

State Board of Education Goals – Future-ready Students for the 21st Century

Goal 1 – North Carolina public schools will produce globally competitive students.

Goal 2 – North Carolina public schools will be led by 21st Century professionals.

Goal 3 – North Carolina Public School students will be healthy and responsible.

Goal 4 – Leadership will guide innovation in North Carolina public schools.

Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.



District Goals for (insert district here)

- District Goal 1:** Strategic Priority 1: High achieving and globally competitive students.
Supports SBE Goal: Goal 1 – North Carolina public schools will produce globally competitive students.
- District Goal 2:** Strategic Priority 2: Quality teachers, administrators, and staff providing innovative leadership for 21st Century Schools.
Supports SBE Goal: Goal 2 – North Carolina public schools will be led by 21st Century professionals.
- District Goal 3:** Strategic Priority 3: Safe, orderly, and caring schools producing healthy and responsible students.
Supports SBE Goal: Goal 3 – North Carolina Public School students will be healthy and responsible.
- District Goal 4:** Strategic Priority 4: 21st Century systems operating effectively and efficiently.
Supports SBE Goal: Goal 4- Leadership will guide innovation in NC Schools.
- District Goal 5:** Strategic Priority 5: Family, business, and community members involved and supportive of our schools
Supports SBE Goal: Goal 5 – North Carolina public schools will be governed and supported by 21st Century

Recommended Data Sources for Analysis by School Improvement Teams

<p><i>Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.</i></p> <p><i>Examine data from such areas as:</i></p>
<p>Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)</p>
<p>End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)</p>
<p>End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)</p>
<p>School Report Card results: (www.ncreportcards.org)</p>
<p>North Carolina Teacher Working Conditions Survey results: (http://ncteachingconditions.org)</p>
<p>North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf)</p>
<p>Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)</p>
<p>Career and Technical Education Local Plan</p>
<p>School Demographic Information related to student discipline. (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (http://www.ncpublicschools.org/research/discipline/reports)</p>
<p>School Demographic Information related to drop-out information and graduation rate data (http://www.ncpublicschools.org/research/dropout/reports)</p>
<p>School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (http://www.ncreportcards.org and locally-maintained data)</p>
<p>School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)</p>
<p>School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)</p>
<p>Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p>Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p>School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities</p>
<p>Ready Schools Inventory/Ready Schools Plan (http://ncreadyschools.org)</p>
<p>Special Education Continuous Improvement Plan</p>
<p>Title I AYP (http://ayp.ncpublicschools.org)</p>
<p>Healthy Active Children Initiative (http://www.nchealthyschools.org)</p>

School Vision and Mission Statements for Monroe Middle School

Vision:

The vision of Monroe Middle School is that it will meet the needs of all students by developing highly achieving and globally competitive students, supporting healthy, responsible students in a safe and orderly caring school, guiding quality teachers and administrators, and leading for innovation through 21st Century Schools.

Mission:

Monroe Middle School is a comprehensive middle school that connects academically and socially with its diverse student population; collaborates extensively with internal and external professionals regarding research-based excellence; and communicates effectively with its various stakeholders.



LEA or Charter Name/Number: Union County Public Schools - 900
School Name/Number: Monroe Middle School
School Address: 601 East Sunset Drive, Monroe, NC , 28112
Plan Year(s): 2011-2012
Date prepared: Fall, 2011

Principal Signature: _____ _____
Date

Local Board Approval Signature: _____ _____
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	Dr. Michael Harvey		
Assistant Principal Representative	Elkin Lenis		
Assistant Principal Representative	Amy Kerr		
Inst. Support Representative	Michele Todd	Site Base Secretary	
Teacher Representative 6th Grade	Heather Teff		
Teacher Representative 7th Grade	Irene Staton		
Teacher Representative 8th Grade	Patrice Meeks		
Teacher Representative EC	Anita Crockett		
Teacher Representative Related Arts	Jennifer Helms		
Inst. Support Representative	Michele Todd		
Parent/Community Inv. Coordinator	Sonia Ravnitzky		
Guidance Department	Zulma Weste		
Parent Representative	Todd Hedgepeth	Site Base Team Chair	
Parent Representative	Charlene Webb		
Parent Representative	Roco Rampolla		
Parent Representative	Zoila Vergara		
Parent Representative	Gregoria Garcia		

* Add to list as needed. Each group may have more than one representative.

