

## How to Use This Template

<b>General Information</b>	<p>This school improvement plan template is designed to provide a step-by-step approach to planning. The template is aligned with the NCDPI-recommended model for school improvement planning as outlined in <i>The North Carolina School Improvement Planning Implementation Guide</i>. The template is aligned with the recommendations found in the Guide. For instance, space is provided for up to 5 goals for each school and drop-down menus reflect recommended guidelines such as quarterly, or at most semi-annual, review cycles. Each page of this template is designed to print neatly on an 8.5 inch-wide piece of paper, though the length may stretch to several pages. <b>At certain locations, you will see a prompt to "select" an item from a drop-down menu. To use this feature, select the cell, then look to the far right of the cell for the drop-down button. Click the button to select the item for that cell.</b></p> <p>Please note the template has several tabs along the bottom of the Excel workbook. Each tab corresponds to an input and/or step of the planning process. For example, the tab named "Step 1 Cover Sheet" (see below) provides a location to input relevant school demographic data (we anticipate that the future on-line version will pre-populate this data) and school improvement team information as well as space for the principal and the local board of education chair to sign-off. Other tabs provide reference information for the school improvement team (SBE Goals, District Goals), a place for data analysis and summary, and of course, a place to identify and track school-level goals. Additional detail for each tab is provided below.</p>
<b>Reference Tabs – These tabs provide information to aid the planning process.</b>	<p><b>SBE Goals</b> – This tab lists the five current State Board of Education goals for North Carolina. Use this as a reference as needed.</p> <p><b>District Goals</b> – This tab provides space to input district level goals as well as the SBE goal supported by each. It is intended to provide an easy-to-access reference point for local district goals. Please note that the SBE goals may be selected by clicking on the cell and using the drop-down button at the end of the cell. Also, entering your district-level goals is a critical step because one of the drop-down menus you will use in Steps 3 through 7, described below in greater detail. <b>Please note this page contains at least one drop-down menu.</b></p> <p><b>Data Sources</b> – This tab lists a variety of data sources for school improvement teams to consult as they work to establish an understanding of the current state at the school. Other data sources may be available locally as well and teams should not limit themselves to evaluating the sources listed in the template.</p> <p><b>School Vision and Mission</b> – School improvement teams can input the school's mission and vision on this tab to provide an easy reference as needed during the planning process.</p>
<b>School Improvement Plan Tabs – The School Improvement Plan consists of these tabs.</b>	<p><b>Step 1 – Cover Sheet</b> – Use this sheet to document school information. Identify all School Improvement Team members and whom they represent, as appropriate. This sheet also provides signature lines for the school principal and the person authorized to accept the plan on behalf of the local school board. <b>Please note this page contains at least one drop-down menu.</b></p> <p><b>Step 2 – School Data Analysis Summary</b> – This sheet provides guiding questions to help begin data analysis. It provides space to document findings and list priorities. Data sources for use with this tab are listed on the "Data Sources" tab; other available data locally available may also be used.</p> <p><b>Steps 3 through 7 – School Goals</b> – These tabs provide space to record goals based upon the priorities resulting from data analysis. A separate tab is provided for each goal up to 5 goals (3-5 goals are recommended for each school). For each goal, several items can be recorded: the relevant area for improvement, the goal and the district-level goal it supports, measures, quantitative target, and milestone date. The school improvement team can also record the specific strategies to be implemented to achieve the goal along with action items for each strategy. The lower portion of each sheet provides a place to discuss potential interventions, to identify funding sources (using a drop-down menu) and team members, and to document the reviewcycle frequency for the goal (also using a drop-down menu). <b>Please note that each of these pages contains multiple drop-down menus.</b></p>
<b>Other SIP-related Requirements</b>	<p><b>Safe Schools Plan</b> – This template for the Safe Schools Plan is aligned to the state legislative requirements specified in § GS 115C-105.47. Using this template to guide Safe School planning will ensure schools address the appropriate requirements. District-level Safe Schools personnel can use the information on this tab from each school in the district to understand the prevailing issues across the district and document appropriate strategies on the district-level Safe Schools Plan.</p> <p><b>ABCs Waiver Request Form</b> – ABCs waivers may be requested according to the guidelines specified in GS § 115C-105.26. These guidelines are enumerated in the SIP Implementation Guide.</p>

## State Board of Education Goals – Future-ready Students for the 21<sup>st</sup> Century

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

**Goal 2** – North Carolina public schools will be led by 21<sup>st</sup> 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 21<sup>st</sup> Century systems.



