancing <input type="checkbox"/> Excelling
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**What data provides evidence of current growth stage?**

See Attachments for EOC EVAAS Data & Achievement Gap Data

NCFE & CTE EVAAS Data Released Oct 4

**Annual Objective:**

Increase growth in each quintile level (in each subgroup) to within one standard error of the reference by June 2015.

**Mid Year Target:**

After teachers analyze their EVAAS data to become familiar with their students' quintile levels so that they can continue to monitor student growth using common assessments and district benchmark data.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Lead teachers through 2 EVAAS data sessions per semester to identify specific students in the lower quintiles as well as those in the upper quintile so that intervention/enrichment strategies can be used to increase the growth of individual students.	Lea Jones Faw	EVAAS Data  EVAAS Professional Development  MCS Instructional Support Model  Testing & Accountability Team	Lea Jones Faw	EVAAS Data Session Dates  Lesson Plans  Teacher Observation	October  February	June	
Implement MCS research based Tier II and Tier III intervention strategies with our priority students, document on a PEP, and progress monitor so that targeted students will receive additional support a minimum of 3 days a week.	Faculty Absher	MCS Instructional Support Model	Absher	PEP	Monthly	June	
Assign each priority student a staff member who will serve as his/her mentor and will meet at least 3 times a semester so that his/her academic and behavioral needs can be met and proficiency achieved.	Absher Faculty	List of Priority Students  Mentor Logs  PEP	Absher	Mentor Logs	Monthly	June	
Encourage lower quintile and minority students 2 times a semester to participate in Honors or AP courses so that all students are immersed in a balanced, challenging, and rigorous curriculum.	Faculty Guidance Counselors	EVAAS Data  Testing History  Historical Grades	Guidance Counselors	Student Meetings	August  December  January  May	June	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Meet with Professional Learning Communities 2 times a month to analyze and discuss student achievement data on common assessments and district Schoolnet Benchmarks so that instruction can target specific skill deficiencies, achievement gaps in minority students, and differentiation can be used to individualize curriculum.	Jones Faw Faculty	Data (Common Assessments & Schoolnet Benchmarks)  IDI Team  Testing & Accountability Team	Jones Faw	PLC Agenda & Minutes  Lesson Plans  Teacher Observation	Twice a Month	June	



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**Principal:** Robin Lea

<b>Pathway:</b> <input type="checkbox"/> Learning <input type="checkbox"/> Community <input checked="" type="checkbox"/> Culture <input type="checkbox"/> Leadership	<b>Critical Element:</b> Physical Safety	<b>Current Growth Stage:</b> <input checked="" type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing <input type="checkbox"/> Excelling
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**What data provides evidence of current growth stage?**

See Attachments for Discipline Data & OCR Survey Data

**Annual Objective:**

Decrease the discipline rates of minority students by at least 10% by June 2015.

**Mid Year Target:**

Analyze first semester's discipline data to determine our success with positive reinforcement and other alternatives to suspensions so that adjustments can be made accordingly.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Develop a year-long Superheroes theme that encourages positive characteristics and imbed the theme in 100% of the school culture (Connect Ed messages, daily announcements, bulletin boards, Facebook, Twitter) so that positive values and norms become a part of the school culture.	Administrative Team Support Staff Faculty & Staff	Connect Ed  Website  Facebook & Twitter Accounts  Bulletin Boards	Lea	Connect Ed Messages  Daily Announcements  Bulletin Boards	Monthly	June	



Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Recognize a minimum of 10 students and staff members as monthly Superheroes on the school website and various other media outlets so that positive contributions in the classroom, school, and community are highlighted and celebrated.	Administrative Team Faculty Student Body	Website	Lea	Website Spotlights	Monthly	June	
Lead staff, students, and parents in at least 2 awareness sessions regarding the district's high school Code of Conduct and the disciplinary consequences for each infraction so that stakeholders understand that reports of infractions will be investigated and dealt with effectively and appropriately.	Administrative Team Student Body Parents & Guardians	Code of Conduct	Lea Jones Faw Capps	Awareness Sessions  Discipline Referrals  Suspension Rates	January  May	June	
Create 3 focus groups (students, staff, community) that will analyze discipline data and OCR survey data and make contributions to the decisions about improving classroom management, school discipline (including alternatives to suspensions), and the culture of the school so that an overall sense of well-being among staff, students, and parents is increased.	Administrative Team Student Focus Group Staff Focus Group Community Focus Group	Discipline Data  OCR Survey Data	Lea	Focus Group Meetings Agenda & Minutes  Discipline Referrals  Suspension Rates  OCR Survey	Monthly	June	
Create opportunities for students to attend a minimum of 4 presentations and hear/see positive messages (daily announcements, bulletin boards, website, class meetings, guest speakers) throughout the year so that a shared vision on making positive	Administrative Team	Daily Announcements  Bulletin Boards  Website	Lea	Presentation Dates  Daily Announcements  Website	November  February  April	June	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
decisions and choices is promoted and encouraged.		Facebook & Twitter Accounts  Presentations		List of Guest Speakers			
Provide a minimum of 2 interventions (building relationships, creating PEPs, implementing interventions, assigning credit recovery) to alleviate academic frustration and behavior issues associated with feelings of frustration so that students can achieve a feeling of success.	Administrative Team Support Staff Faculty & Staff	PEP  MCS Instructional Support Model  APEX	Lea Jones Faw Capps Absher	Discipline Referrals  Suspension Rates  OCR Survey	Monthly	June	
Hire a part time certified math teacher to offer additional support for our CR math students and to work with math teachers to analyze data, design effective lessons, and make instructional decisions so that student achievement can be increased.	Math Department Tracy Maples	SchoolNet Data  APEX  MCS Instructional Support Model	Absher Jones	Math Data (proficiency, growth, scale scores, correct response rates)	Monthly	June	

AMO Targets in Reading, Math, and Science

Subgroups	13/14 AMO Data in READING	14/15 AMO Targets
ALL	59.2	61.9
BLACK	37.2	46.6
WHITE	64.9	71
EDS	37.1	48.8
SWD	14.3	31.2
AIG	> 95	94.2

Subgroups	13/14 AMO Data in MATH	14/15 AMO Targets
ALL	44.7	50.8
BLACK	20.9	36.4
WHITE	50.4	58.8
EDS	21.4 NOT MET	39.6
SWD	12.5	27.7
AIG	> 95	85.8

Subgroups	13/14 AMO Data in SCIENCE	14/15 AMO Targets
ALL	54.0	60.8
WHITE	58.9 NOT MET	69.3
EDS	38	48.2
AIG	85.9	90.9

13/14 Total AMO TARGETS:

2 NOT MET

10 MET/C (using confidence interval)

4 MET

**Developmental Scale Scores**

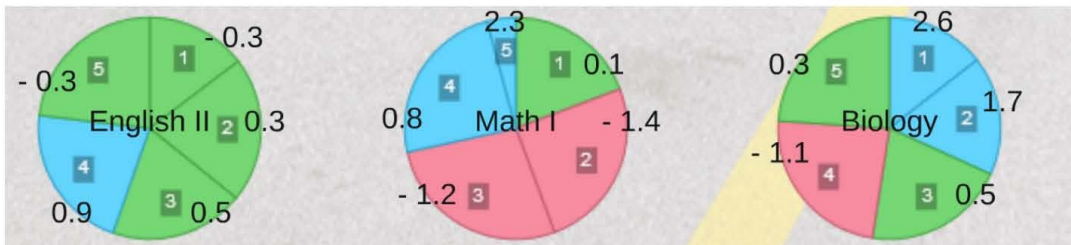
English 152 Level IV (Average = 151-164)

Math 248.6 Level III (Average = 243-249)

Biology 252.3 Level IV (Average = 252-260)

13-14 Discipline Data	Demographics	ISS	OSS
# of Incidents		24	156
# Students Involved		22	87
# of Total Days		50	500
9 <sup>th</sup> Graders	27%	38%	52%
10 <sup>th</sup> Graders	28%	33%	25%
11 <sup>th</sup> Graders	21%	3%	9%
12 <sup>th</sup> Graders	24%	17%	14%
Male	50%	75%	83%
Female	50%	25%	17%
White	79%	67%	58%
Black	11%	21%	24%
Multi Racial	2%	4%	6%
Hispanic	6%	0%	6%
Asian	.5%	4%	3%
Indian	1%	4%	3%