School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis tell you about your schools strengths?

Monroe Middle School continues to show growth in student performance as well as progress in strategies for school improvement. Monroe Middle will continue to focus upon improving school, teacher, and student factors that relate to the overall success of the total program. The SIP will serve as a living document that will be updated and focused upon during the school year.

2. What does the analysis tell you about your schools gaps or opportunities for improvement?

See AYP targeted strategies for school improvement within the SIP 2011-2012 plan.

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

TBD

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

See AYP targeted strategies for school improvement within the SIP 2011-2012 plan.

Priority Goal 1

Area for improvement and supporting data:

Increase the percentage of high-achieving and globally competitive students in reading (6-8), math (6-8), and science.

School Goal 1:	By June 2012, Monroe Middle School students will demonstrate grade level proficiency in reading, math, and science (8th grade) as measured by state standardized assessments.
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Supports this district goal:	Select a district-level goal
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Target:	All Students
Indicator:	EOG data
Milestone date:	EOY

Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Strategy 1:	Strategy: Utilization of a comprehensive literacy program, incorporating read-alouds, minilessons, work study, conferencing, and strategy groups.		
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Action steps:			
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|--|------------------------------------|--|---------------------------------------|
| | 1. Professional Development | | 5. Student independent reading levels |
| | 2. Leveled books in all classrooms | | 6. Literacy Coach |
| | 3. Informal and formal assessments | | 7. Department planning |
| | 4. Strategy groups | | 8. Pacing guides |

Strategy 2:	Strategy: Implementation of workshop approach in Mathematics and utilization of differentiated instruction in mathematics.		
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Action steps:			
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|--|--|--|-------------------------------------|
| | 1. Professional development | | 4. Alignment with readers' workshop |
| | 2. Teaching Points from Class Scape Data | | 5. Department Planning |
| | 3. Pacing Guides | | |
| | | | |

Strategy 3:	Strategy: Comprehensive tutoring groups before, during, and after school to strengthen skills.		
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Action steps:			
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|--|--|--|------------------------------|
| | 1. 21st Century tutoring (after school) | | 5. Extended achievement time |
| | 2. Algebra project (before school) | | |
| | 3. High school peer tutoring (during school) | | |
| | 4. Spring tutoring (Reading/Math) | | |

Plan/Do

How will we fund these strategies?

Funding source 1: Local district funds
Funding source 2: Federal funds - Title II
Funding source 3: State funds - DSSF
Funding source 4:
Funding source 5:

Funding amount:
Funding amount:
Funding amount:
Funding amount:
Funding amount:
Total initiative funding:

Review frequency: Quarterly

Assigned implementation team: Leadership Team and Monroe Middle School

Check

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

EOG summary reports, EVASS data, benchmarks, informal reading inventories, teacher assessments, six weeks grades, teacher and student survey results, evaluations.

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

EOG data, AYP data, ABC data, ClassScape data, EVAAS data.

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

TBD





Act	Based upon identified results, should/how should strategies be changed?
	TBD



Priority Goal 2

Area for improvement and supporting data:
Staff survey and testing data

School Goal 2:	Monroe Middle School will continue to promote 21st century professionals, quality teachers, and administrators.
Supports this district goal:	Strategic Priority 2: Quality teachers, administrators, and staff providing innovative leadership for
Target:	All Staff Members
Indicator:	Quantitative and qualitative data
Milestone date:	EOY

Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Plan/Do	Strategy 1:	Strategy: Hire and retain highly-qualified teachers			
		Action steps:			
		1. Full-time mentor teachers		5. Utilization of interview teams	
		2. Mentor program for beginning teachers		6. Duty-free lunch	
		3. Book Studies with New Teachers			
		4. Professional development activities			
	Strategy 2:	Strategy: Develop 21st century learning community			
		Action steps:			
		1. Complete self-assessment to determine resources		5. Professional development	
		2. Develop goal-setting measures to define 21st		6. Teacher Moodle Pages	
		3. Develop and facilitate 1:1 initiative		7. Google Apps	
		4. Full-time mentor teacher			
	Strategy 3:	Strategy: Develop and empower teacher's professional growth			
Action steps:					
1. Train & implement the new teacher evaluation					
2. Orientation to the rubric, policy , and components					
3. Professional development					
	4. full-time mentor teacher				

Plan/Do

How will we fund these strategies?

