



2016-2017

School Improvement Plan One Page Summary

School Name: North Moore

Principal: Jenny Purvis

School Improvement Chairperson: Mark Burger

Three measurable points of pride:

- Increased Graduation rate to 91.7%.
- 90% of graduates with a college acceptance letter in hand and over \$3.4 million in scholarships.
- Continued to lower OSS incidents without compromising campus safety and culture. Only 27 OSS incidents in the 15-16 year with no disparity among demographic groups. (11/12=103 incidents, 12/13=76 incidents, 13/14=50 incidents, 14/15=41 incidents)

Goals to improve our school in the coming year:

- North Moore High School will work to increase the current overall composite GLP percentage of 45.4% to 57.9% or better by the spring of 2018 so that our school will be at or above state average for EOC proficiency.
- North Moore High School will continue to maintain a positive school climate/culture as evidenced by continuing a 90%+ graduation rate, an attendance rate of 95%+ and <30 students per year being suspended with no evidence of demographic gaps in suspension while Fostering "The Mustang Way" so that every student feels a sense of pride and belonging in the school family.
- North Moore High school will continue to grow the PBIS program with the completion of Module 2 Implementation by spring of 2018 to support overall culture, discipline and student growth.

Key Strategies to continuously improve and accomplish goals:

- Addition of foundational course to precede Math 1 and Biology for students identified through EVAAS as needing strategic intervention.
- All core teachers, with the exception of math and CTE, will assign a weekly content reading passage and will work through the SIT adopted outline of working with the text in order to increase student eyes on test, critical thinking skills, and overall Lexile levels. All Math teachers will start or end class with a word problem (without use of calculator) followed by discussion of possible strategies for solving the problem. CTE teachers will utilize Career Ready 101 to fidelity each week.
- Training for school PBIS team at the district level so that it can be brought back and shared with the entire staff for school-wide planning, application and implementation.

Board of Education and community members can assist us in reaching our goals by:

- Maintain the current teacher allotment so that foundational courses needed to provide strategic intervention for students coming in projected to fail EOCs can be maintained, allowing students to receive the needed support prior to completion of EOC courses.
- Continue to support Mustang students, teachers and staff through visits and attendance at events which demonstrates the value students have to a greater community and assists in building student pride and self-esteem.

SCHOOL IMPROVEMENT PLAN

School Name	North Moore High School	School Number	332
School Address	1504 North Moore Rd		
Principal	Jenny Purvis		
District Name/State Local Education Agency (LEA) Number	Moore County Schools (630)		
Date of Initial School Staff Vote of Approval	Sept. 13, 2016		
Date of Last Review/Update			
Principal Signature	_____ (Signature On File)		
Board of Education Authority Signature	_____ (Signature On File)		

School Vision and Mission Statement

Vision

We seek to provide a safe, comfortable and inviting place for our students to become respectful and responsible adults, successfully prepared for careers and college.

Mission Statement

We will encourage and challenge all students to realize and fulfill their potential.

Motto

The Mustang Way-Respect, Responsibility, Integrity

District and State Goal Alignment

Moore County Schools Key Indicator of Success - 1) Learning Pathway

Supports State Board of Education Goal: North Carolina public schools will produce globally competitive students.

Moore County Schools Key Indicator of Success - 2) Community

Supports State Board of Education Goal: Leadership will guide innovation in North Carolina public schools.

Moore County Schools Key Indicator of Success - 3) Culture Pathway

Supports State Board of Education Goal: North Carolina Public School students will be healthy and responsible.

Moore County Schools Key Indicator of Success - 4) Leadership Pathway

Supports State Board of Education Goal: North Carolina public schools will be led by 21st Century professionals.

Supports State Board of Education Goal: North Carolina public schools will be governed and supported by 21st Century systems.

School Improvement Team Membership	Name	Date Elected via Secret Ballot	Term (EX: 2016-17 and 2017-18)
Principal	Jenny Purvis	6/10/2016	
Parent Representative	Ted Barbery	6/10/2016	2016-2017
Parent Representative	Phillip Bartholomew	6/10/2016	2016-2017
AP	Joe Patterson	6/10/2016	2016-2017
AP	Shelia Gilliard	6/10/2016	2016-2017
Chair	Mark Burger	6/10/2016	2016-2017
Teacher	Butch Cleaveland-English	6/10/2016	2016-2017
Teacher	Janet Smith-SS	6/10/2016	2016-2017
Teacher	Mike Fury-Math	6/10/2016	2016-2017
Teacher	Julie Brown-Science	6/10/2016	2016-2017
Teacher	Beth Luck-EC	6/10/2016	2016-2017
Teacher	Eddie Billings-CTE	6/10/2016	2016-2017
Teacher	Keith Mabe-PE	6/10/2016	2016-2017
Teacher	Clay Perry-FL/Arts	6/10/2016	2016-2017
Counselor	Sherry Cameron	6/10/2016	2016-2017
Classified Staff	Cheryl Albright		

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

1. What does an analysis of your school data and/or a comprehensive needs assessment tell you about the school's strengths?