**District Goals for (insert district here)**

**District Goal 1:** High achieving and globally competitive students

**Supports SBE Goal:** Goal 1 – North Carolina public schools will produce globally competitive students.

**District Goal 2:** Quality teacher, 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:** 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:** 21st century systems operating effectively and efficiently

**Supports SBE Goal:** Goal 4 – Leadership will guide innovation in North Carolina public schools.

**District Goal 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 systems.

## Recommended Data Sources for Analysis by School Improvement Teams

*Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.*

*Examine data from such areas as:*

**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](http://www.ncreportcards.org) Click on High Quality Teachers tab)

**End-of-Grade (EOG) Results disaggregated:** ([www.ncpublicschools.org/accountability/reporting](http://www.ncpublicschools.org/accountability/reporting) Click on Greenbook, then State Testing Results)

**End-of-Course (EOC) Results disaggregated:** ([www.ncpublicschools.org/accountability/reporting](http://www.ncpublicschools.org/accountability/reporting) Click on Greenbook, then State Testing Results)

**School Report Card results:** ([www.ncreportcards.org](http://www.ncreportcards.org))

**Teacher Working Conditions Survey results:** (<http://ncteachingconditions.org>)

**Local Data:** (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)

### **Career and Technical Education Local Plan**

**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)

**School Demographic Information** related to drop-out information and graduation rate data (<http://www.ncpublicschools.org/research/dropout/reports>)

**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)

**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)

**School Perception Information** related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)

**Title III AMAO School Process Information** related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency

**Title III AMAO School Process Information** related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency

**School Process Information** uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities

**Ready Schools Inventory/Ready Schools Plan** (<http://ncreadyschools.org>)

### **Special Education Continuous Improvement Plan**

**Title I AYP** (<http://ayp.ncpublicschools.org>)

**Healthy Active Children Initiative** (<http://www.nchealthyschools.org>)



## School Vision and Mission Statements for Porter Ridge Elementary School

### Vision:

**The Vision of Porter Ridge Elementary School is to:** -Integrate technology throughout the curriculum in order to prepare our students for the 21st century - Commit to consistent collaboration among teachers, parents, students, and the community - Cultivate an environment that promotes an appreciation for cultural diversity - Emphasize high standards that promote relevance and rigor in instruction so students can become critical thinkers and problem solvers - Foster a culture of global awareness - Help students to see the importance of our being an eco-friendly school - Implement developmentally appropriate assessments to advance instruction - Develop good character and self-reliance through the use of Positive Behavior Intervention Support (PBIS) - Professional and continuous improvement through staff development that aligns with the school's mission and vision and is applicable and relevant to the everyday classroom

### Mission:

Porter Ridge Elementary School will promote a positive learning community in which students gain a sense of ownership, pride, and self-confidence in their own education, and reach their full potential.



**LEA or Charter Name/Number:** Union County Public Schools - 900

**School Name/Number:**

Porter Ridge Elementary School - 301

**School Address:**

2843 Ridge Road Indian Trail, NC 28079

**Plan Year(s):**

2010-2012

**Date prepared:**

Sept. 30, 2010

**Principal Signature:** \_\_\_\_\_

\_\_\_\_\_  
Date: 9-21-10

**Local Board Approval Signatu** \_\_\_\_\_

\_\_\_\_\_  
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	Wanda Stegall		
Assistant Principal Representative	Lisa Taylor		
Teacher Representative	Shelley Roland		
	Veronica Terradista		
	Meredith Sizemore		
	Kate Lokash		
	Jennifer Trull		
	Andrew Nicoletti		
Inst. Support Representative	Carol Blackwelder		
Teacher Assistant Representative	Lisa Smith		
Parent Representative	Gary Sides		
Parent Representative	DiAnn Harrison		

\* 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 priority areas for improvement.