Funding source 1:	Local district funds	Funding amount:	\$0
Funding source 2:	Federal funds - Title II	Funding amount:	\$0
Funding source 3:	Other	Funding amount:	\$0
Funding source 4:	Select a funding source	Funding amount:	\$0
Funding source 5:	Select a funding source	Funding amount:	\$0
		Total initiative funding:	\$0

Review frequency: Quarterly

Assigned implementation team: Leadership Team

Check

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

Teacher surveys, teacher evaluations, teacher retention rate; self-assessments, monitoring of teacher Moodle pages

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

Teacher surveys, teacher evaluations, teacher retention rate; self-assessments, monitoring of teacher Moodle pages

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

TBD



	Based upon identified results, should/how should strategies be changed?
Act	TBD

Priority Goal 3

Area for improvement and supporting data:

11-12 Disciple data; review of teacher, student, and parent survey data; review of student bullying survey data

School Goal 3: Monroe Middle will operate a safe, orderly, and caring school in order to produce healthy, responsible students.

Supports this district goal: Strategic Priority 3: Safe, orderly, and caring schools producing healthy and responsible students.

Target: On-going
Indicator: Teacher, parent, and student survey results, 5K participation, discipline data
Milestone date: 12-Jun

Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Plan/Do	Strategy 1: Promote healthy, active lifestyle for students and community		
	Action steps:		
	1. 5K run and walk		
	2. Girls on track program		
	3. Pending funds, intersession and intervention		
	Strategy 2: Continue bullying prevention program		
	Action steps:		
	1. Form bullying prevention coordinating		5. Integration throughout the curriculum
	2. Professional development		6. Host school-wide parent meetings
	3. Creation of school rules and consequences		
	4. Class meetings		
Strategy 3: Continuation of the G.R.E.A.T. program.			
Action steps:			
1. G.R.E.A.T. officer			
2. G.R.E.A.T. instruction			
3. G.R.E.A.T. graduation			

Plan/Do

How will we fund these strategies?

Funding source 1: Local district funds

Funding amount:

Funding source 2:

Funding amount:

Funding source 3:

Funding amount:

Funding source 4:

Funding amount:

Funding source 5:

Funding amount:

Total initiative funding: \$0

Review frequency: Quarterly

Assigned implementation team: Leadership Team

Check

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

5K participation, parent and student surveys, bullying questionnaire, discipline data, bullying referral data

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

5K participation, parent and student surveys, bullying questionnaire, discipline data, bullying referral data

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

TBD





Based upon identified results, should/how should strategies be changed?

TBD

Act



Priority Goal 4

Area for improvement and supporting data:

Parent and student surveys, national high school graduation rates

School Goal 4: Increase parent, community, university and business partnerships in order to enhance student learning.

Supports this district goal: Strategic Priority 3: Safe, orderly, and caring schools producing healthy and responsible students.

Target: All students

Indicator: Quantitative and qualitative data

Milestone date: 12-Jun

Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Plan/Do	Strategy 1:	Strategy: Collaborate with community colleges, public, and private universities to provide enhanced educational opportunities for staff and students.	
		Action steps:	
		1. Develop on-going partnerships with national and	
		2. Globalization activities and partnerships	
	Strategy 2:	3. Communication with local universities and	
		Strategy: Further develop relationships with local businesses focuses on student success.	
		Action steps:	
	Strategy 3:	1. Parent-community coordinator	
		2. Partnerships for 5K race	
	Strategy 3:	Strategy: Continue to increase parent communication and participation in the school.	
Action steps:			
1. School restaurant nights		5. Parent newsletters	
2. Parent nights		6. Student agenda	
3. Parent-community coordinator		7. Teacher Moodle pages	
4. Honor roll breakfast		8. Family literacy night	



Plan/Do

How will we fund these strategies?