Students and teachers feel safe and valued within their school. Students have respect for their teachers, each other and the rules as evidenced by the low suspension rate and high attendance rate. Teachers work together to ensure all student needs are met as evidenced by the 91.67% graduation rate and 90% college acceptance rate. No gaps exist in the suspension demographics.

2. What does the data analysis and/or comprehensive needs assessment tell you about the school's gaps or opportunities for improvement?

Students are entering 9th with deficits in the area of literacy, math and science. EOC scores are much lower than the state and other district high schools. According to EVAAS, approximately 70% of students need strategic intervention prior to the EOC.

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

We are still working to gather cohort data to accurately look at student gains and outcomes as they progress through their four years.

Priority Area 1:

Increase all EOCs.

Priority Area 2:

School and Student Culture

Priority Area 3:

Priority Area 4:

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Priority Area 1	Increase all EOCs.
*SMART Goal <small>*Specific, Measurable, Attainable, Results-Oriented, Timebound</small>	North Moore High School will work to increase the current overall composite GLP percentage of 45.4% to 57.9% or better by the spring of 2018 so that our school will be at or above state average for EOC proficiency.
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	In order to reach a composite GLP of 57.9% in two years we would like to see a 7% overall increase by the spring of 2017.
MCS Growing to Greatness 2.0	Key Indicators of Success - Learning Pathway

DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

IMPROVEMENT STRATEGY #1

Provide Intensive and Strategic Support focused on Math and Science as well as School-wide Literacy.

Action Steps to Implement Improvement Strategy

- 1) Foundations of Math and Foundations of Biology courses have been pulled into the master matrix and students identified and pulled into those classes based on EVAAS projections. All Foundations of Math will take place first semester and feed into Math 1 for testing second semester. Students who need Bio Foundations will take in 10th grade and their track will move Bio to 11th. (those ready for Math 1 will take first semester and take Bio in 10th grade)
- 2) Foundations and Biology teachers will implement the use of interactive notebooks to support student learning and provide students an ongoing collection of "resources" in the absence of a textbook as to support vocabulary deficiencies in particular and serve as an ongoing reference of content.
- 3) All EOC/Foundations Teachers will be trained by teacher leader Butch Cleaveland prior to the first day of school on the use of Google Data Forms to track individual students by strand which will allow students and teachers the ability to see individual start points, growth, strengths and weaknesses, so that content facilitation can be differentiated to student needs. All EOC teachers will use throughout the semester and will discuss with principal in monthly PLC/Data review along with next steps/strategies to be taken as a result of indicators in student data tracking.
- 4) Teachers will review student and class projections/predictions within EVAAS as well as cut scores for each individual EOC as to use in the creation of proper collaborative groupings, acceleration groups and intensive support groups.
- 5) All core teachers, with the exception of math and CTE, will assign a weekly content reading passage and will work through the SIT adopted outline of working with the text in order to increase student eyes on text.
- 6) Collaborate with Area 2 to organize a meeting of K-12 core content teachers each semester to increase the awareness of each grade level in terms of necessary core skills needed in order for students to enter successive grades with base skills.

- 7)
- 8)
- 9)

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10) Use of Google Spreadsheets for individual student data tracking by objective conducted by Butch Cleaveland on August 24th for all EOC and Foundations teachers.
- 11) Training on the facilitation of weekly content passage conducted for all teachers by Mrs. Purvis on September 7th.
- 12) Data Tracking spreadsheet created and shared by Mike Fury so all staff have the same data tracking form/method for review and discussion.

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

- 13) School based Parent Advisory will meet each month to discuss progress of goals for this year.
- 14) Parents receive a weekly ConnectEd and Email to keep them abreast of all activities and expectations so they can support students or ask questions as needed.
- 15) Parent night on August 23rd ensure all parents were able to hear information regarding foundational courses.

IMPROVEMENT STRATEGY #2

Action Steps to Implement Improvement Strategy

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)

9)
Action Steps to Implement Associated Professional Development
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.
10)
11)
12)
Action Steps to Implement Associated Parental Involvement
Identify parental involvement activities, providers, and the dates activities will begin and end.
13)
14)
15)
IMPROVEMENT STRATEGY #3
Action Steps to Implement Improvement Strategy
1)
2)
3)
4)
5)
6)
7)
8)
9)
Action Steps to Implement Associated Professional Development
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.
10)
11)
12)
Action Steps to Implement Associated Parental Involvement
Identify parental involvement activities, providers, and the dates activities will begin and end.
13)
14)
15)
CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).
What data will be used to determine whether the improvement strategies were deployed with fidelity?
Principal and AP Observations, Feedback and discussions with dept. PLCs, Walk-throughs.
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)
Benchmarks, First Semester EOC Scores, End of year results.
What does the data/evidence show regarding the results of the implemented strategies?
<i>Review 1 - 2016-17 (Based on results evidenced August through November, how/should strategies be changed?)</i>
<i>Review 2 - 2016-17 (Based on results evidenced December through February, how/should strategies be changed?)</i>
<i>Review 3 - 2016-17 (Based on results evidenced end-of-year results, how/should strategies be changed?)</i>
<i>Review 1 - 2017-18 (Based on results evidenced August through November, how/should strategies be changed?)</i>