OCR Survey Question	NO	YES
I feel safe at school	11.84%	88.16%
I feel valued at my school	26.82%	73.18%
Different students receive different punishments for breaking the same rules.	52.96%	47.94%
If I was harassed or discriminated against at school, I would report the incident to a teacher or principal.	28.94%	71.06%
My school takes complaints of harassment and discrimination seriously and responds effectively to the complaints it receives.	28.6%	71.4%



## EVAAS GROWTH Data

### Achievement Gaps

	Eng II	W	B	SWD	W F	B F	W M
Level 1	0.4	-0.9	-0.7				-1.6
Level 2	0.1	1.6	-0.3			2.2	-1.0
Level 3	0.2	2.2			2.1		0.5
Level 4	0.6	1.5			1.6		-1.2
Level 5	-0.3						-3.1

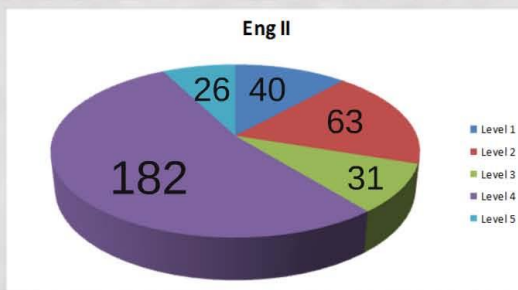
Math I	W	B	SWD	B M
Level 1	0.9	0.1	1.1	
Level 2	-1.5	-0.9		-1.7
Level 3	-0.9	-2.0		
Level 4	0.8			
Level 5				

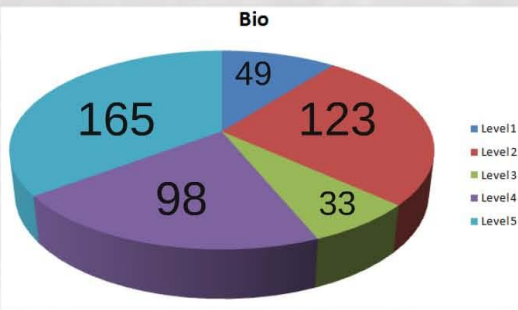
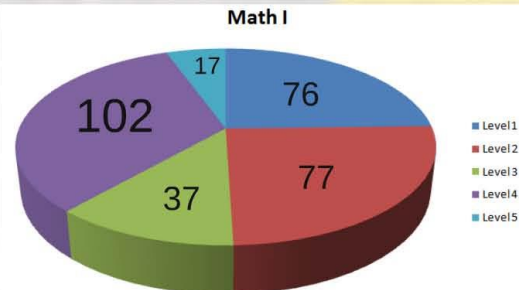
Biology	W	B	SWD	W F
Level 1	3.5	2.7	2.2	4.5
Level 2	1.8	-0.1	-1.4	
Level 3	1.2			
Level 4	-1.1	1.9		
Level 5	0.4			

# EOC Proficiency Data

	GLP	CCR	12/13 CCR
Eng II	68%	59%	66%
Math I	49%	36%	43%
Bio	60%	50%	52%



## EOC Proficiency Levels





# Union Pines High School

## \_\_\_\_\_ Department

### Agenda & Minutes

<b>Date &amp; Location</b>	
<b>Members Present</b>	
<b>Celebrations</b>	<ul style="list-style-type: none"> <li>• <i>List department celebrations</i></li> </ul>
<b>Past/ Present Data</b>	<ul style="list-style-type: none"> <li>• <i>List data to be discussed</i></li> <li>• <i>Use the data to make instructional decisions: Discuss instructional strategies, teaching methods, differentiation, etc that you will use or have used to ensure student success.</i></li> </ul>
<b>Upcoming Assessments</b>	<ul style="list-style-type: none"> <li>• <i>List pending state, county, or school (including common) assessments</i></li> </ul>
<b>Upcoming Instruction</b>	<ul style="list-style-type: none"> <li>• <i>For subject specific PLCs</i></li> <li>• <i>List upcoming lesson plans, units of instruction, etc that you will use or have used to improve student achievement.</i></li> </ul>
<b>Learning Expectation Share</b>	<ul style="list-style-type: none"> <li>• <i>Share strategies that have been tried or will be tried that align to the school learning expectations or the School Improvement Plan</i></li> <li>• <i>Share ideas, insight, failures, and successes</i></li> <li>• <i>Help develop ideas for instruction</i></li> </ul>
<b>General Information</b>	<ul style="list-style-type: none"> <li>• <i>General information to be shared with the group as a whole</i></li> </ul>

