

How to Use This Template

General Information	<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. 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.</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>
Reference Tabs – These tabs provide information to aid the planning process.	<p>SBE Goals – This tab lists the five current State Board of Education goals for North Carolina. Use this as a reference as needed.</p> <p>District Goals – 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 it builds one of the drop-down menus you will use in Steps 3 through 7, described below in greater detail. Please note this page contains at least one drop-down menu.</p> <p>Data Sources – 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>School Vision and Mission – 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>
School Improvement Plan Tabs – The School Improvement Plan consists of these tabs.	<p>Step 1 – Cover Sheet – 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. Please note this page contains at least one drop-down menu.</p> <p>Step 2 – School Data Analysis Summary – 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>Steps 3 through 7 – School Goals – 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). Please note that each of these pages contains multiple drop-down menus.</p>
Other SIP-related Requirements	<p>Safe Schools Plan – 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>ABCs Waiver Request Form – 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 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 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 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:

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 Click on High Quality Teachers tab)

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

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

School Report Card results: (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) (<http://www.ncpublicschools.org/research/discipline/reports>)

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 Middle School

Vision:

Porter Ridge Middle School is a community comprehensive school whose focus is on each individual, acknowledging both rights and responsibilities. A strong data driven structure underpins a curriculum that seeks to develop the potential of every student. Academic rigor is valued at all stages, and the classroom focus is on challenge, engagement and achievement. Learning is celebrated in all its forms. A huge range of intervention activities enhances the formal curriculum, and our students thrive within a vibrant program. The school has a well-qualified and highly committed staff, both teaching and non-teaching. They too are valued as individuals and their learning celebrated.

Mission:

The mission of Porter Ridge Middle School is to educate all children to become contributing, responsible citizens in a globally diverse society.



LEA or Charter Name/Number: Union County Public Schools - 900
School Name/Number: Porter Ridge Middle
School Address: 2827 Ridge Road Indian Trail NC 28110
Plan Year(s):
Date prepared:

2010 - 2012
 9/30/2010 revised 9/28/11

Principal Signature: _____ **Date** _____

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		
Principal	Tim Conner		
Assistant Principal	Shannen Bretz - Chair		
Teacher Representatives			
(10-11/11-12)	Donna Edwards - 6th		
(11-12/12-13)	Christena Reiser - 7th		
(10-11/11-12)	Brittant DeLucia - 8th		
(11-12/12-13)	Angela Monell - 8th		
(11-12/12-13)	Kirsten Durbin - RA		
(11-12/12-13)	Holly Corell - EC		
Parent Representative			
Parent (10-11/11-12)	Maggie Harris		
Parent (10-11/11-12)	Michelle Lair		
Parent (11-12/12-13)	Sheila Horne		
Parent (11-12/12-13)	Laura Forsyth		
Parent (11-12/12-13)	Shannon Dill		

* 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-through/observations), and student learning (also from walk-through/observations as well as data).

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

Porter Ridge Middle School did not meet AYP for the 2010 - 2011 school year; however, was recognized as a North Carolina School of Distinction with High Growth, significantly passing the 1.5 standard necessary for high growth with a 1.8 standard. In addition, we met all percent tested targets through testing 95% of our students in all subgroups. After reviewing our AYP subgroup data, we concluded that we met the proficiency target for every subgroup with the exception of students with disabilities in both reading and math. Furthermore, our proficiency percentage in reading increased to 87.5%, which is the highest in our school's history. Likewise, our math students are achieving at 95% proficiency on the North Carolina ABC's, and 100% of our students performed at or above grade level on the Algebra I EOC. In addition, we met our OAI attendance percentage with a score of 96%. After reviewing the 2010 NC Teacher Working Conditions Survey, a primary strength was our teachers' access to reliable technology, and the accompanying software. Similarly, our teachers indicated that they have sufficient instructional materials which allow them to provide appropriate leveled instruction. Our teachers unequivocally maintained that our school cultivates effective home/school/community partnerships. Furthermore, teachers identified a school strength as our ability to provide meaningful staff development that facilitates quality instructional practices and students' learning. Moreover, teachers declared that professional development was directly linked to our School's Improvement Plan and assisted them in becoming reflective practitioners. After a thorough review of Teachscape reports, our teachers effectively use 21st Century technology to challenge our students higher- level thinking through practical application.

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

Though we are decreasing all of the achievement gaps, there is still considerable room for improvement. For example, from the 2008-2009 to 2010-2011 the gap between our White and African-American students' scores in reading decreased 50%; however, there is still a 15 point disparity that we must address. Similarly, while our Hispanic subgroup continues to improve, there is still a 6% discrepancy in reading between them and our White students. After in-depth review of the Teacher Working Conditions Survey areas that need improvement include minimizing paperwork, decreasing class sizes and effectively communicating our shared vision throughout the school.

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

Getting all school stakeholders involved at a comprehensive level, Professional Learning Communities, and the DATA Committee meeting with input from the Director of Testing Services

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.

1. Create instruction that counteracts stereotypes and recognizes the contributions of all cultures. 2. Develop instruction and opportunities that deepen students' understanding of 21st Century skills, which helps them make their own connections and develop new skills. 3. Increased awareness and structure of virtual education opportunities within the total school program. 4. Decrease achievement gaps between all groups while simultaneously ensuring growth for all students.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Diversity - Developing cultural awareness and appreciation. School has 25 AYP subgroups.

School Goal 1: Create instruction that counteracts stereotypes and recognizes the contributions of all cultures and learning styles.

Supports this district goal: High Achieving and Globally competitive students

Target:	Increase student awareness of cultural differences
Indicator:	Teacher observations
Milestone date:	ongoing

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

Plan/Do

Strategy 1:	Strategy: Implement an overtime period dedicated to fostering deep understanding of various cultures. Teacher collaboration focused on cultural awareness.
	Action steps: Review lessons/units related to overtime block.

Strategy 2:	Strategy: Collaborate with cluster schools to create "Night of Latin Voices" program.
	Action steps: Communicate with cluster schools to develop program. Communicate with targeted community members to capitalize on their diversity to address student needs.

Strategy 3:	Strategy: Collaborate with World View and other staff development programs to cultivate staff recognition of cultural differences.
	Action steps: Schedule staff development with World View. Send teachers to World View programming. Utilize school-based globalization committee to offer targeted staff development.

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

Act

YTBD

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Globalization - The need to identify relationships between the core content and 21st century content. School has 25 AYP sub groups.

School Goal 2: Develop instruction and opportunities that deepen students' understanding of 21st Century skills, which helps them make their own connections and develop new skills.
Supports this district goal: Highly achieving and globally competitive students, 21st Century systems operating efficiently and effectively.

Target:	Integrate core content with 21st Century content to deepen students' knowledge
Indicator:	Teacher observations, Lesson Plans
Milestone date:	ongoing

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

Plan/Do

Strategy 1:	Strategy: Participate in Community Service Outreach programs to heighten students' understanding of core global concepts.
	Action steps: Each grade level will designate a charity to work with and provide information for student learning as well as help with financial contributions.
Strategy 2:	Strategy: Highlight global classrooms through use of technology.
	Action steps: All classroom teachers will have a working Moodle page with updated classroom information. The school webpage will highlight globalization activities that are being completed throughout the school. Teachers will use technology to communicate with sister schools throughout the world.
Strategy 3:	Strategy: Professional development on globalization. Book studies completed by the staff and students that are focused on global awareness issues in the 21st century.
	Action steps: Schedule book studies for teachers. Complete "Three Cups of Tea" book study with eighth - grade students in Social Studies classes with supplemental activities in other core classes. Utilize school - based globalization committee to offer staff development.

Plan/Do	<p>How will we fund these strategies?</p> <p>Funding source 1: Select a funding source Funding amount:</p> <p>Funding source 2: Select a funding source Funding amount:</p> <p>Funding source 3: Select a funding source Funding amount:</p> <p>Funding source 4: Select a funding source Funding amount:</p> <p>Funding source 5: Select a funding source Funding amount:</p> <p>Total initiative funding: \$0</p> <p>Review frequency: Select a review frequency</p> <p>Assigned implementation team: School globalization committee. School Administration, Staff</p>
	<p>What data will be used to determine whether the strategies were deployed with fidelity?</p> <p>School Globalization committee analysis and evaluation, UCPS Global School Criteria, North Carolina Teacher Evaluation Process</p>
Study	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p> <p>Teacher evaluations on the North Carolina Teacher Evaluation Process using ratings on specific elements. The score received from the UCPS Global Schools Criteria rating scale. Feedback from parent/community partnership. Parent/student survey.</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>

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: 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: 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: 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?												
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Funding source 1: Select a funding source</td> <td style="width: 50%;">Funding amount:</td> </tr> <tr> <td>Funding source 2: Select a funding source</td> <td>Funding amount:</td> </tr> <tr> <td>Funding source 3: Select a funding source</td> <td>Funding amount:</td> </tr> <tr> <td>Funding source 4: Select a funding source</td> <td>Funding amount:</td> </tr> <tr> <td>Funding source 5: Select a funding source</td> <td>Funding amount:</td> </tr> <tr> <td></td> <td>Total initiative funding: \$0</td> </tr> </table>	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 funding: \$0
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Funding source 4: Select a funding source	Funding amount:												
Funding source 5: Select a funding source	Funding amount:												
	Total initiative funding: \$0												
Review frequency: Select a review frequency													
Assigned implementation team:													
Study	What data will be used to determine whether the strategies were deployed with fidelity?												
	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.												
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)												
	Monitoring of program progress and goals in conjunction with stoplight schedule and completion of objectives on the MOA.												
	What does data show regarding the results of the implemented strategies?												
TBD													
Act	Based upon identified results, should/how should strategies be changed?												
	YTBD												

Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:

Students with Disabilities - Did not meet AYP in reading or math -

School Goal 4:

Develop instruction and opportunities that deepen students with disabilities' understanding of academic skills, which helps them make their own connections and develop new skills.

Supports this district goal:

High Achieving and Globally competitive students

Target:

Meet AYP in students with disabilities for reading and math

Indicator:

AYP results

Milestone date:

ongoing

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

Plan/Do

Strategy 1:

Strategy: Participate in UCPS district lead programs to heighten teachers understanding of students with disabilities and the way they learn best. .

Action steps: All classroom teachers will have training in ways to work with students with disabilities.

Strategy 2:

Strategy: Implement an inclusion model dedicated to fostering deep understanding of content knowledge. Teacher collaboration focused on students with disabilities.

Action steps: Review lessons/units related to the inclusion block.

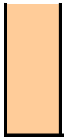
Strategy 3:

Strategy: Increase strategic planning in regard to students with disabilities at the local school level.

Action steps: Each grade level will designate a grade level meeting each 6 weeks to review strategies for students with disabilities.



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 funding:	\$0
	Review frequency: Quarterly	
	Assigned implementation team: School Administration, Staff	
Study	What data will be used to determine whether the strategies were deployed with fidelity?	
	Adequate Yearly Progress (AYP) Reports, Teacher Surveys, Parent/Student Survey Data	
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
	Monitoring of program progress and goals in conjunction with AYP results and completion of goals.	
	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 5 and Associated Strategies

Area for improvement and supporting data:

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

Strategy 1:	Strategy:
	Action steps:
Strategy 2:	Strategy:
	Action steps:
Strategy 3:	Strategy:
	Action steps:



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 funding:	\$0
	Review frequency: Select a review frequency	
	Assigned implementation team:	
Study	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?	



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

Safe School Plan for Porter Ridge Middle

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
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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(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:

* Failure to carry out the above-mentioned responsibilities may result in a 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): Shannen Bretz, Brian Patience, and Sarah Starr

Teachers: Christena Reiser, Holly Corell, Donna Edwards, Angela Monell, Kirsten Durbin and Brittany DeLucia

Teacher Assistants:

Other School Staff: Lori Duncan

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.

EOG Results, PEP's, Intervention Team Information, RTI team evaluations, Class Scape, MAPS benchmark testing data, Classroom Pre/Post Assessments, EVASS Information, IEP's, Porter Ridge Middle School Code of Conduct, Counselors, Behavioral Management Technitian, ISS/Security Associate, NCWISE to identify attendance, academic and discipline issues, Attendance Counselor, United Family Services Counseling, OSS and ISS discipline reports, and attendance counselor.

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.

Behavior Plans, Intervention class, Classroom Tutoring, Intervention Teams, PEP's, IEP's, Benchmark testing, MAPS assessment, Compass learning, ISS class, Class Scape, EVASS.

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.

Compass Learning, 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 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:	EOY
Goal:	Improve our safety plan for parking lots, drop off/pick up areas, entrances/exits
Target:	Improve School Safety
Indicator:	Parent, Teacher, Student Survey expressing safety satisfaction will be 75% or better
Milestone Date:	EOY

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
Milestone Date:	EOY
Target:	Higher Expectations for Students
Indicator:	Implementation of our Overtime period on Tuesdays and Thursdays. Students will show an increase in their academic achievement social tolerance, and an improvement in student conduct as compared to previous years.
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 (Middle)	Planned				
Videos - Bloodborne Pathogens, Epi-Pen, Diabetes, Asthma,	Completed				
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)					
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 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, 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
Remediation		State
School Improvement Grants		Federal
School Resource Officers (SRO's)		Local, State, Federal
Alternative School		State
K-2 & 3-8 Reading Remediation		Local
Money in lieu of Summer School		Local

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