



2016-2017

School Improvement Plan One Page Summary

School Name: Pinecrest High School

Principal: Robert Christina

School Improvement Chairperson: Joseph Vrnak

Three measureable points of pride:

- Increased Graduation Rate
- Increased EOC scores and overall school composite score
- Met Growth and improved TWCS

Goals to improve our school in the coming year:

- Increase achievement of African American scores in all subjects
- Increase Graduation Rate
- Increase the school composite score to earn a grade of 'A' for PHS

Key strategies to continuously improve and accomplish the goals:

- Professional Learning Community discussions on grading practices
- Professional Learning Community discussion on developing relationships, identifying students, and changing instructional practices to meet the needs of African American students
- Focused attendance team to track and support students to improve tardies and absenteeism

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

- Have discussions on incentives for "hard to staff" positions
- Continue to attend as many school related events as possible to show support
- Continue to support Principals as community leaders

SCHOOL IMPROVEMENT PLAN

School Name	Pinecrest High School	School Number	336
School Address	801 Voit Gilmore Road, Southern Pines, NC		
Principal	Robert Christina		
District Name/State Local Education Agency (LEA) Number	Moore County Schools (630)		
Date of Initial School Staff Vote of Approval	24-Aug-16		
Date of Last Review/Update	6/1/2017		
Principal Signature	_____ (Signature On File)		
Board of Education Authority Signature	_____ (Signature On File)		

School Vision and Mission Statement

Vision

At Pinecrest High School students will achieve personal success in their learning and become responsible and productive citizens.

Mission Statement

The mission of Pinecrest High School, in partnership with family and community, is to ensure that our graduates are inquiring, knowledgeable, respectful, and caring citizens of a global community.

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	Robert Christina		
Parent Representative			
Parent Representative			
Chair-Teacher (Foreign Language)	Joseph Vrnak	6/9/2016	
Teacher (Social Studies)	Shawna Farbotnik	6/9/2016	
Teacher (Science)	Amanda Kriger	6/9/2016	
Counselor	Dustin Cherry	6/9/2016	
Teacher (Math)	Harvey Liles	6/9/2016	
Assistant Principal	Andrea Burton	6/9/2016	
Teacher (Web-Master)	Jennifer Patterson	6/9/2016	
Teacher (PE)	Chris Metzger	6/9/2016	
Teacher (CTE)	Celeste Morton	6/9/2016	
Teacher (Arts/ROTC)	Christine Wilson	6/9/2016	
Teacher Assistant	Barbara Rich	6/9/2016	
Classified Support	Miriam Freeman	6/9/2016	
Teacher (English)	Diana Pressley	6/9/2016	
		6/9/2016	
		6/9/2016	

School Improvement Plans are developed in accordance with NC General Statute 115C-105.27.

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?

EOC composite performance score increased 3% to 62.7% in 2015-16. EOC Biology composite performance score increased 1.6% to 59% in 2015-16. EOC English composite performance score increased 2.7% to 68.8% in 2015-16. EOC Math 1 composite performance score increased 4.8% to 60.2% in 2015-16. Graduation rate increased 1.13% to 88.06 in 2015-16. School Performance Score increased 1% to 73. All Annual Measureable Objective (AMOs) Targets met in each EOC, 7 to 7 on English, 7-7 on Biology, and 7-7 on Math 1. Increased in meeting overall AMO's with 36 of 42 targets met in 2015-16. An increase of 2 from 2014-15. The TWCS of 2016 showed an increase of 12.7% teacher satisfaction to 86% as compared to 2014. Additionally, there was a 28.1% increase 87.1% in teachers using survey results to guide practices as compared to 2014.

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

Overall Grade Level Performance (GLP) decrease by .07% for African American for 2015-16. Decrease in African American Biology performance scores by 4.5% for 2015-16. Achievement Gap increase by 4.8% between White and African American GLP for overall EOC performance composite score in 2015-16. Achievement Gap increase by 4.4% between White and Hispanic GLP for overall EOC performance composite score in 2015-16. TWCS indicated that teachers believe that 54.6% of students follow rules of conduct. Teacher believe that 60.7% of policies and procedures are clearly stated. 53.8% of Teachers believe that school administrators enforce rules consistently. Teachers believe that 53.4% of teachers enforce rules consistently. TWCS indicates that 50% of teachers believe that professional development is evaluated and results communicated. 71.7% of teachers believe that their is an atmosphere of trust and respect.

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

Results of the implementation of the new School Improvement Team (SIT) members focused on TWCS deficiencies and students academic achievement. Benchmarking, progress reports, grading, attendance, and end of grade results.