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?

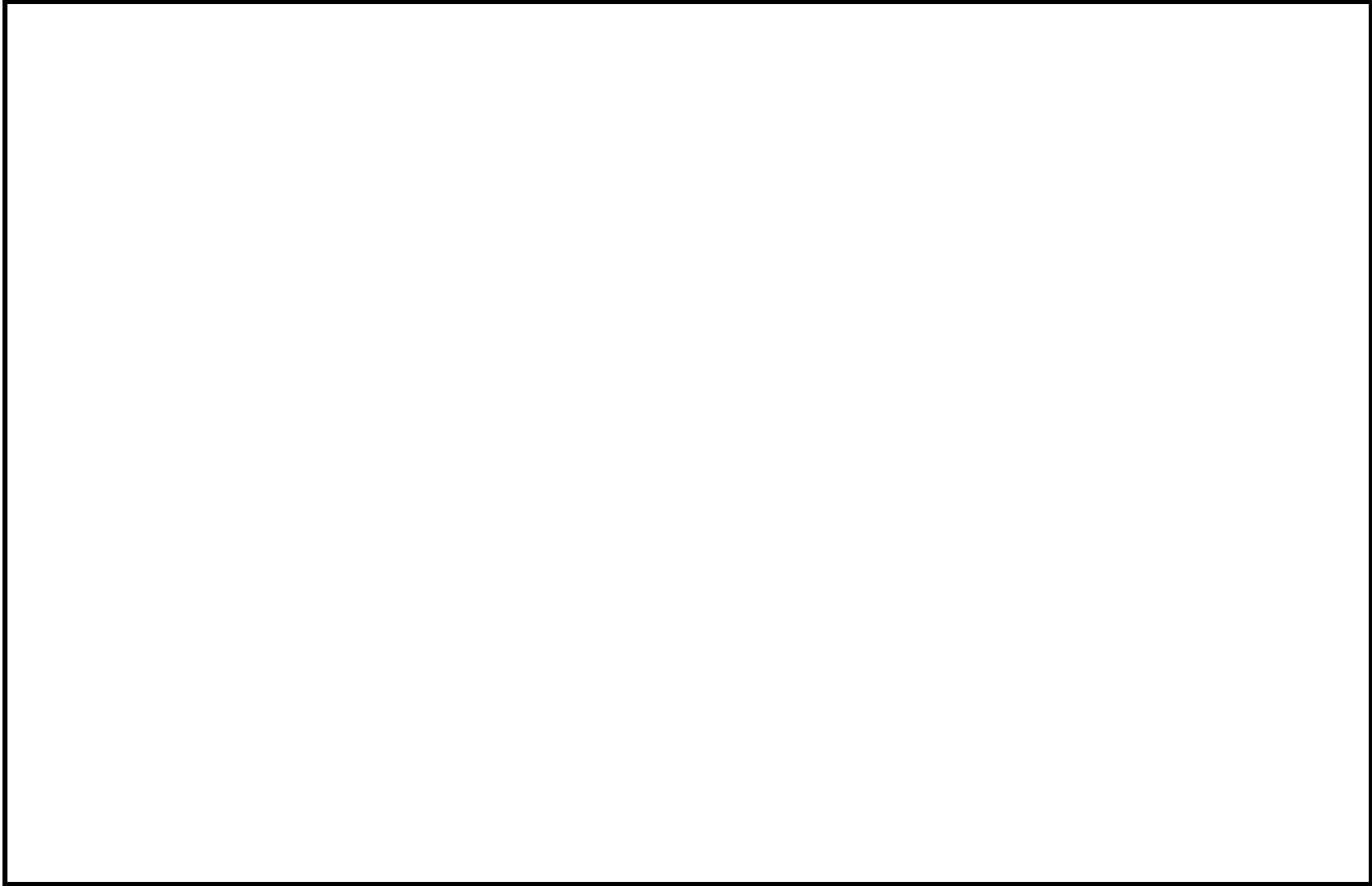
Porter Ridge Elementary School met 100% of the AYP Goals for 2009-10. 3rd Grade Reading Proficiency growth went from 61% in 2008-09 to 72.4% in 2009-10, 3rd Grade Math Proficiency growth went from 83.5 in 2008-09 to 90.1 in 2009-10, 4th Grade Reading Proficiency growth went from 76.7% in 2008-09 to 82.9% in 2009-10, 4th Grade Math proficiency growth went from 88.4% in 2008-09 to 93.5% in 2009-10, 5th Grade Reading proficiency growth went from 64.0% in 2008-09 to 78.2% in 2009-10, 5th Grade Math proficiency growth went from 82.6% in 2008-09 to 86.7% in 2009-10



