LEA or Charter Name	Moore County Schools	Number:	630
School Name	Union Pines High School	Number:	360
School Address:	1981 Union Church Rd. Cameron, NC 28326		
Plan Year(s):	2015-2016		
Date prepared:	September 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
Principal	Andy McCormick	EC Teacher	Christy McKinnon
Assistant Principal	Nick Capps	English Teacher	Cora Prude
Assistant Principal	Kate Faw	Social Studies Teacher	Jennifer Cunningham
Assistant Principal	Melonie Jones	Math Teacher	Justin Blackburn
Support Staff	Janet Caddell	CTE Teacher	Sara Beth Routh
Support Staff	Renee Portfilio	Art Teacher	Michelle Wittenrich
Support Staff	Mitzi Walker	PE Teacher	Nick Boney
Support Staff	Will Herring	Parents	Heather Majuri
Classified Staff	Kim Thompson	Parent	Bonna Leonard
Classified Staff	Beth Thomas		
Classified Staff	Donna Long		

School Improvement Plan

School: Union Pines High School   **Principal: Robin Lea**

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

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 100% of our AMO targets in Reading, Math, and Science by June 2016.

Mid Year Target:
Analyze our first semester EOC data for GLP & CCR levels to determine progress so that scheduling 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 master schedule that provides common planning for English, math, and science so that teachers can collaborate on student learning once a week for 1 hour.	McCormick Jones English, math, & science departments	PLC Handbook, Agenda, & Minutes SIP Data	McCormick Jones	Master Schedule PLC Agenda & Minutes EOC & NCFE Scores	Once a week	June	
Create a PLC Handbook that provides specific details and activities so that teachers are supported through the PLC process.	Jones	PLC Handbook	Jones	PLC Handbook PLC Resources	Once a week	June	
Assign an assistant principal to lead teachers through the PLC process so that the focus remains on student learning—analyze individual, department, and school data to identify needs and priorities, develop SMART goals considering where students are presently and where they need to be create an action plan, share instructional strategies, create common lessons and assessments, analyze student work to identify progress, and create opportunities to intervene, remediate, and enrich.	McCormick Jones	PLC Handbook PLC SMART Goal Sheet PLC Action Plan Data	Jones	PLC Handbook, Agenda, & Minutes EOC & NCFE Scores	Once a week	June	
Organize a district meeting of EOC teachers from the high schools on the half day PD sessions so that teachers can analyze goal summaries/data and share strategies to take advantage of other's strengths.	McCormick Purvis Christina Jones Patterson McCurry	EOC Data	McCormick Jones	PD Agenda EOC Scores	Monthly	June	

Provide opportunities for teachers to take on roles and responsibilities in PLCs, sharing and modeling best practices, and observing other teachers (reflecting on their own teaching and leading a discussion of effective teaching) so that teacher leadership capacity is increased.	English, math, & science departments	PLC Agenda & Minutes Teaching Studies	McCormick Jones	TWC Survey % Teacher Leadership Category	Monthly	June	

School Improvement Plan

School: Union Pines High School   **Principal: Robin Lea**

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

What data provides evidence of current growth stage?
See Attachments for:
EOC, NCFE, & CTE EVAAS Data

EVAAS Achievement Gap, Level 3 & 4 % Success Data, Projection Reports

Annual Objective:
Increase growth in each quintile level (in each subgroup) to within one standard error of the reference by June 2016.

