

LEA or Charter Name/Number:	Union County Public Schools - 900	
School Name/Number:	Porter Ridge HS - 342	
School Address:	2839 Ridge Road, Indian Trail, NC 28079	
Plan Year(s):	2010-1013	
Date prepared:	9/14/2010	
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

Committee Position*	Name	Signature	Date
SLT Chair	April Dawkins		
Principal	Sam Basden		
Parent Representative	Donna Wilbur		
Parent Representative	Renea Steeb		
Parent Representative	Michelle Kania		
Teacher Representative	Steve Jackson		
Teacher Representative	Colleen Johnson		
Teacher Representative	Gabriela Grello		
Teacher Representative	Sarah Brandenburg		
Teacher Representative	Matt Doll		
Teacher Representative	Kelly Crowell		
Teacher Representative	Brooke Stegall		
Teacher Representative	Rebecca Manning		
Teacher Representative	Trey Staviski		
Teacher Representative	Susan Forgione		
Inst Support Representative	Shirley Bennett		
Student Representative	Tony Facey		
Student Representative	Ciera Martinez		
Student Representative	Leah Morgan		

School Vision and Mission Statements for Porter Ridge High School

Vision:

PRHS is committed to providing our students a rigorous educational opportunity in a learning environment where relationships and relevant models will allow them to graduate as lifelong learners who will make valuable contributions in a globally diverse society.

Mission:

It is the mission of Porter Ridge High School to inspire civic responsibility through the positive personal leadership of a staff which prepares students for the 21st century. The development of critical thinking and problem solving skills through a focus on service learning will empower our graduates to be globally-aware life-long learners and sophisticated consumers.

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 21 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 Union County Public Schools

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 responsible students

Supports SBE Goal: Goal 3 North Carolina Public School students will be healthy and responsible.

District Goal 4: 21st century systems, operating efficiently and effectively

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

District Goal 5: Family, business, and community members involved and supportive of our schools

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

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 High School's strengths are a result of its improvements. Teacher and administrator retention has improved drastically since the last School Improvement cycle. This consistency in staffing has led to consistency in the instructional program and general operations of the school. End of Course test scores continue to increase semester to semester and year to year. The graduation rate is approaching the 90% goal set by the Superintendent. Porter Ridge High School met Annual Yearly Progress goals for the 2009-2010 school year - which was an improvement from the 2008-2009 year. The percentage of classrooms with "Smart Board" technology continues to increase as county and school level funds are directed toward "21st Century Tools" for the classrooms.

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

While the areas of improvement provide a strong foundation, Porter Ridge High School continues to have opportunities for improvement. Although test scores are up, Porter Ridge High School has not met expected growth for the last two school years. Additionally, the achievement gap between the sub-groups of students on our campus is not narrowing at a fast enough rate. Porter Ridge High School made "AYP" for the 2009-2010 school year, but only did so under the "Safe Harbor" provision.

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

Although Porter Ridge High School has diagnostic data about student performance in the EOC tested areas, this information does not exist for the majority of subjects taught. More data would improve our ability to serve student needs.

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.

The first priority for Porter Ridge High School is to meet "Expected Growth" for the 2010-2011 school year. Pairing this goal with a continued increase in EOC test scores would grant Porter Ridge High School "School of Distinction" honors. The second priority for Porter Ridge High School is to close the achievement gaps between the sub-groups present among our population. Closing this gap will lead directly to attaining to the first priority of meeting "Expected Growth". The final priority for Porter Ridge High School is to graduate more than 90% of our students with their cohort. Diplomas are our product - we need to improve productivity.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:
 Porter Ridge High School has demonstrated steady improvement on composite EOC scores, but has not earned "Expected Growth" or "School of Distinction" honors. While test scores continue to improve, achievement gaps still exist and the latest AYP score was a result of "Confidence Interval" and "Safe Harbor" measures.

School Goal 1:	Porter Ridge HS will prepare all students for success in a globally competitive society.
Supports this district goal:	High achieving and globally competitive students

Target:	PRHS will demonstrate measureable improvement in all tested areas.
Indicator:	Released scores from NCDPI, College board
Milestone date:	August 1st, 2011

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

Plan/Do

- | | |
|------------|---|
| Strategy 1 | Strategy: Improve ABC Results to 90% proficiency. |
| | Action steps: |
| | <ol style="list-style-type: none"> 1. Integrate pacing guides into EOC classroom instruction. 2. Integrate benchmark testing into EOC classroom instruction. 3. Hold "Lunch and Learn" sessions with EOC teachers and UCPS Curr. Coord. 4. Track each member of each AYP subgroup to identify and address special needs. 5. Provide intensive remediation and re-testing program in each EOC area. |
| Strategy 2 | Strategy: Improve Cohort Graduation Rate to 90% and reduce Dropout Rate by half. |
| | Action steps: |
| | <ol style="list-style-type: none"> 1. Provide staff development for guidance counselors and administrators. 2. Solicit suggestions from and include classroom teachers in dropout prevention 3. Track each member of each cohort and identify "missing" members. 4 |
| Strategy 3 | Strategy: Improve Student Performance on National Standardized Tests. |
| | Action steps: |
| | <ol style="list-style-type: none"> 1. Provide staff development and support for Advanced Placement teachers. 2. Provide access to SAT Prep courses during and after school. 3. Track each member of each AYP subgroup to identify and address special needs. 4. Recruit students into AP classes using diagnostic data to identify candidates. |

Plan/Do

How will we fund these strategies?

Funding source 1: Local district funds	Funding amount:	TBD
Funding source 2: Federal funds - Title I	Funding amount:	TBD
Funding source 3: State funds for at-risk students	Funding amount:	TBD
Funding source 4: School general funds	Funding amount:	TBD
Funding source 5: Select a funding source	Funding amount:	TBD
	Total initiative fund	#VALUE!

Review frequency: Each Semester

Assigned implementation tea Site Based Leadership Team, Administration

Check	<p>What data will be used to determine whether the strategies were deployed with fidelity?</p> <p>CWT, Dept Chair minutes, "lunch and learn notes", Master Schedule, SLT Minutes,</p>
	<p>How will you determine whether the strategies led to progress toward the goal? (Include</p> <p>ABC Results, AYP Results, College Board Results, Benchmark test Results</p>
	<p>What does data show regarding the results of the implemented strategies?</p> <p>TBD</p>
Act	<p>Based upon identified results, should/how should strategies be changed?</p> <p>YTBD</p>

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:
 Porter Ridge High School does not have 100% of its classrooms equipped to 21st Century Standards. The staff at PRHS demonstrates proficiency gaps related to use of instructional technology. Staff turnover, while reduced, continues to hinder growth of Instructional Program.

School Goal 2:	Porter Ridge high school will provide and retain highly qualified teachers that are trained in 21st century tools.
Supports this district goal:	Quality teacher, administrators, and staff providing innovative leadership for 21 century schools

Target:	100% of staff will meet HQ standards and use 21st Century Tools.
Indicator:	HRMS Reports, CWT, Staff Development records
Milestone date:	August 1st, 2011

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

Plan/Do

	Strategy: Provide on-going staff development opportunities in 21st Century Instructional tools.
	Action steps:
Strategy 1	<ol style="list-style-type: none"> 1. Provide monthly technology training led by media coordinator. 2. Promote Moodle and PD360 as alternative modes of staff development. 3. Invest School-Level resources on classroom teaching technology. 4. Create moodle courses tied to each subject area and course at PRHS.
	Strategy: Administration will focus on identifying, interviewing, hiring, supporting and retaining highly qualified staff
	Action steps:
Strategy 2	<ol style="list-style-type: none"> 1. Assign Mentor teachers to all new staff members. 2. Limit teacher assignments to "two preps "each semester when possible. 3. Administration will focus on Climate, Culture, and Morale among staff. 4.
	Strategy:
	Action steps:
Strategy 3	<ol style="list-style-type: none"> 1. 2. 3. 4.

Plan/Do

How will we fund these strategies? District wide implementation

Funding source 1: Local district funds	Funding amount:	\$0
Funding source 2: State funds - DSSF	Funding amount:	\$0
Funding source 3: Federal funds - Title I	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 fund	\$0

Review frequency: Semester by Semest

Assigned implementation tea Site Based Management Team, Instructional Leadership Team

Check	<p>What data will be used to determine whether the strategies were deployed with fidelity?</p> <p>Teacher usage reports, classroom walk through data, notes from summer individual meetings, purchase order records, CEU reports for staff</p>
	<p>How will you determine whether the strategies led to progress toward the goal? (Include</p> <p>Student achievement data, benchmark testing, end of the year teacher, student and parent survey data</p>
	<p>What does data show regarding the results of the implemented strategies?</p> <p>TBD</p>
Act	<p>Based upon identified results, should/how should strategies be changed?</p> <p>YTBD</p>

Priority Goal 5 and Associated Strategies

Area for improvement and supporting data:
 Porter Ridge High School is committed to being a supportive and productive citizen of both our community and the world. Community Service has been a cornerstone of PRHS since it opened. By serving our local community and reaching out to our global neighbors, we will have a positive impact both inside and outside our campus.

School Goal 5:	Porter Ridge High School students will think Globally and act Locally.
Supports this district goal:	Family, business, and community members involved and supportive of our schools

Target:	Service Learning/Community Service through clubs/organizations/teams.
Indicator:	Log of accomplishments from each organization
Milestone date:	End of Year

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

Plan/Do

Strategy 1	Strategy: All organizations on campus will complete service projects either at school or in the community.
	Action steps: 1. Completion of Service will be a condition of membership in all organizations/teams. 2. Activities can be done either as a group or by students individually. 3. All activities must be approved by administration. 4. Each organization will develop requirements for its membership.

Strategy 2	Strategy: PRHS students will connect with the Global Community
	Action steps: 1. Emphasize "Global Awareness" elective. 2. Develop "Sister Schools" through the Social Studies Dept. 3. Promote interest and understanding with "Night of Latin Voices" and "Black History" 4. Promote and support Multi-Cultural Club and World Language Clubs. 5. Earn "Global School" Honors through the "World View" Identification Program.

Strategy 3	Strategy:
	Action steps: 1. 2. 3. 4.

Plan/Do

How will we fund these strategies?

Funding source 1: Select a funding source	Funding amount:	
Funding source 2: Select a funding source	Funding amount:	
Funding source 3: Select a funding source	Funding amount:	
Funding source 4: Select a funding source	Funding amount:	
Funding source 5: Select a funding source	Funding amount:	
	Total initiative fund	\$0

Review frequency: End of Year

Assigned implementation tea PRHS Administration, PRHS Site Based Leadership Team

Check	<p>What data will be used to determine whether the strategies were deployed with fidelity?</p> <p>Each group/club/organization will submit a document listing its accomplishments in May of 2011. Administration and Site-Based Leadership Team will review the submissions. Receiving entities will be surveyed or asked to write summaries when appropriate.</p>
	<p>How will you determine whether the strategies led to progress toward the goal? (Include</p> <p>Each group/club/organization will submit a document listing the hours of service to administration in May of 2011.</p>
	<p>What does data show regarding the results of the implemented strategies?</p> <p>TBD</p>
Act	<p>Based upon identified results, should/how should strategies be changed?</p> <p>TBD</p>

NCVPS "GO LIVE" Goals and Associated Strategies

Area for improvement and supporting data:
 In partnership with North Carolina Virtual Public Schools (NCVPS) and the "GO LIVE" initiative, and in application of the respective MOA, middle and high schools in Union County Public Schools will work collaboratively with NCVPS and the local educational agency through enhancing virtual learning services and 21st Century Future Ready Goals for students at the individual school levels.

School Goal :	By June, 2011, UCPS middle and high schools will have increased awareness and structure of virtual education opportunities within the total school program.
Supports this district goal:	District leadership, administrators, guidance counselors, teachers, district DLC, school-based "GO LIVE" team

Target:	High school and middle school students
Indicators:	Course registrations, stoplight schedule, formal and informal feedback
Milestone date:	EOY

Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Strategy 1	Strategy: Increase and enhance awareness of NCVPS registration process at the local school level.			
	Action steps:			
	1. GO LIVE team		5. Policies and procedures	
	2. Data management		6. Enrollment Targets	
	3. E-collaboration & communication		7. Roles and Responsibilities	
	4. Communication models		8. Reg. planning strategies	
	Strategy 2	Strategy: Increase strategic planning in regard to NCVPS and virtual education opportunities at the local school level.		
		Action steps:		
		1. SMART Goals		5. E-learning structure/strategy
		2. Deployment		6. E-solutions development
		3. Measurement		7. Leadership training for school
		4. 3DM		8. Leadership training for district
Strategy 3	Strategy: Promotion and marketing strategies will be targeted for student, parent, and teacher awareness.			
	Action steps:			
	1. Website and varied tools		5 Promote DLA Spa	
	2. Learn & Earn online participation		6. Develop middle school practices	
	3. Local BOE awareness/orientation		7. Transition plans for summer	
	4. Inclusion of tech. services		8.	

Plan/Do

How will we fund these strategies? District wide implementation

Funding source 1: Local district funds	Funding amount:
Funding source 2: School general funds	Funding amount:
Funding source 3: Federal funds - Title I	Funding amount:
Funding source 4: Select a funding source	Funding amount:
Funding source 5: Select a funding source	Funding amount:
	Total initiative fund

Review frequency: Quarterly

Assigned implementation: Site Based Management Team, Instructional Leadership Team

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

Check	<p>Enrollment data, GO LIVE participation notes and documentation, minutes from training and planning sessions, on-going review of stoplight schedule, documentation from NCVPS leadership, review of MOA progress report, feedback for local school and district levels.</p>
	<p>How will you determine whether the strategies led to progress toward the goal? (Include</p>
	<p>Monitoring of program progress and goals in conjunction with stoplight schedule and completion of objectives on the MOA.</p>
	<p>What does data show regarding the results of the implemented strategies?</p> <p>TBD</p>
Act	<p>Based upon identified results, should/how should strategies be changed?</p>
	<p>YTBD</p>

Safe School Plan for Porter Ridge High School

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information

Name and role of person(s) | 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

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the

*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,

In the event the school principal fails to fulfill these responsibilities as required by state law, the following

*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

Assistant Principal(s): Donovan Draughn, Randy Overcash, Kathleen Richert

Teachers: Dan Korn, April Dawkins

Teacher Assistants: N/A

Other School Staff: Officer D. Mollison (SRO), Antonio Bundick (ISS)

Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve Rtl teams, senior/student failure list, Student Accountability during the school year, 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, 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.

Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the

*In-school tutoring, after school tutoring, Behavior Scales, mentoring programs, Saturday School/Academy, Intervention Teams, Behavior Plans/Agreements, PEP's, IEP Goals, Benchmark Tests.

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students

NCVPS, Odysseyware, Nova net, Smaller class size - Lower Student/Teacher Ratio, Intensified Structure, Level Programs designed to transition back to home school.

In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving

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

Target: 100% completion

Indicator: Drill Reports

Milestone EOY

Goal: Cooperate with UCSO while conducting regular searches of parking lot and campus with "Alert

Target: B-Monthly searches

Indicator: SRO Log, Discipline Referrals

Milestone EOY

In accordance with General Statute §115C-105.47 (b)(8), the following measures are used to determine

Target: Improved School Safety and Student Conduct

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

Milestone EOY

Target: Higher Expectations for Students

Indicator: In the first semester of entering a program, they will show an increase in their academic

Milestone EOY

Target: Customer Satisfaction

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

Milestone EOY

In accordance with General Statute §115C-105.47 (b)(9), the following planned or recently completed

Professional Development	Planned/Completed				
General Principals' Meetings (Elementary/	In Process				
Videos - Blood borne Pathogens, Epi- Pen, Diabetes, Asthma	Completed				
Videos - Gang Awareness - Critical Incide	Completed				
Drill Training - Fire, Tornado, Lockdown	Planned	monthly, one per year, one per semester			
SRO Training (ex. Crisis Intervention Trair	Completed				
Certified Trainers assigned to high school	Completed				
Coaches' Certification	Completed				
Anti-Bullying Program	Planned				
School Nurse Training	Completed				

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

*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

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
English as a Second Language (ESL)		Local, State, Federal
Dropout Prevention Counselors (10)		State
In-School Suspension Programs		State
Remediation		State
School Improvement Grants		Federal
School Resource Officers (SRO's)		Local
Title I		Federal
Alternative School		State
K-2 & 3-8		Local
TRU - UCPS Tobacco Education Course		State
Summer School -Multi-Site Plan (EOC		Local
Money in lieu of Summer School		Local
Other Alternative Placements		



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Porter Ridge HS Closing the Gap Plan

Existing Gaps:

• EOC Composite –	82.9 %	
○ White –	87.2%	(+4.3)
○ Black –	67.5%	(-15.4)
○ Hispanic –	75.0%	(-7.9)
○ American Indian –	40.0%	(-42.9)
○ Asian/Pacific Islander –	95.0%	(+12.1)
○ Multi-Racial –	85.9%	(+3.0)
○ LEP –	46.3%	(-36.6)
○ Students w/Disabilities-	53.2%	(-29.7)

Reducing the Gap:

The efforts to improve the success of sub-groups that are low performing align with those efforts to improve the overall performance on EOC's at PRHS.

- Sharing gaps with staff as EOC test data is discussed.
- Focus on pushing minority students into AP classes and leadership roles on campus. (Superintendents Advisory Council, Youth Leadership Union, Parks and Moorehead Candidates, Carousel Candidate).
- Improved scheduling based on student needs. This includes a focus on Modular English and Algebra IA and IB. (Staffing reductions prevented PRHS from offering “year long” Biology, US History, and Civics and Economics).
- Emphasis on placing veteran teachers into critical EOC teaching roles.
- Focus on diversity and globalization with the “Writing Across the Curriculum” efforts.
- Continued efforts to improve awareness of diversity/cultural differences through Globalization initiatives.

Growing Possibilities...

Duty Free Lunch and Planning Period Plans

Duty Free Lunch Periods

Porter Ridge High School provides duty-free lunch periods for every staff member. Administrators monitor students during lunch periods.

Duty Free Planning Periods

Every teacher is provided a duty-free instructional planning time under G.S 115C-301.0. with the goal of providing an average of at least five hours of planning time per week.

Staff Development Plan

Goal - Porter Ridge High School will maintain high quality teachers, administrators, and staff that provide innovative leadership for 21 century schools.

Supports District Goal : High quality teachers, administrators, and staff providing innovative leadership for 21 century schools

Strategies:

Porter Ridge staff will attend in-house teacher-led and central staff led development opportunities - for example: technology sessions led by media coordinator and technology instructional specialist; curriculum coordinator meetings at PRHS, faculty meetings.

Porter Ridge staff will attend county-provided workshops - for example: ClassScape Training; Best Practice Alliance with curriculum coordinators

Porter Ridge staff will attend training provided by technology vendors: for example: in-house ClassScape training for administrators

Porter Ridge staff will attend workshops - for example: NCSTE Conference, Closing the Achievement Gap Conference

Funding:

Local District Funds; School General Funds



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TO: SITE BASED LEADERSHIP TEAM
FROM: S. BASDEN
SUBJECT: SIP ADJUSTMENTS FOR 2011-2012
DATE: 9-26-11
CC:

The Site-Based Leadership team and staff at PRHS have voted to support the following changes to our School Improvement Plan for 2011-2012

- Cohort Graduation rate will increase to 93%
- Earn “School of Excellence” recognition
- Improve AP scores
- Earn additional “Global Schools” recognition through the UCPS Global Schools Program (the designations are changing – so the wording cannot be finalized at this time)
- Improve Recognition of Academic Award Winners on campus and in the community (Honor Roll, Merit Scholars, AP Scholars, Moorehead/Park Finalists, etc.)



Growing Possibilities...