<i>Review 2 - 2017-18 (Based on results evidenced December through February, how/should strategies be changed?)</i>
(New SIP will be developed based on end of year results to begin the next two year planning cycle.)
ACT: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).
Based upon identified results, should/how should strategies be changed?
<i>Review 1 - 2016-17 (Based on results evidenced August through November, should/how strategies be changed?)</i>
<i>Review 2 - 2016-17 (Based on results evidenced December through February, should/how strategies be changed?)</i>
<i>Review 3 - 2016-17 (Based on results evidenced March through June, should/how strategies be changed?)</i>
<i>Review 1 - 2017-18 (Based on results evidenced August through November, should/how strategies be changed?)</i>
<i>Review 2 - 2017-18 (Based on results evidenced December through February, should/how strategies be changed?)</i>
(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

PRIORITY AREA 2 AND ASSOCIATED STRAT	School and Student Culture
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	North Moore High School will continue to maintain a positive school climate/culture as evidenced by continuing a 90%+ graduation rate, an attendance rate of 95%+ and <30 students per year being suspended with no evidence of demographic gaps in suspension while Fostering "The Mustang Way" so that every student feels a sense of pride and belonging in the school family.
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	All targets must be maintained.
MCS Growing to Greatness 2.0	Key Indicators of Success - Culture Pathway

DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

IMPROVEMENT STRATEGY #1

Maintain a positive student culture and climate by incorporating strategic supports for all students.

Action Steps to Implement Improvement Strategy

- 1)Hispanic Heritage month will be celebrated Sept 15-Oct 15./Black History month celebrated in February.
- 2)Anti-Bullying/Positive Self-Esteem assembly of BMA Bikes sponsored by National Guard in October.
- 3)Recognition of students who exemplify "The Mustang Way" via announcements and a t-shirt.
- 4)Reward Break each 9 wks. for those with no discipline or attendance issues.
- 5)Identify and pair adult mentors with at-risk students to provide additional support and encouragement.
- 6)Monthly meeting of all SGA grade level and executive officers and principal
- 7) Encourage student participation in various clubs and activities by highlighting clubs/teams and school sponsored events via announcements, student emails, monthly Student SGA Bulletin and weekly Connect Ed.
- 8) Grow and build the PBIS program to incorporate greater recognition of students who are on the right track.
- 9) Monitor student behavior incidents monthly via Educator's Handbook and put structures in place to support students/ teachers as needed before resulting in OSS.

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10)Educator's Handbook Training by Kate Faw August 24th, 2016.
- 11)Ongoing PD for PBIS Team by Sara Bigley and Traci Salazar.

12)

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

- 13)Various community groups and churches sponsor Mustang Reward Breaks at the end of each 9 weeks.

14)

15)

IMPROVEMENT STRATEGY #2

Action Steps to Implement Improvement Strategy

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

10)

11)
12)
Action Steps to Implement Associated Parental Involvement
Identify parental involvement activities, providers, and the dates activities will begin and end.
13)
14)
15)
IMPROVEMENT STRATEGY #3
Action Steps to Implement Improvement Strategy
1)
2)
3)
4)
5)
6)
7)
8)
9)
Action Steps to Implement Associated Professional Development
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.
10)
11)
12)
Action Steps to Implement Associated Parental Involvement
Identify parental involvement activities, providers, and the dates activities will begin and end.
13)
14)
15)
CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).
What data will be used to determine whether the improvement strategies were deployed with fidelity?
Principal and SIT notes, completion of planned activities, success in maintaining expected percentages.
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)
Mid-year OSS report, Attendance data, PBIS progress
What does the data/evidence show regarding the results of the implemented strategies?
<i>Review 1 - 2016-17 (Based on results evidenced August through November, how/should strategies be changed?)</i>
<i>Review 2 - 2016-17 (Based on results evidenced December through February, how/should strategies be changed?)</i>
<i>Review 3 - 2016-17 (Based on results evidenced end-of-year results, how/should strategies be changed?)</i>
<i>Review 1 - 2017-18 (Based on results evidenced August through November, how/should strategies be changed?)</i>
<i>Review 2 - 2017-18 (Based on results evidenced December through February, how/should strategies be changed?)</i>
(New SIP will be developed based on end of year results to begin the next two year planning cycle.)
ACT: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Based upon identified results, should/how should strategies be changed?
<i>Review 1 - 2016-17 (Based on results evidenced August through November, should/how strategies be changed?)</i>
<i>Review 2 - 2016-17 (Based on results evidenced December through February, should/how strategies be changed?)</i>
<i>Review 3 - 2016-17 (Based on results evidenced March through June, should/how strategies be changed?)</i>
<i>Review 1 - 2017-18 (Based on results evidenced August through November, should/how strategies be changed?)</i>
<i>Review 2 - 2017-18 (Based on results evidenced December through February, should/how strategies be changed?)</i>
(New SIP will be developed based on end of year results to begin the next two year planning cycle.)