Mid Year Target:
Teachers will analyze their EVAAS data to become familiar with their students' quintile levels and % of success so that they can continue to provide effective interventions and 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 analysis sessions per semester to create class projection reports to identify specific students and subgroups in the lower quintiles as well as those in the upper quintiles so that targeted intervention or enrichment strategies can be used to increase the growth of individual students and subgroups.	McCormick Jones Faw Faculty	EVAAS Data EVAAS PD MCS Instructional Support Model Testing & Accountability Team	McCormick Jones Faw Capps	EVAAS Data Session Dates Projection Reports Lesson Plans Teacher Observations PEP	October February	June
Provide teachers with research based literacy, vocabulary, and math strategies twice a month (via email or modeled in PD) so that teachers can evaluate their classroom practices (the how they teach) and reflect on their practice to learn new and better ways to improve student learning.	McCormick Jones Faw Capps Faculty	MCS Instructional Support Model	Jones	Emailed/Modeled Strategies Teacher Observations	Monthly	June
Provide teachers with Developmental Scale Scores and Lexile Level Scores from last year's data so that teachers can provide students with targeted reading opportunities (100L below or 50L above) in all classrooms to improve lexile levels.	McCormick Jones Faw Capps Faculty	EVAAS Data Developmental Scale Scores Lexile Levles Targeted Reading Scores	McCormick Jones Faw Capps	EOC, NCFE, CTE Scores Increase in Scale Scores Incrase in Lexile LEvels	Monthly	June
Train teachers on the updated PEP process and monitor priority students throughout the year so that academic frustration and behavior issues are alleviate to ensure success for all students.	McCormick Faw Faculty	PEP Format	Faw	PEPs	October	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 minority students 2 times a semester to participate in Honors, AP, and SCC courses so that all students are immersed in a balanced, challenging, and rigorous curriculum.	Faculty Counselors Feeder Schools	EOC & EVAAS Data Testing History Historical Grades	Counselors	Student Meetings	August December January May	June	
Provide additional support with a part time certified math teacher so that one on one or small group instruction is provided to Math I students who are on the bubble of meeting GLP and CCR.	Absher Maples Math Department	EOG & EVAAS DAta Testing History	Maples	Math I EOC Scores GLP & CCR Data	Weekly	June	

School Improvement Plan

School: Union Pines High School   **Principal: Robin Lea**

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

What data provides evidence of current growth stage?
See Attachments for Discipline Data & TWC Survey Data

Annual Objective:
Decrease discipline referrals and suspensions by 10% by utilizing a Viking Strong PBIS matrix and incentives and positive reinforcement for good choices and decisions by June 2016.

Mid Year Target:
Analyze first semester's discipline data to determine our success with PBIS and other incentives as positive reinforcement.

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

Develop a year-long Viking Strong PBIS theme so that that positive characteristics are encouraged and imbedded into the school culture through bulletin board displays, character words of the week, and the recognition of students and staff as being Viking Strong.	Admin Team, Support Staff, Faculty & Staff, Student Body	Viking Strong PBIS Matrix Character Ed Word of the Week Connect Ed, Website, FAcebook, & Twitter Bulletin Boards	Faw	Connect Ed Messages Daily Announcements Bulletin Boards	Monthly	June	
Recognize and celebrate students and staff members as monthly Viking Strong Leaders on the school website, school scroll, and announcements so that the positive contributions students make to the classroom, school, or community can be highlighted.	Admin Team, FAculty & Staff, & Student Body	Website Scroll Parent Letters	McCormick Faw	Website Spotlights	Monthly	June	
Use Educator's Handbook to track data so that teachers understand that reports of infractions will be investigated and dealt with effectively and appropriately and to create baseline data in order to monitor increases/decreases in referrals, types of infractions, highest/lowest months of infractions, and specific students and subgroups.	Admin Team & PBIS Team	Educators Handbook Code of Conduct	McCormick Jones Faw Capps	Educators Handbook Training Educators Handbook Data Discipline Referrals Suspension Rates	January May	June	

Create 4 focus groups (students, parents, staff, community) that will analyze school survey data (discipline, OCR, digital, senior) data and make contributions to the decisions about improving classroom management, school discipline, and the culture of the school so that an overall sense of well-being among staff, students, parents, and community is improved.	Administrative Team Student Focus Group Parent Focus Group Staff Focus Group Community Focus Group	School Data (Discipline, OCR, Digital, Senior)	McCormick	Focus Group Meetings Agenda & Minutes TWCS Survey Results	Monthly	June	
Create processes for students to receive incentives throughout the year as positive reinforcement of PBIS behavior matrix so that students equate good behavior/choices with positive outcomes/rewards.	Admin Team PBIS Team	Incentives	McCormick Faw	Number of Incentives throughout the year	Monthly	June	

School Improvement Plan

School: Union Pines High School   **Principal: Robin Lea**

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

What data provides evidence of current growth stage?