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

Based on our EOG scores we have identified gaps between black males and black females, between all males and females, students with disabilities compared to students without disabilities, and Hispanic students compared to white students in both reading and math.

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



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.

Goal 1 - Increase Reading and Math Proficiency, Goal 2 - Increase student understanding of the Global society in which we live and to develop critical 21st Century skills, Goal 3 - Increase family and community involvement in an effort to be proactive in modifying student behaviors.

## Priority Goal 1 and Associated Strategies

**Area for improvement and supporting data:**

Proficiency: Increase percentage of students on grade level and above on End-of-Grade tests for Reading and Math in grades 3-5. Increase students in K-2 on grade level and above in Reading and Math.

**School Goal 1:** By 2011 Porter Ridge Elementary students will increase reading proficiency in grades K-2 to 90%. Increase composite score for grades 3-5 in reading and math proficiency to 87%

**Supports this district goal:** Quality teacher, administrators, and staff providing innovative leadership for 21st century schools

<b>Target:</b>	All students
<b>Indicator:</b>	EOG data
<b>Milestone date:</b>	30-Jun-11

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

Plan/Do

<b>Strategy 1:</b>	<b>Strategy:</b> Incorporate strategies to differentiate instruction to meet the needs of all students.
	<b>Action steps:</b> Identify students' instructional reading levels using various assessment tools. Identify students' instructional needs based on quarterly math benchmarks. Employ flexible grouping across grade levels. Monitor student mastery of goals. Participate in PLC to incorporate best practices. Gather instructional strategies from support staff. Participate in ongoing staff development. Implement UCPS H.E.A.T. countywide initiative by focusing on higher order thinking skills with all K-5 students.

<b>Strategy 2:</b>	<b>Strategy:</b> Continue to provide support services for all students academically at risk.
	<b>Action steps:</b> Identify students who are at risk for academic failure. Assess student needs and provide appropriate support service (Leveled Literacy Intervention, CORE, Jumpstart-Homework Support, Intervention/Tutor). Monitor student progress and adjust accordingly.

<b>Strategy 3:</b>	<b>Strategy:</b> Integrate technology into instruction and data analysis.
	<b>Action steps:</b> Utilize available software to guide instruction. Utilize data from software to provide insight into strengths and weaknesses of students so that teaching can be adjusted.



**Plan/Do**

**How will we fund these strategies?**

<b>Funding source 1:</b>	Local district funds	<b>Funding amount:</b>	\$33,000
<b>Funding source 2:</b>	State funds - DSSF	<b>Funding amount:</b>	\$40,000
<b>Funding source 3:</b>	State funds for at-risk students	<b>Funding amount:</b>	\$4,700
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>	
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>	
		<b>Total initiative funding:</b>	<b>\$77,700</b>

**Review frequency:** Quarterly

**Assigned implementation team:** Data Team, Site Based Team, Instructional leadership Team, Grade Level Leaders

**Study**

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

software data reports -such as Classcape and E.V.A.A.S., LLI data reports, Student Contact Logs, CEU reports, grade level and personal

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

proficiency), Grade level summative scores from assessment walls, Individual reading text level reports from intervention, AYP data, ABC da

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



To be determined

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

Act

To be determined

## Priority Goal 2 and Associated Strategies

**Area for improvement and supporting data:**

By 2011 Porter Ridge Elementary will increase global awareness within each classroom.

**School Goal 2:** By 2011 Porter Ridge Elementary will increase global awareness within each classroom.

**Supports this district goal:** High achieving and globally competitive students

<b>Target:</b>	All students
<b>Indicator:</b>	Global Schools Data
<b>Milestone date:</b>	30-Jun-11

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

Plan/Do

<b>Strategy 1:</b>	<b>Strategy:</b> Implement within NCSCOS lesson plans, global awareness activities.
	<b>Action steps:</b> Develop bibliography of books written by authors from other countries for shared reading. Develop bibliography of resources, including websites, realia, maps, and artifacts from other countries.

<b>Strategy 2:</b>	<b>Strategy:</b> Incorporate awareness of other countries through selection of each classroom's country.
	<b>Action steps:</b> Each classroom will "adopt" a country of the world. Maintain world/country information boards throughout the school. Share "adopted" country information board with other classes. Contrast individual classroom "adopted" country with the USA. Create and / or borrow culture boxes to support instruction of countries.

<b>Strategy 3:</b>	<b>Strategy:</b> Incorporate student interaction with technology during global awareness studies.
	<b>Action steps:</b> Demonstrate use of document camera for student presentations. Develop ways to incorporate multiple technology resources throughout instruction.



<b>Plan/Do</b>	<b>How will we fund these strategies?</b>		
	<b>Funding source 1:</b>	Local district funds	<b>Funding amount:</b> \$500
	<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>
		<b>Total initiative funding:</b>	<b>\$500</b>
	<b>Review frequency:</b>	Quarterly	
	<b>Assigned implementation team:</b>	Global Competitive Student Team, Leadership Team, Site Based Team	
<b>Study</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	ology and Equipment Usage; Observation by Peers, Global Schools Criteria data, School Culture Boards, Book Study Sign-in, Teacher and		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
	Resource circulation and checkout records, Global Schools Criteria documents and data, School Culture Boards, Book Study sign-in, Teach		
	<b>What does data show regarding the results of the implemented strategies?</b>		

To be determined

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

**Act**

To be determined

## Priority Goal 3 and Associated Strategies

**Area for improvement and supporting data:**

Increase family communication and involvement in an effort to be proactive in modifying student behavior(s).

**School Goal 3:** By 2011 Porter Ridge Elementary will increase family and community involvement.

**Supports this district goal:** Family, business, and community members involved and supportive of our schools

<b>Target:</b>	All students and their families, community, local businesses
<b>Indicator:</b>	Volunteer data, new business partnerships, family involvement data, Parent Survey
<b>Milestone date:</b>	30-Jun-11

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

**Plan/Do**

<b>Strategy 1:</b>	<b>Strategy:</b> Increase parent and family communication through the use of a variety of types of informational tools.	
	<b>Action steps:</b> agendas, positive contact logs, phone calls, emails, positive postcards home, monthly newsletters (English/Spanish), Moodle (teacher websites), school website, curriculum nights, parent volunteer log, PTO Family Nights	<b>Student</b>

<b>Strategy 2:</b>	<b>Strategy:</b> Develop school initiatives to increase communication with our ELL population.	
	<b>Action steps:</b> Monthly Hispanic nights, newsletters, phone calls, positive postcards, curriculum nights, and school documents available in Spanish, school productions in Spanish, UCPS resources available in Spanish	

<b>Strategy 3:</b>	<b>Strategy:</b> Continue implementation of PBIS -Positive Behavior Interventions and Support.	
	<b>Action steps:</b> folders, pirate pride cards, proud pirates, principal pirates, captains quarters (student lounge to	<b>Behavior</b>

reinforce positive behavior), pirate coins for positive behavior, grade level recognition for positive behavior, tickets for positive bus behavior