**Specific**      **Measurable**      **Achievable**      **Relevant/Results-Oriented**      **Time-bound**

SMART Goal Setting Worksheet:

Area of Improvement to be addressed: Student Leadership addresses Teacher concerns in Student Conduct

**SMART Goal**  
 To: enforcement of classroom infractions  
 (do what) Consistent so that managing student conduct will improved (who/what) increase/decrease/improve by Sept 2015  
 (do what) (who/what) (increase/decrease/improve) (completion date)  
 as measured by the teacher working conditions survey Q.N.3g  
 What tool/evidence?

Rational for this goal:

There are certain standard infractions which have no tangible consequence

Benefits of achieving this goal:

Reterrals will decline because students are held accountable for conduct with consistent enforcement.

Specific Action Steps:

Specific Action Steps:	Expected Completion Date	Completed
1. <u>Generate a list of infractions that can have <del>specific</del> <sup>consistent</sup> consequences</u>	<u>Sept 30</u>	<u>End of Year</u>
2. <u>Attach specific consequences for specific infractions</u>	<u>Sept 30</u>	<u>End of Year</u>
3. <u>Implementation of student consequence plan.</u>	<u>Sept 30</u>	<u>End of Year</u>



**Specific**      **Measurable**      **Achievable**      **Relevant/Results-Oriented**      **Time-bound**

SMART Goal Setting Worksheet:

Area of Improvement to be addressed: 05.1 managing student conduct (C, F)

**SMART Goal** consistently enforce rules  
 To: ~~increase/decrease/improve~~ students will enforce rules;  
(do what) so that students will enforce rules;  
(what/when) increase/decrease/improve by June 2015  
 as measured by ITMS What tool/evidence? minimum completion date

**Rational for this goal:**  
consistently leads to a more stable, predictable environment  
**Benefits of achieving this goal:**  
A more safe, harmonious school atmosphere.  
there will be consequences

**Specific Action Steps:**

	Expected Completion Date	Completed
1. Review school policies	8/2014	
2. Submit list of violations ( <u>dress code, etc</u> ) <u>to administrators</u>	6/2015	
3. <u>more connect Ed phone calls for</u> <u>parent notification</u>	6/2015	

4. Build relationships w/ other teachers U/2015  
 to place students who violate rules

WUE SAFE

**Specific**      **Measurable**      **Achievable**      **Relevant/Results-Oriented**      **Time-bound**

SMART Goal Setting Worksheet:

Area of Improvement to be addressed:  
Code of Conduct enforcement in general

**SMART Goal**  
To: enforce rules that students/faculty/Admin will decrease discipline issues by May 2015  
(do what) (who/what) (increase/decrease/improve) (completion date)  
as measured by student/faculty survey (working conditions)  
What tool/evidence?

Rational for this goal:  
Consistent enforcement of course level discipline issues.

Benefits of achieving this goal:  
More management of discipline (specifically course level) leading to perception of more consistent discipline

Specific Action Steps:	Expected Completion Date	Completed
1. <u>Assessing</u>	<u>May 2015</u>	
2. <u>Post-Survey</u>	<u>May 2015</u>	
3.		

Example of pre / post test (Text population)

1) Is dress code consistently enforced?

Y/N

2) Is tardy policy consistently enforced?

Y/N

3) Are teachers visible throughout the school / school day?

Y/N

4) Is Admin visible throughout the schoolday?