Annual Objective:

Mid Year Target:

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

UPHS School Improvement Plan 2015-2016
Talking Points

Goal # 1: Proficiency & AMO Targets
Meet or Exceed 100% of AMO Targets in Reading, Math, and Science

End of Course Grade Level Proficiency and Career and College Readiness

EOC	CCR 14/15	CCR 13/14	GLP 14/15	GLP 13/14
English II	52%	59%	60%	68%
Math I	43%	36%	54%	49%
Biology	50%	50%	58%	60%

- **College and Career Ready (CCR—Levels 4 & 5) % dropped in English (7%), increased in Math (7%), and stayed the same in Biology.**
- **Grade Level Proficiency (GLP—Levels 3, 4, & 5) % dropped in English (8%), dropped in Biology (2%), and increased in Math (5%).**

Annual Measurable Objective Targets in Reading, Math, and Science

READING

Subgroups	13/14 AMO Data	14/15 AMO Targets	14/15 AMO Data
ALL	59.2	61.9	53.1
BLACK	37.2	46.6	27
WHITE	64.9	71	58.4
EDS	37.1	48.8	35
SWD	14.3	31.2	
AIG	> 95	94.2	94.2

MATH

Subgroups	13/14 AMO Data	14/15 AMO Targets	14/15 AMO Data
ALL	44.7	50.8	39.4
BLACK	20.9	36.4	8.3
WHITE	50.4	58.8	46.1
EDS	21.4	39.6	14.7
SWD	12.5	27.7	
AIG	> 95	85.8	88.2

SCIENCE

Subgroups	13/14 AMO Data	14/15 AMO Targets	14/15 AMO Data
ALL	54.0	60.8	51
BLACK		44.6	30.6
WHITE	58.9	69.3	55.1
EDS	38	48.2	37.3
AIG	85.9	90.9	88.5

- **AMO TARGETS:**
  - NOT MET
  - MET/C (using confidence interval)
  - MET

Goal # 2: EVAAS Growth & Achievement Gaps
Increase growth in each quintile level (each subgroup) to within one standard error of the reference

EVAAS Diagnostic EOC Data

	Math	Reading	Science
End of Course			
Value Added	**2015** **3Yr A**	**2015** **3Yr A**	**2015** **3Yr A**
Diagnostic	Math I	English II	Biology
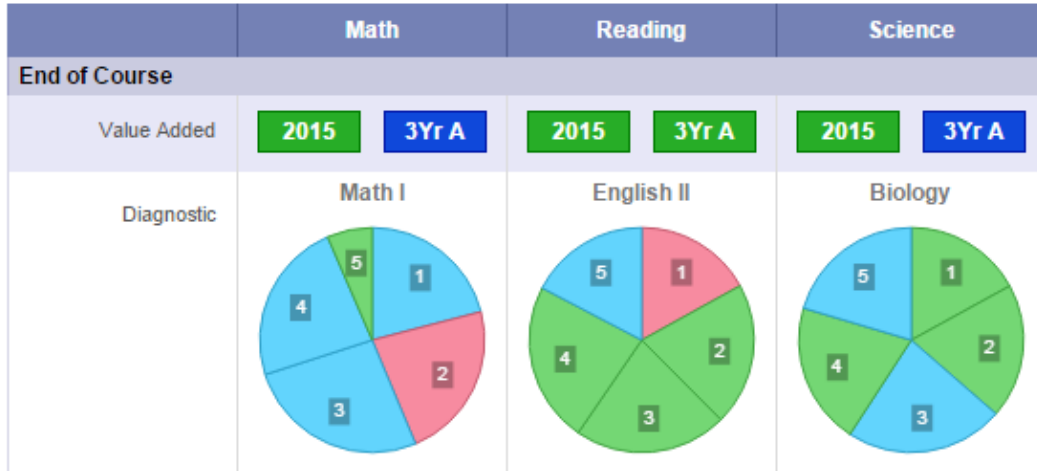
- **School Accountability Growth estimates a 2.00 growth index meaning that there was significant evidence that our students made more progress than the Growth Standard (index of 2 or greater); therefore, our school Exceeded Expected Growth.**

EOC Developmental Scale Scores

EOC	2014-2015 Developmental Scale Score	Level		2013- 2014 Developmental Scale Score	Level
English II	150.2	III		152	IV
Math I	248.6	II		248.6	II
Biology	251	III		252.3	IV

| EOC	Level III Ranges	Level IV Ranges
English II	148-150	151-164
Math I	250-252	253-263
Biology	250-251	252-260

- **English & biology scale scores averaged a Level IV in 2013-2014, but we lost ground last school year and dropped to a Level III; math scale scores averaged a Level II but are 1.4 points away from averaging a Level III.**
- **Targeted Reading Experiences focused on Lexile Levels (100L below & 50L above) coupled with the use of engaging, relevant text are needed to improve reading skills.**