<b>Plan/Do</b>	<b>How will we fund these strategies?</b>		
	<b>Funding source 1:</b>	Local district funds	<b>Funding amount:</b> \$400
	<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>
		<b>Total initiative funding:</b>	<b>\$400</b>
	<b>Review frequency:</b>	Quarterly	
	<b>Assigned implementation team:</b>	Family, Business, and Community Team, Leadership Team, Site Based Team, Parent Volunteer	
<b>Study</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	parent recognition list, positive contact logs, teacher-student-parent survey data, Site Based Team meetings, Parent Involvement Coordinator,		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
	on list, positive contact logs, teacher-student-parent survey data, Site Based Team meetings, Parent Involvement Coordinator, Report Card		
	<b>What does data show regarding the results of the implemented strategies?</b>		

	To be determined
<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>
	To be determined

## Safe School Plan for Porter Ridge Elementary

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:

\*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(a), and providing appropriate disciplinary consequences for disruptive

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur:

\*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): Lisa Taylor

Teachers: Veronica Terradista, Meredith Sizemore, Kate Lokash, Jennifer Trull, Andrew Nicoletti, Shelley Roland

Teacher Assistants: Lisa Smith

Other School Staff: Wanda Stegall, Judy Lockamy, Danette Griffin, Nan Saunders

**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.

RTI Team, PEP's, Remediation/Enrichment Plans and data, School Intervention Team, School Resource Officer (SRO), use NCWise to identify attendance, academic and discipline concerns and patterns, analysis of EOG scores, use alternative assessments and other standardized test scores to drive instruction, Exceptional Children (EC), Limited English Proficient referrals and conferences, OSS discipline reports, guidance and attendance counselors, Terrific Kids, 5th Grade Drug Free program-DARE, share character education through guidance program, daily morning student news broadcast, and student Agendas.



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, Individual student behavior plans/agreements, PEP's, IEP Goals, Benchmark Tests, use of Anchor Well for student reflection of behavior, Lunch in Captain's Quarters, Parent Contact logs, Guidance Counselor sessions (small and large groups), Pirate Pride Cards, Student PBIS folders

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.

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

**Goal:** Complete all required drills and associated training (fire, tornado, lockdown)  
**Target:** 100% completion  
**Indicator:** Drill Reports  
**Milestone Date:** 30-Jun-11

**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

**Target:** Improved School Safety and Student Conduct  
**Indicator:** Decreased Discipline Referrals  
**Milestone Date:** 30-Jun-11

**Target:** Higher Expectations for Students  
**Indicator:** Increase in academic achievement on assessment data  
**Milestone Date:** 30-Jun-11

**Target:** Increased stakeholder satisfaction  
**Indicator:** Parent, Teacher, and / or Student Surveys expressing satisfaction will be 85% or better  
**Milestone Date:** 30-Jun-11

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' Meeting (Elementary)	Planned				
Videos -Bloodborne Pathogens, Epi-Pen, Diabetes, Asthma	Planned/Completed				
Videos - Gang Awareness - Critical Incident Response	Planned/Completed				
Drill Training - Fire, Tornado, Lockdown	Planned				
Training for First Responders (First Aid/CPR)	Planned/Completed				


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.

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 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**

**School-based Management and Accountability Program  
 Summary of School-based Waiver Requests  
 Program Year: 2008-2011**

**LEA or Charter School Name/Number:** Union County Public Schools - 900

School Number(s)	Request for Waiver
	1. Please describe the waiver you are requesting.
	none
	2. Identify the law, regulation, or policy from which exemption is requested.
3. State how the waiver will be used.	
4. State how this waiver helps achieve the specific performance goals	

(Please duplicate this sheet as needed for additional waivers.)

_____ Signature of Superintendent/Designee	_____ Date
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**Porter Ridge Elementary**  
Wanda S. Stegall  
2843 Ridge Road  
Indian Trail, NC 28079  
Phone 704.289.1965  
Fax 704.289.6523  
<http://pres.ucps.k12.nc.us>

School Year 2010-2011

The Porter Ridge Elementary School Site Based Team met and determined that each grade level/team will be responsible to determine how their grade level/team members will have a duty free lunch period.

Growing Possibilities...

