

Piedmont Middle School Executive Summary

New Vision Statement:

Mission: Preparing all students to succeed

Piedmont Middle School Vision Statement

We believe that each student comes to us with unique strengths, challenges, and needs. We will provide a safe and supportive environment where academic and personal excellence can be achieved. Our vision is that students will be able to:

- Demonstrate constructive and innovative thinking
- Recognize and celebrate their individual strengths, interests, challenges, and opportunities
- Respectfully communicate and work well within a diverse, global society
- Lead healthy lives
- Be ethical, caring, and productive citizens
- Be goal-driven and responsible for their own lifelong learning and behavior

Concerns and targets for 2011-2012:

EC Subgroup [math] and Hispanic [reading]

Gap: African American

Gap: Hispanic

Gap: Economically Disadvantaged vs. Regular

Continue to watch for gender gaps

Continue working to reach AYP goals for NCLB [missed 3]

Focus on ED and Hispanic sub-groups this year

Reduced staffed EC department (2 teachers + LC), all HQ- scheduled services for all placement settings

Interventions planned/in place to address AYP and Growth for 2011-2012:

ISS and Counselor support: new personnel and duties

New schedule- 70 minute long classes, Wild Weds after October

“True” Teams (3 teams of four teachers per grade level), monitored weekly/monthly meetings

Math placement for 2011-12 to be finalized in June, using guidelines to fill class(es)

Data conversations with feeder schools, and PHS: EVAAS and other data discussions

High school request to increase Algebra 1 enrollment

Virtual Public Schools for Geometry

Agenda page 4 conferences, teacher to student, student to parent

6th grade 5th green cume comb and return Oct. 11

Admin, counsel and teacher, EC and AIG transition meetings 5-6, 8-9 Fall and Spring

ClassScapes teacher/county based benchmarks

Teacher handbooks (school and LEA data, frames, survey info)

Book study: Day One & Beyond [Middle School Concept, Teaming, Teaching]

Book study: Book Whisperer [Reading]

Addition of year-long courses in PE, Arts

New Teacher Assessment all online this year

Careful integration of new feeder area students, student and parent support

New Drop Out Prevention position- Counselors “concern calls” prior to Truancy calls

Strategic scheduling for At-Risk students / EC Consultative (Behavioral and Academic)

Team scheduling by math to avoid “gifted” and “not gifted” stacking in teams

Diversity training/ globalization continuation- continue to seek a “banner school” status

Ball handling classes and other alternate disciplinary programming

Laptops for all grade levels by February of 2012

LEA or Charter Name/Number: Union County Public Schools - 900
 School Name/Number: Piedmont Middle School - 350
 School Address: 2816 Sikes Mill Road, Monroe, NC 28110
 Plan Year(s): 2011 - 2012
 Date prepared: 10/4/2011

Principal Signature: Curtis J. Jett 10/5/11
Date

Local Board Approval Signature: _____ Date _____

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position*	Name	Representing*	Notes
Principal	Dr. Anne Radke	LEA- Admin	
Site Based Chair	David Fox	Chair	
Teacher Representative	Karen Belk	6th House	
Teacher Representative	Margo Howard	7th House	
Teacher Representative	Mike Shepperd	PACE- PE	
Teacher Representative	Mark Underwood	PACE-Arts	
Counselor Representative	Rena McGee-Helms	Counselor	
Media Coordinator	Lana Funderburk	Media & Tech	
EC Representative	Angie Gwinn	EC Services	
Parent Representative	Lana Kirkpatrick		
Parent Representative	Beverly Little		
Parent Representative	Wendy Maynard		
Parent Representative	Lisa Sturm		
Parent Representative	Shauna Serdinsky		

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

School Vision and Mission Statements for Piedmont Middle School

Vision:

The vision of Piedmont Middle School is to provide an educationally robust, culturally diverse and technologically infused learning program that will promote global partnerships, encourage a sense of purpose, and ignite a passion for learning in each of our students.

Mission:

Preparing all students to succeed is the mission statement of Union County Public Schools and Piedmont Middle School.



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

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?

Piedmont Middle School has continually been a school of distinction with high achievement in certain subgroups while continuing to meet expected growth with new student populations. Piedmont Middle successfully uses data with whole group learning as well as a variety of learning styles. Piedmont Middle School continually has high attendance rates. The school has also improved teacher satisfaction rates on surveys.

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

Piedmont Middle School sees opportunity for growth in decreasing the achievement gap among subgroups in testing, incorporating globalization in the school, increasing technology and implementation by staff, and increasing test scores in the EC subgroups as well as 8th Grade Science and Algebra growth rates.

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

Data needed for future use include gender, race, EC, AIG, and regular student growth rates given the ever-changing student population.

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.