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Y/N

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## Union Pines High School Learning Expectations

2014-2015

- ✓ Use of MCS Common Core & NC Essential Standards Task Analysis & Pacing Guides to determine the standards of focus for lesson planning
  - Task Analysis & Pacing Guides: <https://sites.google.com/a/ncmcs.net/common-core-curriculum-document-site/high-school>
- ✓ Digital Tools that support and align with content (content should drive the use of technology)
  - Biology Techbooks: <http://mcsdigital.wix.com/mcstechbooks#!hs-biology/c24vq>
    - Select the Standard and click the Links within the Lesson to navigate to the appropriate resource.
  - Digital Learning: <https://sites.google.com/a/ncmcs.net/moore-school---mcs-digital-learning-homepage/home>
    - When you see the button LESSON LINK in the Task Analysis Documents, there is a digitally infused lesson plan exemplar included.
    - Beginning, Moderate, & Advanced Tools to Create Digital Products: <http://mcsdigital.wix.com/mcscreate>
    - Digital Integration Facilitator, Will Herring, is on campus 5 days a week to support your digital initiatives.
- ✓ Gradual Release of Responsibility Lesson Plan Model Blank Lesson Plan Templates: <https://sites.google.com/a/ncmcs.net/common-core-curriculum-document-site/home>
  - Essential Questions—At the end of the lesson, the student’s answers to these questions should reflect mastery of the concepts taught.
  - I Can Statements—These statements break down the objectives into specific learning targets that are more easily read and understood by the students.
    - <http://www.theartofed.com/2013/02/21/how-i-can-statements-can-work-for-you/>
  - Vocabulary Maps—When you see the Primary Vocabulary links in the task analysis documents, there is an example vocab map to introduce that word. Students need to manipulate these words 10-12 times for greater retention.
    - MCS Vocabulary Strategies: [http://www.ncmcs.org/cms/lib7/NC01001076/Centricity/Domain/16/Instruational%20Support%20Model%20New/NEW\\_MCS\\_ISM\\_Literacy.pdf](http://www.ncmcs.org/cms/lib7/NC01001076/Centricity/Domain/16/Instruational%20Support%20Model%20New/NEW_MCS_ISM_Literacy.pdf)

- Kagan Cooperative Learning Structures—These cooperative learning structures allow for individual accountability, equal participation, and simultaneous interaction.
  - Kagan Cooperative Learning Structures:
    - [http://www.aucegypt.edu/lt/ct/Workshops/Documents/Spring%202013/kagan\\_strats-1-sp46vb.pdf](http://www.aucegypt.edu/lt/ct/Workshops/Documents/Spring%202013/kagan_strats-1-sp46vb.pdf)
- Kagan Multiple Intelligence Structures—These multiple intelligence structures engage students regardless of their particular pattern of intelligence.
  - Kagan Multiple Intelligence Structures:
    - [http://www.kaganonline.com/free\\_articles/dr\\_spencer\\_kagan/ASK31.php](http://www.kaganonline.com/free_articles/dr_spencer_kagan/ASK31.php)
- Higher Level Questions and Activities from Revised Bloom’s Taxonomy & Webb’s Depth of Knowledge—These questions and activities should exhibit upward movement through the levels of learning.
  - Revised Bloom’s Taxonomy & Webb’s Depth of Knowledge:
    - [http://www.ncmcs.org/cms/lib7/NC01001076/Centricity/Domain/16/CCS/Resources/dok\\_blooms\\_comparison.pdf](http://www.ncmcs.org/cms/lib7/NC01001076/Centricity/Domain/16/CCS/Resources/dok_blooms_comparison.pdf)
- Instructional Support Model—Use the strategies in this model to ensure you are implementing research-based instructional strategies that help all students achieve success. Each of the three tiers in this model provides explicit support for implementing research-based literacy, math, and behavior strategies, interventions, and programs that can help you differentiate and individualize instruction.
  - Research-Based Strategies:
    - [http://www.ncmcs.org/cms/lib7/NC01001076/Centricity/Domain/16/Instructional%20Support%20Model%20New/NEW\\_MCS\\_ISM\\_Literacy.pdf](http://www.ncmcs.org/cms/lib7/NC01001076/Centricity/Domain/16/Instructional%20Support%20Model%20New/NEW_MCS_ISM_Literacy.pdf)
    - <http://www.ncmcs.org/Page/1303>
- Formative & Summative Assessment—Use formative assessments aligned with the task analysis throughout your lesson to collect data to inform your instructional decisions: responsiveness to student needs. Use summative assessments aligned with the standards to evaluate student learning at the end of the lesson, unit, etc.
  - Variety of Test Prompts (multiple choice, short answer, constructed response, True/False, essay, performance, etc.)
  - Constructed Response Writing Opportunities (claim, evidence, commentary)