Funding source 1: School general funds
Funding source 2: Local district funds
Funding source 3: Other
Funding source 4:
Funding source 5:

Funding amount:
Funding amount:
Funding amount:
Funding amount:
Funding amount:
Total initiative funding: \$0

Review frequency: Quarterly

Assigned implementation team: School Leadership Team

Check

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

Participation in parent and school events; survey results

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

Participation in parent and school events; survey results

What does the data show regarding the strategies?

TBD





Based upon identified results, should/how should strategies be changed?

TBD

Act



Priority Goal 5 and Associated Strategies

Area for improvement and supporting data:

N/A

School Goal 5:

Supports this district goal:

Select a district-level goal

Target:

Indicator:

Milestone date:

Goal 5 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Plan/Do	Strategy:			
	Action steps:			
	Strategy 1:	1.	5.	
		2.	6.	
		3.	7.	
		4.	8.	
	Strategy 2:	Strategy:		
		Action steps:		
		1.	5.	
		2.	6.	
		3.	7.	
	Strategy 3:	Strategy:		
		Action steps:		
1.		5.		
2.		6.		
3.		7.		



Plan/Do

How will we fund these strategies?

Funding source 1: Select a funding source
Funding source 2: Select a funding source
Funding source 3: Select a funding source
Funding source 4: Select a funding source
Funding source 5: Select a funding source

Funding amount:
Funding amount:
Funding amount:
Funding amount:
Funding amount:
Total initiative funding: \$0

Review frequency: Quarterly

Assigned implementation team:

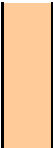
Check

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

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

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





Based upon identified results, should/how should strategies be changed?

Act

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Safe School Plan for Monroe Middle School

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan: [Dr. Ed Davis](#)

Statement of Responsibility for the School District Superintendent

In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION HERE)

[*Failure to carry out the above-mentioned responsibilities may result in a written reprimand by the Board as well as other appropriate consequences as determined by the Board.](#)



Statement of Responsibility for the School Principal

In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION HERE)

*Failure to carry out the above-mentioned responsibilities may result in a written reprimand from the superintendent to be placed in the principal's personnel file and disciplinary proceedings under G.S. 115C-325.

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s): Elkin Lennis, Amy Kerr, Angela Foster

Teachers: (Counselors) Zack Little, Zulma Weste

Teacher Assistants: Henry Courtlandt

Other School Staff: Officer Kilgo, Other Staff as Assigned by Principal

Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

Rtl teams, senior/student failure list, PEP's, Enrichment/Remediation Plans, use of BMT's, Student Accountability during the school year, Peer Mentors - Peer Mediators, Saturday School, School Intervention Teams/TAT, South Providence, Day Treatment Screening, Career Academy South Providence (CASP), Teen Pregnancy Support Personnel, high school - ALTS, middle school - ALPS, Rising 9th grade programs - STAR, Transition 9, Single gender classes, School Resource Officers (SRO's) interventions, Use NC WISE to identify attendance, academic and discipline concerns and patterns, Analyze EOG, EOC, SAT, PSAT, Alternative Assessments, and other standardized test scores, Exceptional Children (EC), Limited English Proficient referrals and conferences, OSS and ISS

discipline reports, guidance and attendance counselors (Add or delete items above as appropriate for the school and school level.)



Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

*In-school tutoring, after school tutoring, Behavior Scales, mentoring programs, Saturday School/Academy, Intervention Teams, Behavior Plans/Agreements, PEP's, IEP Goals, Benchmark Tests, MAP testing (Add or delete items above as appropriate for the school and school level.)

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.

Odysseyware, Nova net, Nurtured Heart, Smaller class size - Lower Student/Teacher Ratio, Intensified Structure, Level Programs designed to transition back to home school (Add or delete items above as appropriate for the school and school level.)



In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.)

Goal: Complete all required drills and associated training (fire, tornado, lockdown).

Target: 100% completion

Indicator: Drill Reports

Milestone Date: EOY

Goal:

Target:

Indicator:

Milestone Date:

In accordance with General Statute §115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs).

Target: Improved School Safety and Student Conduct

Indicator: Decreased Discipline Referrals, Decrease in Drop-out Rates

Milestone Date: EOY

Target: Higher Expectations for Students

Indicator: In the first semester of entering a program, they will show an increase in their academic achievement as compared to previous performances at their home schools.

Milestone Date: EOY

Target: Customer Satisfaction

Indicator: Parent, Teacher, Student Survey expressing satisfaction will be 75% or better.

Milestone Date: EOY

In accordance with General Statute §115C-105.47 (b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed				
General Principals' Meetings (Elementary/Middle/High)					
Videos - Bloodborne Pathogens, Epi-Pen, Diabetes, Asthma	Planned				
Videos - Gang Awareness - Critical Incident Response	Planned				
Drill Training - Fire, Tornado, Lockdown	Planned	monthly, one per year, one per semester			
SRO Training (ex. Crisis Intervention Training)					

Certified Trainers assigned to high school clusters					
Coaches' Certification					
Anti-Bullying Program					
School Nurse Training					

Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.

*System-wide Safe Schools Plan indicates: Each middle and high school has access to the services of a School Resource Officer (SRO) who has direct contact with the Union County Sheriff's Office or the Monroe City Police Department. Currently, at least one SRO is allotted per middle/high pair; funds are being sought to expand to one officer for each middle and high school. Elementary schools have access to the SRO in emergency situations. DARE officers help as needed at the elementary schools. Each school works cooperatively with juvenile and criminal court officials to determine the proper placement of students who have violated the law. The court system notifies schools of students who have committed felonies. The District Attorney's (DA's) office is contacted when necessary to enforce trespassing, assault, firearm, vandalism and other applicable laws. Policies and Procedures for SRO are housed within each school.

*Each school may include additional plans to adapt to their unique environment:

Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.

The UCPS Communications Office oversees and contributes to a variety of print and electronic media that requires school information. UCPS news appears in a variety of outlets including school and district newsletters, local newspapers and even national magazines. The UCPS Communications Office maintains effective and informative district and departmental websites including a website for the

The CCI's Communications Office maintains effective and informative district and departmental websites including a website for the superintendent and the Board of Education.

Parents and the local community are informed via Connect-Ed., website postings, facebook, printed handbooks and agendas, letters home, student and family recognition programs, PTA/PTO-sponsored programs and information provided through partnerships with outside agencies such as the police and fire departments, emergency medical responders and other approved non-profit organizations.



Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs

Program or Strategy Being Funded	Amount of Funding	Source of Funding
English as a Second Language (ESL)		Local, State, Federal
Dropout Prevention Counselors (10)		State
In-School Suspension Programs Middle/High		State
Remediation		State
School Improvement Grants		Federal
School Resource Officers (SRO's)		Local
Title I		Federal
Alternative School		State
K-2 & 3-8 Reading/Intersession/Remediation		Local
TRU - UCPS Tobacco Education Course		State
Summer School -Multi-Site Plan (EOC only)		Local
Money in lieu of Summer School		Local
Other Alternative Placements		

Title I School-wide Compliance Review and Plan

Schoolwide reform strategies: Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
	Strategy 2					
	Strategy 3					

Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:



Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1						
	Strategy 2						
	Strategy 3						

Our school is addressing the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:

High-quality and ongoing professional development: Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals,

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1						
	Strategy 2						
	Strategy 3						
Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:							



Strategies to attract highly qualified teachers to high-need schools: Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.							
			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1						
	Strategy 2						
	Strategy 3						
Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:							

Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1						
	Strategy 2						
	Strategy 3						

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:



Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
	Strategy 2					
	Strategy 3					