SPECIALS SCHEDULE

<b>Monday</b>		<b>ART</b>	<b>MUSIC</b>	<b>PE</b>	<b>Spanish</b>	<b>Media</b>
7:30	8:10	Planning	Planning	Planning	Planning	Planning
8:10	8:50	Speasl	Turner	Propst	D. Morris	A. Morris
8:55	9:35	A. Morris	Speasl	Turner	Propst	D. Morris
9:40	10:20	Abernethy	Duncan	Scott	O'Gorman	Roland
10:25	11:05	Roland	Abernethy	Duncan	Scott	O'Gorman
11:10	11:50	Little	Terradista	Ryan	Tomberlin	
11:55	12:35	Gaio	Fitzpatrick	Nicoletti	Trull	Tomberlin
12:35	1:15	LUNCH	LUNCH	LUNCH	Lunch	LUNCH
1:20	2:00	Easterling	Hay	Fenimore	Sell	Sizemore
<b>Tuesday</b>		<b>ART</b>	<b>MUSIC</b>	<b>PE</b>	<b>SPANISH</b>	<b>Media</b>
7:30	8:10	Planning	Planning	Planning	Planning	Planning
8:10	8:50	D. Morris	A. Morris	Speasl	Turner	Propst
8:55	9:35	Hoover	Lokash	Andrews	Mahaffey	Furr
9:40	10:20	Furr	Hoover	Lokash	Andrews	Mahaffey
10:25	11:05	O'Gorman	Roland	Abernethy	Duncan	Scott
11:10	11:50	Terradista	Ryan	LUNCH	LUNCH	LUNCH
11:55	12:35	LUNCH	Gaio	Fitzpatrick	Nicoletti	Trull
12:35	1:15	Trull	LUNCH	Gaio	Fitzpatrick	Nicoletti
1:20	2:00	Sizemore	Easterling	Hay	Fenimore	Sell
<b>Wednesday</b>		<b>ART</b>	<b>MUSIC</b>	<b>PE</b>	<b>Spanish</b>	<b>Media</b>
7:30	8:10	Planning	Planning	Planning	Planning	Planning
8:10	8:50	Propst	D. Morris	A. Morris	Speasl	Turner
8:55	9:35	Mahaffey	Furr	Hoover	Lokash	Andrews
9:40	10:20	Scott	O'Gorman	Roland	Abernethy	
10:25	11:05	Duncan	LUNCH	LUNCH	LUNCH	LUNCH
11:10	11:50	Tomberlin	Little	Terradista	Ryan	
11:55	12:35	LUNCH	Tomberlin	Little	Terradista	Ryan
12:35	1:15	Sell	Sizemore	Easterling	Hay	Fenimore
1:20	2:00	Fenimore	Sell	Sizemore	Easterling	Hay
<b>Thursday</b>		<b>ART</b>	<b>MUSIC</b>	<b>PE</b>	<b>Spanish</b>	<b>Media</b>
7:30	8:10	Special Area Teachers at Weddington				
8:10	8:50					
8:55	9:35					Lokash
9:40	10:20					Duncan
10:25	11:05					Lunch
11:10	11:50					Little
11:55	12:35					Fitzpatrick
12:35	1:15					
1:20	2:00					
<b>Friday</b>		<b>ART</b>	<b>MUSIC</b>	<b>PE</b>	<b>Spanish</b>	<b>Media</b>
7:30	8:10	Planning	Planning	Planning	Planning	Planning
8:10	8:50	Turner	Propst	D. Morris	A. Morris	Speasl
8:55	9:35	Andrews	Mahaffey	Furr	Hoover	
9:40	10:20	Lokash	Andrews	Mahaffey	Furr	Hoover
10:25	11:05	LUNCH	Scott	O'Gorman	Roland	Abernethy
11:10	11:50	Ryan	LUNCH	Tomberlin	Little	Terradista
11:55	12:35	Nicoletti	Trull	LUNCH	Gaio	LUNCH
12:35	1:15	Fitzpatrick	Nicoletti	Trull	LUNCH	Gaio
1:20	2:00	Hay	Fenimore	Sell	Sizemore	Easterling

All special area teachers will be used for AM duty and coverage