EVAAS English II Growth Data: White Male Subgroup

| Filter By: | White ✖ | Male ✖ | English II |
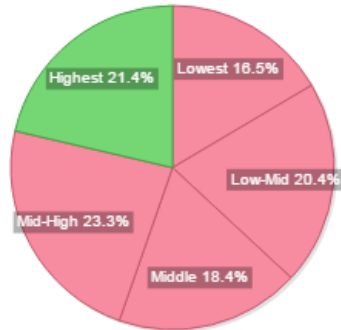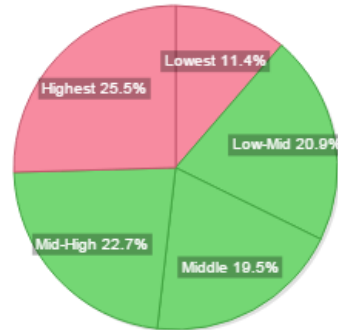
2015 Students   Previous Years Students

| English II | | | Student Groups based on Average Achievement* | | | | |
			Lowest	Low-Mid	Middle	Mid-High	Highest
English II	2015	Growth	-3.2	-2.6	-1.5	-1.6	0.2
		Standard Error	1.3	1.2	1.3	0.8	0.8
		Number of Students	17	21	19	24	22
		Percent of Students	16.5	20.4	18.4	23.3	21.4
	Previous Years	Growth	-1.7	-0.9	-0.1	0.5	-1.2
		Standard Error	0.9	0.9	0.7	0.6	0.5
		Number of Students	25	46	43	50	56
		Percent of Students	11.4	20.9	19.5	22.7	25.5

- **EVAAS Growth Data for English II shows that only our top 20% of the white male subgroup is meeting expected growth.**
- **A Trend? 2013-2014 English II data reflected the white male subgroup's underperformance as well.**

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

Goal # 3: Discipline & TWC Survey
Decrease discipline referrals and suspensions by 10% by utilizing a Viking Strong PBIS matrix with incentives and positive reinforcement for good choices and decisions.

2013/2014

Discipline Data	ISS	OSS
# of Incidents	24	156
# Students Involved	22	87
# of Total Days	50	500

Subgroup	Demographics	ISS	OSS
Male	50%	75%	83%
African American	11%	21%	24%
9th Grade	27%	38%	52%

2014/2015

Discipline Data	ISS	OSS
# of Incidents	33	136
# Students Involved	30	97
# of Total Days	49	340

Subgroup	Demographics	ISS	OSS
Male	50%	43%	66%
African American	13%	18%	29%
9th Grade	26%	26%	32%

- **2013-2014 data noted 3 specific areas of focus: 9th graders, male, and African American subgroups; however, last school year's data reflected an improvement in all areas of focus except the African American out of school suspension data. Their OSS % doubles their demographics %.**

**Managing Student Conduct Category
Teacher Working Conditions Survey**
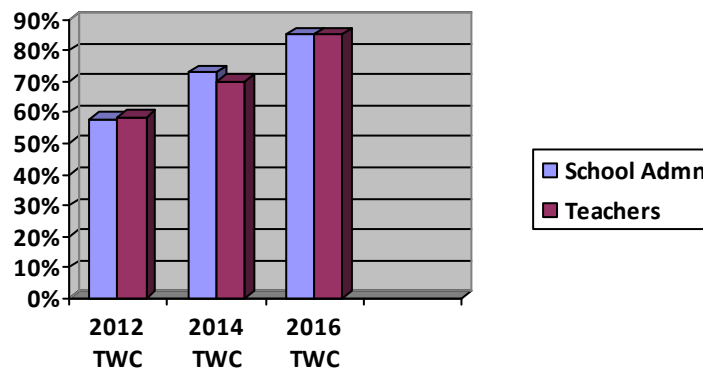
- **On the TWC Survey under Managing Student Conduct, an increase for both teachers and administrators consistently enforce rules for student conduct was seen (from 58.5% to 70.7% & from 58% to 73% respectively); however, we would like to see an increase on the 2016 TWC Survey to at least 85% in both areas with the implementation of our PBIS Viking Strong Matrix.**
- **During our school's Kick Off, teachers were asked to fill out a Plus/Delta Chart, then choose one of their Deltas, write a SMART Goal, and create Action Steps to address the area of improvement. Teachers showed concern about the consistency of the rules and their consequences, specifically related to tardies and attendance.**