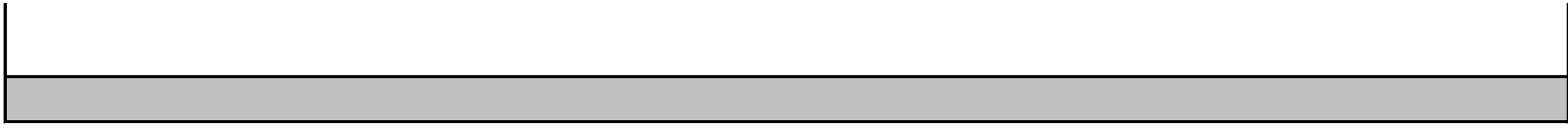
Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:

Measures to include teachers in decisions regarding the use of academic assessments: In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1						
	Strategy 2						
	Strategy 3						

Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:

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Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1						
	Strategy 2						
	Strategy 3						

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:

Coordination and integration of Federal, State, and local services and programs: Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1						
	Strategy 2						
	Strategy 3						

Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:



Title I Targeted Assistance Compliance Review and Plan

A targeted assistance school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1115 of Title I*). Targeted assistance programs must use Title I resources to help a school's most-at-risk children meet State academic achievement standards. Each required component is described below, with an explanation of how each contributes to the creation of a successful targeted assistance program. The goals and strategies you've already developed may fulfill many of these requirements.

Targeted assistance strategies: Instructional strategies and initiatives in the plan must be based on scientifically based research with a primary consideration for extending learning time and providing accelerated, high-quality curriculum for students identified as failing or most at-risk of failing the State's challenging student academic achievement standards.

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
		Strategy 2					
		Strategy 3					

Our school is addressing targeted assistance program needs in the following ways, in addition to our focus on the priority goals listed in this plan:

Instruction by highly qualified teachers: Teachers and paraprofessionals working in targeted assistance programs must be highly-qualified. Instructional activities must be implemented by a teacher meeting the definition of highly-qualified for the core academic content area being taught in the targeted assistance program.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
	Strategy 2					
	Strategy 3					

Our targeted assistance program addresses the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:

High-quality and ongoing professional development: All teachers and staff in targeted assistance program schools must be equipped to face the challenge of helping Title I targeted assistance students meet the State’s academic achievement standards. To do this, they must be familiar with methods of identifying students who need additional assistance and they should receive sustained, high-quality professional development to help them implement student academic achievement standards in the classroom. Professional development may be extended, as appropriate, to those who partner with Title I teachers to support Title I participating students. This may include other classroom teachers,

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1						
	Strategy 2						
	Strategy 3						

Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:



Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that targeted assistance programs develop strategies to involve parents of Title I students in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1						
	Strategy 2						
	Strategy 3						

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:



Coordination and integration of Federal, State, and local services and programs: Targeted assistance program schools are expected to coordinate and integrate services, with other Federal, State and local programs and services.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
	Strategy 2					
	Strategy 3					

Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:

Plans must support and coordinate with regular education programs: Effective targeted assistance programs capitalize on strong support and coordination with regular education programs. This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. This may include transitioning students from early childhood programs such as Early Reading First and others to provide a foundation for later academic success.

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1						
	Strategy 2						
	Strategy 3						

Our school uses the following strategies to support and coordinate with the regular education program, in addition to our focus on the priority goals listed in this plan:



Compliance Review and Plan for Schools in Title I School Improvement

Each school identified for Title I School Improvement must, no later than three months after notification that the school is in Title I School Improvement, develop or revise its school plan. This plan must be developed in consultation with parents, school staff, the local education agency serving the school, and outside experts. The plan must cover a two-year period.

Professional development requirements: Schools in Title I School Improvement must 1) provide assurance that the school will spend not less than 10 percent of its Title I funds each year for high quality professional development, 2) specify how these professional development funds will be used to remove the school from school improvement status, and 3) incorporate a teacher mentor program.

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
		Strategy 2					
		Strategy 3					

Our school is addressing these three additional professional development requirements in the following ways, in addition to our focus on the priority goals listed in this plan:



Notification to parents: Schools in Title I School Improvement must describe specifically how the school will provide written notice about the identification of the school as a Title I School Improvement school to the parents of each student enrolled in the school.