- ✓ Literacy Focus: Text Complexity and Lexile Levels—Understanding the three components (Qualitative, Quantitative, & Reader and Task) of text complexity is important to selecting texts that challenge your students. ALL teachers teach reading!
  - Common Core Literacy Standards (See Pages 4-9):
    - Text Complexity: <https://lexile.com/using-lexile/lexile-measures-and-the-ccssi/defining-text-complexity/>
    - Lexile Levels: <https://lexile.com/using-lexile/lexile-measures-and-the-ccssi/text-complexity-grade-bands-and-lexile-ranges/>
      - Lexile Text Measure: <https://www.lexile.com/analyzer/> or <https://www.lexile.com/>
- ✓ Skill Focus: Teaching students note taking and summarizing skills and strategies that help to develop their comprehension of content and study and organizational skills are important to their learning.
  - Cornell Note Taking: This two-column note taking strategy can be used with text, lectures, or when viewing media presentations to help students organize their thinking about specific content.
    - [http://www.ncmcs.org/cms/lib7/NC01001076/Centricity/domain/16/intervention%20matrix/strategies/9-12%20strategies/9\\_12comprehension/Cornell\\_Notes.pdf](http://www.ncmcs.org/cms/lib7/NC01001076/Centricity/domain/16/intervention%20matrix/strategies/9-12%20strategies/9_12comprehension/Cornell_Notes.pdf)
  - Double Entry Journals: These journals are used to respond to the reading and monitor comprehension of the text and make connections.
    - [http://www.ncmcs.org/cms/lib7/NC01001076/Centricity/domain/16/intervention%20matrix/strategies/9-12%20strategies/9\\_12comprehension/Double\\_Entry\\_Journals.pdf](http://www.ncmcs.org/cms/lib7/NC01001076/Centricity/domain/16/intervention%20matrix/strategies/9-12%20strategies/9_12comprehension/Double_Entry_Journals.pdf)
  - Group Summarizing: This strategy helps students work together to preview text before reading, locate supporting information and examples during reading, and summarize ideas on a four-quadrant chart after reading.
    - [http://www.ncmcs.org/cms/lib7/NC01001076/Centricity/domain/16/intervention%20matrix/strategies/9-12%20strategies/9\\_12comprehension/Group\\_Summarizing.pdf](http://www.ncmcs.org/cms/lib7/NC01001076/Centricity/domain/16/intervention%20matrix/strategies/9-12%20strategies/9_12comprehension/Group_Summarizing.pdf)
  - Hierarchical Summaries: This strategy teaches students to pay attention to chapter, section, and subsection headings in content specific articles or textbooks.
    - [http://www.ncmcs.org/cms/lib7/NC01001076/Centricity/domain/16/intervention%20matrix/strategies/9-12%20strategies/9\\_12comprehension/Hierarchical\\_Summaries.pdf](http://www.ncmcs.org/cms/lib7/NC01001076/Centricity/domain/16/intervention%20matrix/strategies/9-12%20strategies/9_12comprehension/Hierarchical_Summaries.pdf)

- ✓ Lesson Plans must be visible, so administration can conduct walk-throughs and observations.
- ✓ Math Teachers—Focus on teaching mathematical concepts with the integration of math skills
  - 8 Mathematical Practices to teach mathematical concepts:  
<http://www.ncmcs.org/cms/lib7/NC01001076/Centricity/Domain/68/Mathematical%20Practices.pdf>
- ✓ Students should be actively engaged and participating in relevant learning opportunities that are aligned with the standards (collaboration, student interest/motivation/choice/reflection, meaningful learning and feedback, differentiation, application of content, variety & novelty, positive relationships/rapport, classroom management)
- ✓ ACT in content areas & WorkKeys in CTE courses (question stems, question of the day, skill practice, content review) to prepare students for these school accountability assessments.
- ✓ PLC groups will meet twice a month to create common assessments and analyze the data (including district Benchmarks) to make instructional decisions based on student data.