Priority Area 1:

Student Academic Achievement

Priority Area 2:

School Culture and Climate

Priority Area 3:

Graduation Rate

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	Student Academic Achievement
*SMART Goal * S pecific, M easurable, A ttainable, R esults-Oriented, T ime bound	Overall Grade Level Performance (GLP) composite score for 2016-2018 will increase by 6% to 68.7%, as measured by EOC's.
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	In 2016-2017 the overall composite GLP will increase by 3% from 62.7% to 65.7%, as measured by EOC's.
MCS Growing to Greatness 2.0	Key Indicators of Success - Learning Pathway

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IMPROVEMENT STRATEGY #1

Content Professional Learning Communities

Action Steps to Implement Improvement Strategy

- 1) Weekly meetings with minutes recorded electronically
- 2) Development of internal common assessments
- 3) Detailed contact log (spreadsheet)
- 4) Data notebook, sub-group performance
- 5) Content cumulative data spreadsheet on sub-group performance
- 6) Change lesson plans based on data performance and best practice discussion
- 7) Review grading practices and repeat opportunities for student to improve performance
- 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) Early Release day small group work by department
- 11) Early Release day small group work by cross-content

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

12) Articles, student work comparisons, curriculum topic discussions, books

Action Steps to Implement Associated Parental Involvement

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

13) Individual teacher content group email

14) Connect ED

15) Parent night's, open house, orientation, AIG, seniors, award celebrations

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Demographic Data Notebooks

Action Steps to Implement Improvement Strategy

- 1) Spreadsheet for each individual class that tracks sub-group performance
- 2) Data notebook for each content area specific to demographics and performance
- 3) Change lesson plans based on data performance and best practice discussions
- 4) Review grading practices and repeat opportunities for student to improve performance
- 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) Early Release day small group work by department
- 11) Early Release day small group work by cross-content
- 12) Articles, student work comparisons, curriculum topic discussions, books

Action Steps to Implement Associated Parental Involvement

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

- 13) Good work note cards sent to parents
- 14) Phone call contact log
- 15) Identified students recognized by the principal with a certificate, shirt, and positive parent phone call

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

Action Steps to Implement Improvement Strategy

- 1)
- 2)
- 3)
- 4)
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- 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)

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

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?

Progress reports, attendance, grades and end of grading period grades. Individual teacher Patriot Flex-Day tracking and participation log. Data notebooks.

How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)

Review of data notebook spreadsheets. Grades will be the determining factor for students performance. Grades on assignments and end of grading period grades. Minutes of PLC content discussion, development of lessons, grading position statement to help students understand criteria to earn higher marks, assessment review, repeat assignment position statement and students who used the means to improve grades

What does the data/evidence show regarding the results of the implemented strategies?

Review 1 - 2016-17 (Based on results evidenced August through November, how/should strategies be changed?)

Review 2 - 2016-17 (Based on results evidenced December through February, how/should strategies be changed?)

Review 3 - 2016-17 (Based on results evidenced end-of-year results, how/should strategies be changed?)

Review 1 - 2017-18 (Based on results evidenced August through November, how/should strategies be changed?)

Review 2 - 2017-18 (Based on results evidenced December through February, how/should strategies be changed?)

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

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?

Review 1 - 2016-17 (Based on results evidenced August through November, should/how strategies be changed?)

Review 2 - 2016-17 (Based on results evidenced December through February, should/how strategies be changed?)

Review 3 - 2016-17 (Based on results evidenced March through June, should/how strategies be changed?)

Review 1 - 2017-18 (Based on results evidenced August through November, should/how strategies be changed?)

Review 2 - 2017-18 (Based on results evidenced December through February, should/how strategies be changed?)

(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 1	School Culture and Climate
*SMART Goal *Specific, <u>M</u> measurable, <u>A</u> ttainable, <u>R</u> esults-Oriented, <u>T</u> ime bound	Overall student, teacher, and support personnel satisfaction will increase for 2016-2018 by 20%, as measured by student/teacher SIT surveys, and TWCS.
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	In 2016-2017 the overall composite student, teacher, and support personnel satisfaction will increase by 10%, as measured by student/teacher SIT surveys, and TWCS. .
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

Student Culture and Climate

Action Steps to Implement Improvement Strategy

- 1) Students - Early Release Grade Level meetings
- 2) Students - Fall and spring teacher surveys using chromebooks
- 3) Students - Creation of a fall festival in the courtyard supporting student involvement in school clubs
- 4) Students - Student grade vs grade pep rallies
- 5) Students - Celebrations at grade level meetings
- 6) Provide a fall and spring survey to all students in grade level meetings on chromebooks
- 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) Students - Principal's Advisory Team
- 11) SGA presentation to staff - specific to student needs in PLC's and faculty meetings
- 12)

PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

Action Steps to Implement Associated Parental Involvement

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

13) PTSA provides monthly additional information, support, and discussion related to teacher satisfaction

14) Parent Advisory Team meetings

15)

PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Professional Culture and Climate

Action Steps to Implement Improvement Strategy

- 1) Teachers - reduce time away from instruction and content focus (e.g., duties, announcements, meetings)
- 2) Teachers - monthly faculty meeting celebration (teacher of the month, jeans days, dept. of the month)
- 3) Teachers - Implementation of recommendations from their Special Operations Team (SOP) and communicated feedback to staff
- 4) Teachers - clear expectations for chain of command for teacher concerns (Dept. Chair-P/AP/-SIT or SOP)
- 5) Teachers - clear instructional expectations (lesson planning, daily focus, grading practices)
- 6) Teachers - clear expectations on policy and procedure for student discipline
- 7) Teachers - clear expectations on administration consistency and communication follow through with results
- 8) Support Personnel - monthly meetings with principal
- 9) Provide survey to all teachers and support personnel in the fall and spring by email link

Action Steps to Implement Associated Professional Development

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

- 10) SIT meetings
- 11) SOP meetings
- 12) Dept. Chair meetings

Action Steps to Implement Associated Parental Involvement

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

- 13) PTSA provides monthly additional information, support, and discussion related to teacher satisfaction
- 14) Parent Advisory Team meetings
- 15)

PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

Action Steps to Implement Improvement Strategy

- 1)
- 2)
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- 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.

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- 11)
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Action Steps to Implement Associated Parental Involvement

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

- 13)
- 14)
- 15)

PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

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?

PLC electronic minutes and student and teacher/support personnel survey results

How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)

Distribute an initial survey by Oct. 1 that establishes baseline survey satisfaction data. Survey's again by Jan. and April 2017 to show change, focus areas, and improvement.

What does the data/evidence show regarding the results of the implemented strategies?

Review 1 - 2016-17 (Based on results evidenced August through November, how/should strategies be changed?)

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Review 3 - 2016-17 (Based on results evidenced end-of-year results, how/should strategies be changed?)

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PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

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PRIORITY AREA 3 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	Graduation Rate
*SMART Goal * S pecific, M easurable, A ttainable, R esults-Oriented, T imebound	Graduation Rate for 2016-2018 will increase by 6.94% to 95%, as measured by the Graduate Data Verification Report (GDVR).
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	In 2016-2017 the Graduation Rate will increase by 3.47% from 91.53%, as measured by the Graduate Data Verification Report (GDVR).
MCS Growing to Greatness 2.0	Key Indicators of Success - Leadership Pathway

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IMPROVEMENT STRATEGY #1

Attendance Team Meetings

Action Steps to Implement Improvement Strategy

- 1) Bi-weekly team meeting with admin. team, counselors and support personnel
- 2) Rising senior transcript review for students "at risk" of not graduating
- 3) Development of the Keeping Seniors on Track (KST) program to ensure student success. Assign team members a group of 3-4 students.
- 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) Use Robert J. Marzano's book "Grading and Assessment" to guide teacher in authentic grading and reduce the number of '0's' given to students.
- 11) PLC discussions on instructional strategies to encourage student to not miss their classes and to design strategies communicate how/why they are being held to high expectations.
- 12)

PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

Action Steps to Implement Associated Parental Involvement

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

13) Quarterly whole school parent meetings to inform/celebrate/listen to concerns

14) PTSA communicatin about senior events and the importance of school attendance, grades, and making up work and absences

15) Connect Ed reminders to students and parents about making up absences beyind 8 per semester

PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Student Grade Level Meetings

Action Steps to Implement Improvement Strategy

- 1) Monthly celebrations
- 2) Monthly recognitions
- 3) Relevant guest speakers
- 4) Review of Patriot Flex-Day club and tutoring opportunities
- 5) SGA elections and speeches
- 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) Teachers develop a flexible academic procedure for students not to receive '0's' for work not handed in to them. In addition, a statement on repeating assignments for improved grades. Holding students to high expectations to complete all work.
- 11) Teachers develop and Grading Positioning Statement that explains grading criteria to students and what they need to do to earn higher marks.
- 12)

Action Steps to Implement Associated Parental Involvement

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

- 13) Connect Ed reminders to students and parents about making up absences beyond 8 per semester
- 14) PTSA communication about senior events and the importance of school attendance, grades, and making up work and absences
- 15)

PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

Teacher PLC's with Grading Positioning Statement

Action Steps to Implement Improvement Strategy

- 1) Teachers develop a flexible academic procedure for students not to receive '0's' for work not handed in to them. In addition, a statement on repeating assignments for improved grades. Holding students to high
- 2) Teachers develop and Grading Positioning Statement that explains grading criteria to students and what they need to do to earn higher marks.
- 3) Use Robert J. Marzano's book "Grading and Assessment" to guide teacher in authentic grading and reduce the number of '0's' given to students.
- 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) PLC's - weekly
- 11)
- 12)

Action Steps to Implement Associated Parental Involvement

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

- 13) PTSA communication about senior events and the importance of school attendance, grades, and making up work and absences
- 14) Parent contact log
- 15) Patriot Flex-Day reminders

PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

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

Student grades and progress reports. Student attendance and discipline data as measured in Powerschool. Review of parent contact logs and PLC's electronic minutes.

How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)

Formative and summative assessments. Common assessments and monthly attendance percentages

What does the data/evidence show regarding the results of the implemented strategies?

Review 1 - 2016-17 (Based on results evidenced August through November, how/should strategies be changed?)

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