<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

Our school is providing written notification to parents in the following manner:



School, district and state agency responsibilities: Schools in Title I School Improvement are required to clearly define the responsibilities of the school, LEA, and SEA in implementing improvement strategies. LEAs are minimally required to offer technical assistance in the form of data analysis, budget analysis, and identification and implementation of improvement strategies. State-level assistance may include provision of a state-wide system of support, including allocation of funding and other technical assistance.

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1						
	Strategy 2						
	Strategy 3						

Our school, the school district, and the state education agency are supporting improvement of our school in the following ways:

School:

LEA:

SEA:



Strategies to increase parental involvement. Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that targeted assistance programs develop strategies to involve parents of Title I students in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
	Strategy 2					
	Strategy 3					

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:



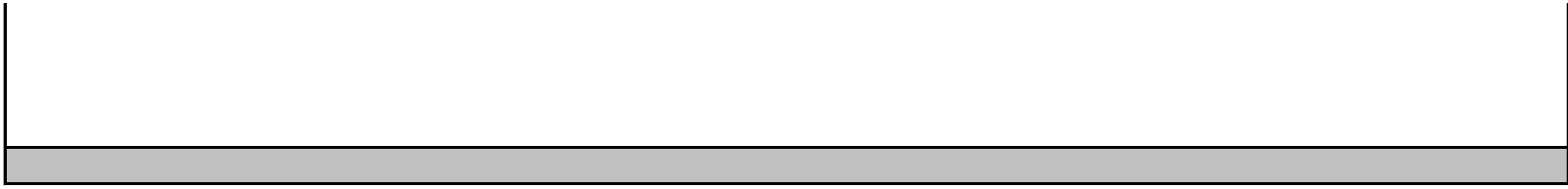
Coordination and integration of Federal, State, and local services and programs: Targeted assistance program schools are expected to coordinate and integrate services, with other Federal, State and local programs and services.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
	Strategy 2					
	Strategy 3					

Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:



Plans must support and coordinate with regular education programs: Effective targeted assistance programs capitalize on strong support and coordination with regular education programs. This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. This may include transitioning students from early childhood programs such as Early Reading First and others to provide a foundation for later academic success.							
			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1						
	Strategy 2						
	Strategy 3						
Our school uses the following strategies to support and coordinate with the regular education program, in							



2011-2012 School-Wide Strategies to Meet Adequate Yearly Progress
Monroe Middle School

Strategy	Person(s) Responsible	Timeline
Continue to develop and support the academy approach as well as scaffold meaningful instructional within each of the academy programs.	Administration, Support Staff, Teachers	On-going
Enhance and improve use of EVASS data, as well as other data sources, within the total school program.	Administration	On-going
Sustain and support Priority Goal 1 through assisting students in demonstrating proficiency in Language Arts, Math, and Science (Grade 8).	Administration, Support Staff, Teachers, Students, Parents	On-going
Support teachers with formative assessments and use of current data so that instructional strategies may be customized and personalized for students.	Administration, Support Staff, Teachers	On-going
Increase classroom walkthroughs and overall visibility in order to monitor efficacy within the total school program	Administrators, Support Staff	On-going
Provide relevant in-service, including state-required staff development days, that focuses upon differentiated instruction and instructional strategies aimed at supporting students within the total middle school program.	Administrators, Support Staff, Teachers	Complete by May, 2012
Increase team and departmental planning so as to use data in making relevant decisions about instructional goals and objectives for the current school year. This includes looking at pacing guide enhancement for structural improvement.	Administration, Support Staff, Teachers	On-going
Administration will focus upon 3 elements of school improvement: <ol style="list-style-type: none"> 1. School Culture of Excellence 2. Perceptions by all Stakeholders 3. Efficacy within the total school programs. 		On-going
Improve strategies in improving collection of student data within the instructional framework within the school level.		On-going
Continue to support appropriate strategies embedded within the readers' and writers' workshop model across the curriculum within the total school program.		On-going

