

LEA or Charter Name	Moore County Schools	Number:	630
School Name	Pinecrest High School	Number:	336
School Address:	250 Voit Gilmore Lane		
Plan Year(s):	2015-2016		
Date prepared:	July 14th, 2015		
Principal Signature:			
Local Board Approval Signature:			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."

Committee Position*	Name	Committee Position*	Name
Art	Christine Wilson	TA	Tod Johnson
CTE	Sarah Rabb	Parent	Melissa Hall
EC		Parent	Kristin Richmond
English	Diana Pressley	Social Studies	Shawna Farbotnik
Guidance	Melinda Gooden	Assistant Principal	Herb Hanson
Language	Joseph Vrnak	Principal	Robert Christina
Math	Matt Becker	SACS/Secretary	Jennifer Patterson
Media	Margaret Thompson		
P.E.	Ben Snyder		
Science	Pat McNamara		



School Improvement Plan

School: Pinecrest High School

Principal: Robert Christina

Pathway:		Critical Element:		Current Growth Stage:	
X Learning	Community	Future-ready Skills		Beginning	Progressing
Culture	Leadership			X Advancing	Excelling

What data provides evidence of current growth stage?

Pinecrest HS graduation rate from 2014 – 2015 was 86.9%.

Annual Objective:

To increase the Pinecrest HS graduation rate by 3.1 points from 86.9% to 90%

Mid Year Target:

Will use various data measures such as, attendance data, discipline data, interim reports, benchmark tests, quarterly grades, and formative assessments t.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed

<p>Create attendance team to review daily and monthly student attendance.</p>	<p>Joy Stevens, Tambra Chamberlin, Kathy Hopkins, Meg Coleman, Melinda Gooden, Steve Clark, Lynn Clifford, Josh Evans, Jackie Covington, Margaret Thompson, Pam Collins, Mel Watson, Lauren Busch, Dustin Cherry, Andrea Burton, Debbie Torgdon-Stout, James Popp, Lem Smith, Herb Hanson, Bob Christina</p>	<p>Attendance data, discipline data, interim reports, benchmark tests, quarterly grades. formative assessments, parents, and EOC's.</p>	<p>Social worker, administrators, counselors, & additional support personnel</p>	<p>Interim grade reports, grades, attendance, and behavior referrals grades, and parent contact log.</p>	<p>Fall Semester 2015 and spring semester 2016</p>	<p>Report Cards: Oct. 10th 2015 Nov. 20th 2015 Dec. 18th 2015 Feb. 19th 2016 March 19th 2016 April 19th 2016 May 19th 2016 June 15th 2016</p>	<p>Outcome Measure: Average monthly daily attendance will increase by 2% from previous school year (2014-15) 96%.</p>
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<p>Create student sub-population support teams. Each individual will have a case load of students to bi-weekly monitor academic performance, provide mentor-ship, and ensure that support services are in place to assist students in being successful.</p>	<p>Joy Stevens, Tambra Chamberlin, Kathy Hopkins, Meg Coleman, Melinda Gooden, Steve Clark, Lynn Clifford, Josh Evans, Jackie Covington, Margaret Thompson, Pam Collins, Mel Watson, Lauren Busch, Dustin Cherry, Andrea Burton, Debbie Torgdon-Stout, James Popp, Lem Smith, Herb Hanson, Bob Christina</p>	<p>Attendance data, discipline data, interim reports, benchmark tests, quarterly grades. formative assessments, parents, and EOC's. Two grade level sub-academic (not on-track to graduate) populations will be assigned into two groups (Keeping Seniors On-Track, Keeping Freshmen On-Track). Folders needed for each assigned students with students data (demographics, grades, attendance, teacher info.).</p>	<p>Social worker, administrators, counselors, & additional support personnel</p>	<p>Interim grade reports, grades, attendance, and behavior referrals grades, and parent contact log.</p>	<p>Fall Semester 2015 and spring semester 2016</p>	<p>Report Cards: Oct. 10th 2015 Nov. 20th 2015 Dec. 18th 2015 Feb. 19th 2016 March 19th 2016 April 19th 2016 May 19th 2016 June 15th 2016</p>	<p>Outcome Measure: Decrease the number of students failing two or more classes by cohort group, less than or equal to 15%: 9th-566st =85st 10th-600st =90st 11th-510st =76st 12th-548st =82st</p>
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School Improvement Plan

School: Pinecrest High School

Principal: Robert Christina

Pathway:	Critical Element:	Current Growth Stage:
Learning	Emotional Safety	X Beginning
X Culture		Advancing
Community		Progressing
Leadership		Excelling

What data provides evidence of current growth stage?