Based upon the analysis, the priorities for Piedmont Middle School include technology, globalization, closing the achievement gap, and increasing test scores.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Increase the percentage of students in grades 6-8 scoring a level 4 on the End of Grade assessments in reading and math.

School Goal 1: Piedmont Middle School students in grades 6-8 will demonstrate grade level proficiency in reading and math as measured by state standardized tests while maintaining high growth.

Supports this district goal: High achieving and globally competitive students

Target: All students and staff
Indicator: EOG data, class scapes, student assessment, and tutoring
Milestone date: EOY

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

Plan/Do

Plan/Do	Strategy 1:		Strategy: Incorporate a workshop approach with differentiation, multiple intelligences addressed, and utilization of technology and multicultural learning.	
	Action steps:			
	1. Professional development		5. Teacher/Class Moodle Sites	
	2. Assessments (class scapes, quarterly, portfolios)		6. Virtual Faculty Meeting Site	
	3. Lesson Plans		7. 1:1 Initiatives	
	4. Leveled Books		8.	
	Strategy 2:		Strategy: Begin Response to Intervention, PLCs	
	Action steps:			
	1. Monthly RTI Roundtable Meetings		5. Bookstudy: "Day One and Beyond"	
	2. Remediation of students at lower Tiers		6. Reflective Teacher Websites	
	3. Enrichment plans		7.	
	4. Bookstudy: RTI		8.	
Strategy 3:		Strategy: Establish Support Groups / Tutoring for at-risk students		
Action steps:				
1. E-Block Classes		5. Saturday Academy		
2. I/E support (i.e. Special Teachers)		6.		
3. Spring Tutoring Programs (Reading, Math,		7.		
4. Special Projects Support Person		8.		

Plan/Do	How will we fund these strategies?	
	Funding source 1: Local district funds	Funding amount:
	Funding source 2: Federal funds - Title I	Funding amount:
	Funding source 3: State funds for at-risk students	Funding amount:
Funding source 4: School general funds	Funding amount:	
Funding source 5:	Funding amount:	
	Total initiative funding:	\$0
	Review frequency: Quarterly	
	Assigned implementation team: Piedmont Middle Administration and Staff	
Check	What data will be used to determine whether the strategies were deployed with fidelity?	
	EOG data; class scape data; AYP data; ABC data; Teacher assessments; six weeks grades; EVAAS Scores; Teacher, Student, and parent survey data; Evaluations; Site Based Team meetings; Use of school and teacher websites.	
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
	EOG data, classscape data, AYP data, ABC data; EVAAS	
	What does data show regarding the results of the implemented strategies?	
	TBD	

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

YTBD

Act



Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Increase the effective use of technology in Piedmont Middle School among students and staff

School Goal 2:	Piedmont Middle School will effectively implement new technologies among students and staff in order to increase test scores among all subgroups on state standardized tests and implement globalization
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Supports this district goal:	21 century systems operating effeciently and effectivly
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Target:	Students and Staff
Indicator:	EOG Data, Student Assessments, Teacher and Student Surveys
Milestone date:	EOY

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

Plan/Do

Plan/Do	Strategy 1:	Strategy: Align school spending with the School Improvement Plan		
		Action steps:		
		1. Cite goals on purchase orders		5.
		2. PTA Grants		6.
		3. Technology Training		7.
		4		8.
	Strategy 2:	Strategy: Provide oportunites for new technology training		
		Action steps:		
		1. 1:1 Initiative		5. Virtual Faculty Meeting Site
		2. Smartboard Training		6.
		3. Class Scapes		7.
		4. PLC oportunities		8.
Strategy 3:	Strategy: Address needs for subject areas with future budgets in mind			
	Action steps:			
	1. Calculator purchases for math		5.	
	2. Purchasing of Supplemental Materials		6.	
	3. Supplemental Staff		7.	
	4.		8.	

Plan/Do	How will we fund these strategies?		
	Funding source 1:	Local district funds	Funding amount: \$0
	Funding source 2:	School general funds	Funding amount: \$0
	Funding source 3:	Federal funds for at-risk students	Funding amount: \$0
	Funding source 4:	State funds for exceptional children	Funding amount: \$0
	Funding source 5:		Funding amount: \$0
		Total initiative funding:	\$0
	Review frequency: Quarterly		
	Assigned implementation team: Piedmont Middle Administration and Staff		
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Teacher assessments; Lesson Plans; Teacher, Student, and parent survey data; Evaluations; Site Based Team meetings; Use of school and teacher websites, School Budget Reports		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Student achievement data, benchmark testing, EOG data, Class scapes data, ABC and AYP data		
	What does data show regarding the results of the implemented strategies?		
	TBD		



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

Act

YTBD



Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

Increase the ways to provide innovative leadership in our school using quality teachers, administrators and staff in order to increase scores on state standardized tests.

School Goal 3:

Piedmont Middle School teachers, administrators, and staff will provide innovative leadership for students to increase overall scores on state standardized tests.

Supports this district goal:

Quality teacher, administrators, and staff providing innovative leadership for 21 century schools

Target:

All Students, Staff, Teachers, and Administrators

Indicator:

EOG Data, Student Survey, Teacher Survey, Parent Survey

Milestone date:

EOY

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

Plan/Do

Plan/Do	Strategy 1:	Strategy: Incorporate new technologies in the classroom for students		
		Action steps:		
		1. 1:1 Initiative		5. Class Scapes
		2. Smartboard Lessons		6. Skyping
		3. Moodle		7.
	4. Pod casts		8.	
	Strategy 2:	Strategy: Take advantage of the grouping of students in true teams		
		Action steps:		
		1. Team Lessons		5. Team Based Projects
		2. Team Planning		6. Intercurriculum Lessons
		3. Activities		7.
	4. Benchmark Testing		8.	
Strategy 3:	Strategy: Utilize 21st Century Technologies to communicate with parents			
	Action steps:			
	1. Connect Ed Calls		5. Data page in agendas	
	2. Class websites		6. Moodle websites	
	3. Class Scapes data		7.	
4. EVAAS data		8.		



Plan/Do

How will we fund these strategies?

Funding source 1: School general funds
Funding source 2: State funds for at-risk students
Funding source 3: Local district funds
Funding source 4: Federal funds for at-risk students
Funding source 5:

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

Review frequency: Quarterly

Assigned implementation team: Piedmont Middle School Administration and Staff

Check

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

Teacher assessments; Lesson Plans; Teacher, Student, and parent survey data; Evaluations; Site Based Team meetings; Use of school and teacher websites

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

Student achievement data, benchmark testing, EOG data, Class scapes data, ABC and AYP data

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

TBD





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

YTBD

Act



Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:

Continue to increase the ways in which Piedmont Middle School creates a safe, orderly, and caring environment for producing healthy responsible students.

School Goal 4: Piedmont Middle School will create a safe, orderly, and caring school that produces healthy responsible students.

Supports this district goal: Safe, orderly, and caring schools producing healthy responsible students

Target: Students, Staff, Teachers, and Administrators

Indicator:

Milestone date: EOY

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

Plan/Do

Plan/Do	Strategy 1: Focus on strategies for at risk students		
	Action steps:		
	1. Identify students	2. Discussion of what bullying is	3. Fitness grams/ health data
	4. Agenda use	5. Moderation from counselors	6. Drop out prevention program
		7. PBIS	8. EVAAS Data
	Strategy 2: Educate faculty and staff on a variety of interventions		
	Action steps:		
	1. EPI Pen Training	2. Identify Students with allergies	3. Diabetes training
	4. Non-violent crisis training	5. Drop out prevention program	6. PBIS
		7. Use of Medical Plans	8.
	Strategy 3: Develop programs and data for students and parents		
	Action steps:		
1. Fitness Grams on Report Cards	2. F.I.T. Lab	3. Drop Out Prevention Program	
4. Non-violent crisis Team	5. School Intervention Team (IT)	6. 6th Grade Panther Camp	
	7. PTA Parent Night	8. 8th Grade Band Parent Night	



Plan/Do

How will we fund these strategies?

Funding source 1:	School general funds	Funding amount:	
Funding source 2:	Local district funds	Funding amount:	
Funding source 3:	State funds for at-risk students	Funding amount:	
Funding source 4:	State funds for exceptional children	Funding amount:	
Funding source 5:	Federal funds for at-risk students	Funding amount:	
		Total initiative funding:	\$0

Review frequency: Quarterly

Assigned implementation team: Piedmont Middle School Administration and Staff

Check

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

Teacher assessments; Lesson Plans; Teacher, Student, and parent survey data; Evaluations; Site Based Team meetings; Use of school and teacher websites; results/data of programs for at risk students

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

Student achievement data, benchmark testing, EOG data, Class scapes data, ABC and AYP data, data from fitness tests

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

TBD





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

YTBD

Act



Priority Goal 5 and Associated Strategies

Area for improvement and supporting data:

Increase the number of partnerships with businesses in the community, while increasing the rate of parent participation

School Goal 5:

Piedmont Middle School will increase the number of partnerships with the community through businesses and opportunities for parent and community participation at school.

Supports this district goal:

Family, business, and community members involved and supportive of our schools

Target:

Families, businesses, and community members

Indicator:

Parent Surveys,

Milestone date:

EOY

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

Plan/Do

Plan/Do	Strategy 1: Create school programs that encourage community support		
	Action steps:		
	1. Globalization lessons		5. Skype Lessons
	2. Home language and travel experience surveys		6. Charity Activities (Jeans for Teens, Breast Cancer
	3. Fine Arts Community Celebration		7. PTA
	4. Public displays of student art		8. Oratorical Contest
	Strategy 2: Increase opportunities for businesses to partner with classes		
	Action steps:		
	1. Skype Lessons		5.
	2. NIE - Newspapers in Education		6.
	3. Author Visit - Timmerman		7.
	4.		8.
Strategy 3: Increase opportunities for businesses to sponsor clubs and activities			
Action steps:			
1. 4-H Activities		5.	
2. Shooting Sports Club		6.	
3. Dr. Star Sponsor for agenda		7.	
4.		8.	

Plan/Do

How will we fund these strategies?

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

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

Review frequency: Quarterly

Assigned implementation team: Piedmont Middle School Staff and Administration

Check

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

Teacher Lesson Plans; Teacher, Student, and parent survey data; Evaluations; Site Based Team meetings; Use of school and teacher websites

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

Results of Parent, Student and Teacher Survey; Evaluate number of programs

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

TBD



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

YTBD

Act



Safe School Plan for Piedmont Middle School

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

Name and role of person(s) responsible for implementing this plan:

Dr. Ed Davis

Statement of Responsibility for the School District Superintendent

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

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

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



Statement of Responsibility for the School Principal

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

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

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

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

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

Assistant Principals: Mamie Blevins, Henry Chandler

Teachers: Amy Vitulli; Andrew Contafio; Angie Gwinn; Brandy Glendening; Brooke Dills; Christy Hall; CINDY EDWARDS; Courtney

Teacher Assistants: Josh Almond

Other School Staff: Lana Funderburk, Dahpne Helms, Debora Carpenter; Terry Helms; Michelle Bynum; Rena McGee-Helms

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.

Piedmont Middle School's RtI teams, student failure list, PEP's, Enrichment/Remediation Plans, Student Accountability during the school year, Saturday School, School Intervention Teams/TAT, South Providence Day Treatment Screening, School Resource Officers (SRO's) interventions, Use NC WISE to identify attendance, academic and discipline concerns and patterns, Analyze EOG, Alternative Assessments, and other standardized test scores, Exceptional Children (EC), Limited English Proficient referrals and conferences, guidance and attendance counselors, McKinney Vento, Class Scapes, MAPS, EVAAS, EBlock Teachers, and page 4 in our 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, after school tutoring, Behavior Scales, mentoring programs, Saturday School/Academy, Intervention Teams, Behavior Plans/Agreements, PEP's, IEP Goals, Benchmark Tests, MAP testing

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.

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. (Copy as needed depending upon number of goals.)

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

Target: 100% completion

Indicator: Drill Reports

Milestone Date: EOY

Goal: Improve our safety plan for parking lots, drop off/pick up areas, entrances/exits

Target: Improved School Safety

Indicator: Surveys expressing safety satisfaction

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, Decrease in Drop-out Rates

Milestone Date: EOY

Target: Higher Expectations for Students

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

Milestone Date: EOY

Target: Customer Satisfaction

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

Milestone Date: EOY

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

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

Coaches' Certification					
Anti-Bullying Program					
School Nurse Training					

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

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

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.

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

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



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



NCVPS "GO LIVE" Goals and Associated Strategies

Plan/Do	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.			
	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: Promotion and marketing strategies will be targeted for student, parent, and teacher awareness. Action steps:			

	Strategy 3 1. Website and varied tools 2. Learn & Earn online participation 3. Local BOE awareness/orientation 4. Inclusion of tech. services		5 Promote DLA Spa 6. Develop middle school practices 7. Transition plans for summer 8.											
Plan/Do	How will we fund these strategies? District wide implementation													
	<table border="0"> <tr> <td>Funding source 1: Local district funds</td> <td>Funding amount:</td> </tr> <tr> <td>Funding source 2: School general funds</td> <td>Funding amount:</td> </tr> <tr> <td>Funding source 3: Federal funds - Title I</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 func</td> </tr> </table> <p>Review frequency: Quarterly</p> <p>Assigned implementation: Site Based Management Team, Instructional Leadership Team</p>			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:	
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	Total initiative func													
Check	What data will be used to determine whether the strategies were deployed with fidelity?													
	<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>													
	How will you determine whether the strategies led to progress toward the goal? (Include													
	<p>Monitoring of program progress and goals in conjunction with stoplight schedule and completion of objectives on the MOA.</p>													

Chc	What does data show regarding the results of the implemented strategies?
	TBD
Act	Based upon identified results, should/how should strategies be changed?
	YTBD

II. Equity, Diversity, Globalization and 21st Century Student Support Plan

LEA: Union County Public Schools

SCHOOL: Piedmont Middle School

Note: All components of this plan are aligned with the UCPS Strategic Plan.

Priority	Implementation Strategies	Person(s) Responsible	Resources Required	Artifacts	Checkpoint Dates	Status
<i>21st Century systems operating effectively and efficiently.</i>	Provide leadership for the full implementation of the School Improvement Plan (SIP)	Administration	School Improvement Plan	Documentation of implementation	Each site based meeting (first Tuesday of every month)	In place

Came A. Justice

10/5/11

Principal /Date Signed

[Signature]

10/5/11

Site-Based Team Chairperson/Date Signed

II. Equity, Diversity, Globalization and 21st Century Student Support Plan

LEA: Union County Public Schools

SCHOOL: Piedmont Middle School

Priority	Implementation Strategies	Person(s) Responsible	Resources Required	Artifacts	Checkpoint Dates	Status
<i>High achieving and globally competitive students</i>	Use research to support the importance of high expectations; continually emphasize the instructional value of (1) disaggregation / analysis of data and (2) analysis of student survey data	Administration	Test data Student survey information	Increase in disaggregated target area (EC, ED, African-Americans, Hispanic and boys) scores	Ongoing	In place Standard practice
	Organize schools to meet needs of students (i.e. school within a school/ house concepts)	Administration	Samples of models Funding for planning and implementation	Documented in House agendas, frames and lesson plans	June 2011 Ongoing	In place ongoing
	Provide for vertical teaming/planning/articulation through house meetings per each grade and related arts.	Administration	Team input	Documentation of meetings/planning activities	August 2011 ongoing	In place
	Implement guidance counselor and administrator looping per each grade level year.	Administration Counselors	Samples of models	House agendas Guidance rosters Discipline files	August 2011 ongoing	In place
	Provide recognition and celebration of students' successes	Administration	PBIS Planning committee Incentives	Recognition plan	August 2011 ongoing	PBIS Committee 2011

II. Equity, Diversity, Globalization and 21st Century Student Support Plan

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SCHOOL: Piedmont Middle School

Priority	Implementation Strategies	Person(s) Responsible	Resources Required	Artifacts	Checkpoint Dates	Status
<p><i>High achieving and globally competitive students</i></p> <p><i>Family, business and community members involved and supportive of our schools</i></p>	Encourage business and civic leaders to provide incentives for students grades and behaviors.	Principals	Business/Industry, Chamber of Commerce	Schedule of visits, letters of inquiry to business and civic organizations	Ongoing	Planning
	Implementation of year round fitness training and testing.	Administration PE Staff	Physical education facilities and Presidential fitness test guidelines.	Pre-and post-fitness data	Ongoing	In place
	Secure guest speakers from diverse backgrounds	Administration Teachers	Telephones, phone calls, and emails	Flyers Evaluations	Ongoing	In place
	Translator services for ESL translations to parents	Administration Teachers Mr. Roldan	Internet Computer Letters Phones	Mid-term progress reports can be translated in native language	Ongoing	Planning
	Implementation of Ball handling group	Administration Counselors Teachers	BH. curriculum and character ed learning components	Participation roster Business contacts for service opportunities	Ongoing	Planning

II. Equity, Diversity, Globalization and 21st Century Student Support Plan

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Priority	Implementation Strategies	Person(s) Responsible	Resources Required	Artifacts	Checkpoint Dates	Status
<p><i>High achieving and globally competitive students</i></p> <p><i>Family, business and community members involved and supportive of our schools</i></p>	Teacher Tours to evaluate student readiness to learn and gain insights on diverse backgrounds	Administration	School Bus Virtual tour	Teacher reflection journals VFM	Ongoing	Planning* *Impacted by new required work days
	Creation of online school /parent resources	Administration Guidance Teachers	Website Moodle pages	Moodle site checks	Each six weeks	In place
	8 th and 9 th Grade transition meeting	Administrations Counselors EC Teachers	Meeting site Curriculum materials Transition plans	Participation Curriculum plans	Fall and Spring	Planning
	Participation in SPCC New Century Scholars Program	Counselors Teachers Students	SPCC materials Parent investment School communications	Program participation Monthly mentor meetings for students	Fall and Spring	In place
	5 th /6 th grade teacher transition meetings	Administrations Teachers	Feeder school teachers Curriculum alignments	Sign-in logs Minutes from meetings	Fall and Spring	In Place
	Student led conferences	Teachers Students Parents Administration	Portfolios 4	Student self-evaluations Parent evaluations Portfolios	October February	Planning

II. Equity, Diversity, Globalization and 21st Century Student Support Plan

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SCHOOL: Piedmont Middle School

Priority	Implementation Strategies	Person(s) Responsible	Resources Required	Artifacts	Checkpoint Dates	Status
<i>Quality teachers, administrators, and staff providing innovative leadership for 21st Century schools</i>	Recruit diverse teachers	Principals	Correspondence Email Letters	Increased percentage on diversity in faculty population	Ongoing	In place
	Utilize the North Carolina New Teacher assessment Tool	Principals Teachers HR	Tool books Website Training	Evaluation forms Website use	Ongoing	In place
	Mentoring program for ILTs and new teachers to the school	Administration Grade Level Chairperson Mentors	Mentors Buddies	Established program	Ongoing	In place
	Middle Grades Pedagogy staff development	Administration Staff	Staff in-services Book study	Staff development evaluations	Ongoing	In place: Day One and Beyond book study Book Whisperer book study

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Priority	Implementation Strategies	Person(s) Responsible	Resources Required	Artifacts	Checkpoint Dates	Status
<i>Family, business and community members involved and supportive of our schools</i>	Provide in-services for parents	Staff	Appropriate materials	Documentation of parent nights	Quarterly	Planning
	Align newly enrolled attendance area in community	Administration staff	Open House Counselor groups	Agendas Parent surveys	Semester	Continuing

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Priority	Implementation Strategies	Person(s) Responsible	Resources Required	Artifacts	Checkpoint Dates	Status
<p><i>High achieving and globally competitive students</i></p> <p><i>Family, business and community members involved and supportive of our schools</i></p>	Provide appropriate intervention with added emphasis on reading skills for students who are at risk of not meeting standards	Administration Teachers Counselors	Materials Training Tutoring Technology support Benchmarks ClassScapes EVAAS	Personalized Education Plans (PEPs) Benchmarks Data books Team agendas	Yearly	In place
	Saturday Academy	Administration Counselors Teachers	Funding Tutoring Extended Time Materials	Established Program	Yearly	In place
	Parent newsletters on the middle school child	Administration	Funding Materials	Established program	Ongoing	In place
	SSMT Mentoring Program for At-Risk students	Administration Counselors Staff	Student rosters Drop-out prevention coord	Mentoring list	Ongoing	Planning
	Tiered lesson plans-teaching to different ability levels	Administration Teachers	Training Frames Book study	Lesson plans Observations	Ongoing	RTI Committee
	PEPs for students scoring at Level I and II	Administration Teachers	PEP folders Training	PEP folders	Ongoing	In place

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Priority	Implementation Strategies	Person(s) Responsible	Resources Required	Artifacts	Checkpoint Dates	Status
<p><i>Quality teachers, administrators, and staff providing innovative leadership for 21st Century schools</i></p> <p><i>High achieving and globally competitive students</i></p>	Required training/ Awareness for PdMS staff to develop knowledge regarding diversity (differences in gender, cultures, economics, race, language, and abilities)	Administration Staff	Consultants Training materials Funding	Training agendas	Quarterly	Planning
	Celebrate diversity through dates, events, and speakers	Administration	Appropriate materials Speakers	Frames multicultural focus	Quarterly	Planning
	Increase student awareness and appreciation of other cultures	Administration	Curriculum content presentations Instructional materials	Purchase of materials Scheduling of presentations	Quarterly Cultural schools documentation/ application	Gallagher: Global Teacher

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Priority	Implementation Strategies	Person(s) Responsible	Resources Required	Artifacts	Checkpoint Dates	Status
<i>Quality teachers, administrators, and staff providing innovative leadership for 21st Century schools</i>	Training based on democratic pedagogy and data for individual schools, school clusters, and system	Administration	Data Trained staff Presenters	Student outcomes ABC results	Ongoing	In place
	Address technology and meeting the needs of diverse learners	Administration Central office Teachers	Presenters	Staff development plan Documentation of teacher attendance and implementation	Ongoing	In place

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Priority	Implementation Strategies	Person(s) Responsible	Resources Required	Artifacts	Checkpoint Dates	Status
<i>Quality teachers, administrators, and staff providing innovative leadership for 21st Century schools</i>	Align instruction to assessment data: The plan should include alternative teaching strategies for students not making expected progress	Administration Staff	Assessment data Training in alternative teaching strategies Training RTI book study	Presentation of school plan to Dr. Ellis/Dr. Davis	Sept. 2011 Quarterly benchmarks	Assessment committee formed August 2011
	Use multiple sources, in addition to standardized tests for decision-making	Administration	Individual school data, including: surveys, attendance, dropout, grades	Inclusion in School Improvement Plan	Ongoing	Assessment committee formed August 2011
	Provide consistent monitoring of the quality of classroom instruction	Administration	Additional curriculum coordinators	Increased student achievement	Ongoing	Walkthroughs by admin 2011
	Provide support and motivation for staff and student morale	Administration Staff Students	Programming Recognition Awards	Increased overall morale	Six weeks	Moral Committee formed August 2011

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Priority	Implementation Strategies	Person(s) Responsible	Resources Required	Artifacts	Checkpoint Dates	Status
<i>Quality teachers, administrators, and staff providing innovative leadership for 21st Century schools</i>	Schedule teachers to review the progress of their students at end of every grading period with house principal	Administration	Assessments Assessment timeline Notebooks of strategies	Completion of reviews	End of each grading period	In place
	Plan staff development to address new areas of Standards as well as areas identified by data as needing improvement	Administration Staff	Standards Test results NC Falcon	Completed staff survey	Ongoing	In place
	Identify and recognize teachers who demonstrate success with all students and use them as models	Administration Staff	Model teachers (based on test data)	Model teachers identified OWL (Outstanding with Learners)	Ongoing	In place
	Align mission, goals and practices within and across grade levels	Administration Teachers Site Based	School Improvement Plan Test data	Documentation of alignment	Ongoing	Training New goals coming

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Priority	Implementation Strategies	Person(s) Responsible	Resources Required	Artifacts	Checkpoint Dates	Status
<i>Family, business and community members involved and supportive of our schools</i>	Create partnerships with churches, businesses and civic groups to promote service learning and after school programs	Administration Staff Students Community members	Volunteers Staff training Planning time	Number of churches, businesses and civic groups participating	Ongoing	Ongoing: New partnership with Dr. Starr 2011 Smile For A Lifetime

<i>Quality teachers, administrators, and staff providing innovative leadership for 21st Century schools</i>	Provide relevant research, model practices, and programs to address identified needs for SMART, Go Live and Virtual offerings	Administration Staff	Research summaries Model program	Needs and resources identified	Quarterly	In place Training
	Provide relevant research, model practices, and programs to address identified needs for 1:1 initiative	Administration Site Based Staff	Substitutes Training Funding 12	Site based logs Planning materials and products School Improvement Plan alterations and data Presentations	Ongoing	In place Training

Piedmont Middle School

Anti-Bullying Plan Summary

2011 – 2012

At Piedmont Middle we believe that in order to decrease incidents of bullying we need to address several areas. One such area is a statement that reflects self-empowerment and community, school and home, involvement. At Piedmont Middle we have adopted a statement through our PBIS system, Personal Responsibility Inspires Daily Excellence.

In order to define bullying within our school the counseling staff will hold bullying education sessions. The counsel staff will ask students and adults to consider all forms of communication and interaction within our building. This reflective approach will help students develop an understanding of their actions and their impact on others.

We realize that a reflective approach alone at Piedmont Middle may not be sufficient if a student performs acts of bullying. In order to manage acts of bullying we will utilize the UCPS code of student conduct, presentations on WPDM, a teacher book study, and a parent night with a focus on bullying. We will also look into retraining and counseling practices to help bullies “reset” their behaviors.

To evaluate the success of our plan we will utilize the following tools: PBIS collection data, discipline data, ASD data, and student surveys. Each of these tools will provide a piece of evidence that the counsel staff and administration will data mine to evaluate the effectiveness of each anti-bullying initiative.

FORMATIVE ASSESSMENT IMPLEMENTATION PLAN

LEA Number/Name: Union County Public Schools 900
Address: 400 North Church Street Monroe, NC 28110 Telephone: 704-296-9898
Plan years: 1 year plan
Date approved by LEA team: October 4, 2010

School Number	Telephone:
Address:	
Plan years:	
Date approved by school team:	

PART A: SELECT FORMATIVE ASSESSMENT TEAM MEMBERS.

To begin the formative assessment implementation process, the first step is to select formative assessment teams at (1) the district and (2) the school level. Identify personnel that will lead the formative assessment teams (i.e., team leads). For team members at the *district level*, identify personnel who can model the process during the initial implementation. For team members at the *school level*, identify members who will be responsible for communicating, monitoring, and evaluating the formative assessment process.

DISTRICT FORMATIVE ASSESSMENT TEAM	
NAME	POSITION
TEAM LEAD:	
DR. MARY ELLIS	DEPUTY SUPERINTENDENT
CAROLYN WHITE	DIRECTOR OF STUDENT SERVICES
LORI CAUTHEN	EC DIRECTOR
DR. JOHN JONES	DIRECTOR OF MIDDLE SCHOOL EDUCATION
DR. TOM BULLA	DIRECTOR OF ELEMENTARY EDUCATION
DANA CROSSON	DIRECTOR OF SECONDARY EDUCATION

SCHOOL FORMATIVE ASSESSMENT TEAM	
NAME	POSITION
TEAM LEAD:	



Dr. Ed Davis – Superintendent

Board of Education

L. Dean Arp, Jr. – Chairman

John Collins - Vice Chairman

John Crowder

Carolyn J. Lowder

Laura Minsk

Kimberly Morrison-Hansley

John Parker

David Scholl

Richard Weiner

Growing Possibilities

The following information will provide a framework in which schools will work to complete the online NCFALCON formative assessment training.

- The training is **required** for any Pre-K through 12th grade teacher who writes formative assessments for their students. This includes Core Content Area Teachers as well as teachers of Exceptional Children, teachers of AIG students, teachers of the Arts, teachers of Physical Education, teachers of ESL students, teachers who teach Foreign Languages and administrators.
- The training is **recommended** for Media Specialists, counselors, psychologists and any other person who may be a representative on the Student Support Team.
- Training must be delivered in at least one-hour increments to equal a total of 20 hours.
- Training is to be completed by March 30, 2011.
- Training should follow the outline provided.
- Principals or his/her designee must review the reflective journal of each participant in order to verify credit for the course.
- CEU information is due to Jimmie Quesinberry by June 15, 2011. Two CEUs may be granted for the training and follow up requirements.
- NC Falcon formative assessment implementation training plan should be placed in the School Improvement Plan)

NC FALCON North Carolina's Formative Assessment

Learning Community Online Network Training Program Module Completion Dates

There are five formative assessment modules in the online professional development series located in NC FALCON. Please read below to find a description of each formative assessment module along with a timeline for completion.

September 3, 2010

Formative Assessment Module Pre- Survey

(15 minutes)

District Timeline	September 3, 2010	Schools' Timeline	October 12-November 19, 2010
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September 3, 2010

Module 1: Importance of Formative Assessment

Overview:

This module provides an introduction to formative assessment and its importance and role in North Carolina's 21st Century Balanced Assessment System. At the end of the module, participants will be able to:

- Explain the purpose of formative assessment and why it is defined as a process;
- Distinguish between formative assessment and benchmark/ summative assessment;
- Articulate how formative assessment is used in the classroom/ school and a plan to use formative assessment in the future.

(1 hour)

District Timeline	September 3, 2010	Schools' Timeline	October 12-November 19, 2010
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Module 2: Learning Targets and Criteria for Success.

This module focuses on how teachers can

write clear learning targets and define criteria for success in order to help students answer the question, "Where am I going?" At the end of the module, participants will be able to:

- Recognize clear and unclear learning targets;
- Develop clear learning targets and their associated criteria for success to use in a lesson or series of lessons.

(1 hour)

District Timeline	October 12-November 19, 2010	Schools' Timeline	November 29-January 14, 2011
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Module 3: Collecting and Documenting Evidence. This module explores how teachers can collect and document evidence of learning to help students answer the question “Where am I now?” At the end of the module, participants will be able to:

- Identify at least three ways to collect and document evidence of student learning;
- Choose strategies for collecting and documenting evidence of student learning that provide accurate information about where students are in their learning and align the strategies with the targets and criteria for success.

District Timeline	November 1, 2010–December 17, 2010	Schools’ Timeline	January 18–February 25, 2011
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Module 4: Analyzing Data and Descriptive Feedback. This module provides teachers with an understanding of how to analyze evidence of learning and how to use descriptive feedback to reflect student strengths and weaknesses with respect to specific learning goals and success criteria to help students answer the questions, “Where am I now?” and “How can I close the gap?” At the end of the module, participants will be able to:

- Effectively examine student work;
- Understand the differences between evaluative and descriptive feedback;
- Enhance student learning through descriptive feedback;
- Plan instructional modifications to address learning gaps or enrich instruction.

District Timeline	January 3, 2011 – January 31, 2011	Schools’ Timeline	February 28–March 25, 2011
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Module 5: Administrator’s Role in Formative Assessment. This module looks at the role of the administrator in formative assessment. At the end of the module, participants will be able to:

- Describe formative assessment and how an administrator can use it in his or her school;
- Discuss elements of formative assessment;
- Determine the extent to which a school implements formative assessment;
- Monitor and build capacity for implementation of formative assessment in schools.

District Timeline	February 1, 2011 – March 4, 2011	Schools’ Timeline	March 28–April 15, 2011
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Formative Assessment Module Post-Survey
(15 minutes)

District Timeline	April 30, 2011	Schools' Timeline	May 30, 2011
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PART C: INCLUDE A SIGNATURE PAGE.

To complete the formative assessment implementation plan, team members must sign and date the signature page. Signatures signify that members accept the implementation plan as written and are fully committed to it and will support its implementation. Please post the completed plan to the NC FALCON forum.

DISTRICT FORMATIVE ASSESSMENT TEAM	
SIGNATURE	DATE
TEAM LEAD:	
<i>Mr. Beeler</i>	10-4-10
<i>Rail Cauffman</i>	10-4-10
<i>Nana Crossa</i>	10-1-10
<i>John A. Jones Jr.</i>	10/1/10
<i>[Signature]</i>	10/1/10
<i>Larry White</i>	10-4-10

SCHOOL FORMATIVE ASSESSMENT TEAM	
SIGNATURE	DATE
TEAM LEAD:	