A 2014-2015 school improvement team staff survey indicated that 47.28% of staff were satisfied with school working conditions. The 2014 TWCS for Pinecrest HS showed a composite score of 62.4%. This is below the NC average composite rating of 79.85% and Moore County schools rating of 75.9%. The next TWCS will be administered in 2016.

Annual Objective:

Improve the teacher satisfaction rating on the School Improvement Team staff survey to 80% of staff satisfied.

Mid Year Target:

The end of the first semester teacher satisfaction to have risen by 40% when the School Improvement Team survey is administered.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed

<p>Create a "flex-day" that allows staff to meet in content groups during the school day. Student will be provided an opportunity to join PHS clubs and participate in activities. Students who have no means of staying after school, will have the opportunity during the instructional day to be connected and involved. Additionally, other students will be allowed to join more than one club or activity because of the available time created.</p>	<p>Principal, assistant principals, department chairs</p>	<p>A weekly rotating schedule that displays teacher meeting locations, clubs/activities locations, and supervisory duties.</p>	<p>Principal and assistant principal</p>	<p>Meeting minutes from content teams and a rotating schedule</p>	<p>Fall Semester 2015 Spring Semester 2016</p>	<p>Dept. Chair meetings: October 14th, November 12th, Dec. 9th, Jan. 13th Feb. 10th, March 9th, April 13th May 11th June 8th</p>	<p>Outcome Measures:</p> <ol style="list-style-type: none"> 1. Improving teacher satisfaction rating on the SIP survey to 80% of staff satisfied. 2. Increase the number of students enrolled in clubs greater than or equal to 80% of each cohort group: 9th-566st =453st 10th-600st=480st 11th-510st=108st 12th-548st=438st 3. Increase opportunity for common planning time.
<p>Create articulations for vertical teaming in content areas with middle and elementary feeder schools.</p>	<p>Principal, assistant principals, department chairs, & Curriculum & Instruction specialists</p>	<p>Location of meetings and dates to meet. Guiding questions related to sharing best practices.</p>	<p>Principal and assistant principal</p>	<p>Meeting minutes</p>	<p>Fall Semester 2015 Spring Semester 2016</p>	<p>Early Release Days (all staff): October 16th, Dec. 18th, Feb. 26th, & April 29th</p>	<p>Outcome Measure:</p> <p>Increase opportunity for sharing "best instructional practices" and curriculum alignment.</p>

<p>Create a staff "Special Operations" team that allows participants to examine the daily management of the school. Teachers will have the opportunity to be engaged in measuring school management and operations. Discussions will center around measuring school-based communication both internal and external, professional development, student discipline, staff morale, teacher retention, and administrator effectiveness.</p>	<p>Teachers and principal</p>	<p>Monthly meeting schedule and agenda.</p>	<p>Principal</p>	<p>Meeting minutes</p>	<p>Fall Semester 2015 Spring Semester 2016</p>	<p>SOP Team meetings: Oct. 12th Nov. 9th Dec. 14th Jan. 11th Feb. 8th March 14th April 11th May 9th</p>	<p>Outcome Measures: 1. Increase teacher involvement in decision making on daily school management and operations. 2. Change management practices to improve teacher-student conditions and communication.</p>
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School Improvement Plan

School: Pinecrest High School

Principal: Robert Christina

Pathway:		Critical Element:		Current Growth Stage:	
X Learning	Community	Engagement		Beginning	X Progressing
Culture	Leadership			Advancing	Excelling

What data provides evidence of current growth stage?

EOC	2013-2014 College/Career Ready Standards (CCR)	2014-2015 College/Career Standards (CCR)
Eng II	59.6	54.8
Math I	40.1	40.9
Bio	50.5	49.4
ALL	50	48.3
2013-2014 EOC Test Scores		
	2014-2015 EOC Test Scores	
Eng II	59.6	66.1
Math I	55.6	55.3
Bio	60.2	57.4
ALL	58.4	59.6

African American students and Economically Disadvantaged

EOC	2014-2015 (CCR) Performance Composite	Goal	2014-2015 Performance Composite
Eng II	28.3	47.7	43.2
Math I	19.7	37.8	33.6
Bio	21.7	46.6	29.5
ALL	23.2	44	35.4

Annual Objective:

1. Increase College and Career Ready (CCR) composite by 3 points from 48.3% (2014-15) to 51.3% (2015-16)
2. 2015-16 Meet AMO targets 100% percent proficient in Reading (61.9%), Math (50.8%), and Science (60.8%)

2014-15 (ALL)

Subject	#Met	#Target	Pct	Goal	Pct Proficient	Goal
Reading Grade 10	9	14	64.3	100	56.2	61.9
Math Grade 10	11	14	78.6	100	48.5	50.8
Science Grade 11	8	14	57.1	100	49.7	60.8

Mid Year Target:

Benchmark scores, common assessments, and grades reviewed.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed

<p>Professional Learning Teams meet weekly to discuss common data points examining grading practices. Common assessments are used and discussion is specific to student performance on standard measures. Common lesson plans are developed and assessments are re-designed. Teams use Marzano's Formative Assessment and Standard-Based Grading to guide practices and writing assessment questions.</p>	<p>Teachers</p>	<p>Teacher feedback, performance data using the classroom as the level of analysis, and sharing of best practices.</p> <p>Data Literacy program implemented. Teachers work through modules learning how to dis-aggregate data and lead specifically aligned discussions about results.</p>	<p>Teachers and administrators</p>	<p>Electronic minutes</p>	<p>Oct. 10th 2015 Nov. 20th 2015 Dec. 18th 2015 Feb. 19th 2016 March 19th 2016 April 19th 2016 May 19th 2016</p>	<p>Jan. 2016 June 2016</p>	<p>Outcome Measure (EOY):</p> <p>Increase CCR composite by 3% from 48.3% (2014-15) to 51.3% (2015016) for all students.</p>
<p>Faculty book used to support Professional Learning Teams. Teams use Marzano's Formative Assessment and Standard-Based Grading to guide practices and writing assessment questions.</p>	<p>Teachers</p>	<p>The book, Formative Assessment and Standards-Based Grading (RJ Marzano) is used to support classroom strategies. Additionally, designing effective assessments, tracking student progress, and grading.</p>	<p>Teachers and administrators</p>	<p>Development of assessments, grading practices, rubrics, & electronic minutes.</p>	<p>Oct. 10th 2015 Nov. 20th 2015 Dec. 18th 2015 Feb. 19th 2016 March 19th 2016 April 19th 2016 May 19th 2016</p>	<p>Jan. 2016 June 2016</p>	<p>Outcome Measure (EOY):</p> <p>Increase CCR composite be 20.8% from 23.2% (2014-15) to 44% (2015-16) for the combined sub-group of AA and ED students.</p>

<p>Professional Learning Teams meet weekly to discuss issues specific to student achievement gap with the classroom as the level of analysis. Teachers will be involved in vertical teaming on professional development days and non-professional development days. Curriculum and Instructional Specialists will also assist in facilitating PLC vertical team discussions. Teachers will identify curriculum strands and measurements between elementary, middle, and high school. This information will be used to examine "opportunity gap" student achievement concerns both with the individual school and feeder schools being the level of analysis.</p>	<p>Teachers</p>	<p>Principal Baruti Kafele, consultant will lead the first PD day. The discussion of the racial gap in student achievement continues to be one of the most important discussions in education today; particularly as it relates to the underachievement of children of color. Equally challenging for educators is the continued underachievement of at-risk students across racial and ethnic groups. In this high-energy, interactive workshop, Principal Kafele asserts that the greatest difficulty to closing the achievement gap is the overwhelming assumption that the achievement gap is in fact, the problem. He says that the</p>	<p>Teachers and administrators</p>	<p>Development of assessments, grading practices, rubrics, parent contact logs, & electronic minutes.</p>	<p>Oct. 10th 2015 Nov. 20th 2015 Dec. 18th 2015 Feb. 19th 2016 March 19th 2016 April 19th 2016 May 19th 2016</p>	<p>Jan. 2016 June 2016</p>	<p>Outcome Measure (EOY):</p> <p>Meet AMO targets (100%) and percent proficient:</p> <p>Reading 10 61.95,</p> <p>Math 10 50.8%</p> <p>Science 11 60.8%</p>
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School Improvement Plan

School: Pinecrest High School

Principal: Robert Christina

Pathway:	Critical Element:	Current Growth Stage:
Learning Community Culture Leadership		Beginning Progressing Advancing Excelling

What data provides evidence of current growth stage?

Annual Objective:

Mid Year Target:

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed