

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 sy



District Goals for Union County Public Schools

District Goal 1: High achieving and globally competitive students

Supports SBE Goal 1 – North Carolina public schools will produce globally

District Goal 2: Quality teacher, administrators, and staff providing innovative leadership for

Supports SBE Goal 2 – North Carolina public schools will be led by 21st Century

District Goal 3: Safe, orderly, and caring schools producing healthy responsible students

Supports SBE Goal 3 – North Carolina Public School students will be healthy and

District Goal 4: 21 century systems operating effeciently and effectivily

Supports SBE Goal 4 – Leadership will guide innovation in North Carolina public

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

Supports SBE Goal 5 – North Carolina public schools will be governed and



Vision and Mission Statements for Benton Heights Elementary School of

Vision:

Our four pillars for student success are: Respect, Ingegrity, Safety and Excellence! (R.I.S.E)

Mission:

Union County Public Schools and South Providence School
Mission“ Prepare all students to succeed!”

School Data and Summary Analysis

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

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

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

The notable strengths of South Providence School are: 1. There were no reportable incidents to the NC DPI for school year 2010-2011. 2. A credentialed, on-site Day Treatment program. 3. The achievement gap between Caucasian students and minority students continues to close. 4. The school's use of PBIS to promote student academic and behavioral success.

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

South Providence School did not make Adequate Yearly Progress for the 2010-2011 school year as indicated by the following data: Only 37% of students in grade 6-8 met NC proficiency goals in Reading and Math.

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

PBIS data is currently missing and will be collected on an on-going basis during 2011-2012 school year.

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.

Reaching AYP, continuing to close the achievement gap, fully implement the on-line NC teacher evaluation instrument and continue with professional development on the implementation of the 1:1 laptop initiative.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

South Providence School did not meet expected growth in 2010-2011. South Providence School will meet expected growth in 2011-2012.

School Goal 1: By June 2012, South Providence School will reach expected growth in Reading and Math.

Supports this district goal: High achieving and globally competitive students

Target: All middle school students.

Indicator: EOG and EOC Results

Milestone date: June, 2012

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

Plan/Do

Plan/Do	Strategy 1:		Strategy: Based on data from universal screenings, formative and benchmark assessments, students will be provided with tiered interventions through the school's use of the Response to Intervention (RTI).	
	Action steps:			
	1. Monthly RTI meetings		5. After school community mentor and tutor support.	
	2. Implement classroom tier 1 interventions.		6.	
	3. Remediation of targeted students at tier 2 and 3.		7.	
	4. Enrichment for students already proficient.		8.	
	Strategy 2:		Strategy: Based on data from universal screenings, formative and benchmark assessments, students will be provided with additional instruction to supplement the core curriculum.	
	Action steps:			
	1. Remedial instruction for targeted students.		5	
	2. Enrichment for students already proficient.		6.	
	3. Use PBIS to promote and reward academic success.		7.	
	4. After school community mentor and tutor support.		8.	
Strategy 3:		Strategy: Establish community partnerships to provide after school tutors and mentors.		
Action steps:				
1. Continue partnership with Moving Forward.		5. Supply partners with SP teacher developed assignments.		
2. Continue partnership with the Waxhaw Athletic		6.		
3. Provide partners with student referrals.		7.		
4. Support program with bus transportation.		8.		

Plan/Do

How will we fund these strategies?

Funding source 1: State funds - DSSF
Funding source 2: Federal funds - Title I
Funding source 3: State funds for at-risk students
Funding source 4: Local district funds
Funding source 5: Other

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

Review frequency: Quarterly

Assigned implementation team:

Check

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

EOG data, classscape data, AYP data, ABC data, Aimsweb

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, Aimsweb

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 South Providence School Student grade level proficiency in English and Math from 37% in 2010-2011 to 50% in 2011-2012.

School Goal 2: By June 2012, 50% of South Providence School students will be at or above EOC or EOG proficiency levels.

Supports this district goal: High achieving and globally competitive students

Target: All high school students.

Indicator: EOC and EOG results.

Milestone date: June, 2012

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

Plan/Do

Plan/Do	Strategy 1:		Strategy: Based on data from universal screenings, formative and benchmark assessments, students will be provided with tiered interventions through the school's use of the Response to Intervention (RTI).	
	Action steps:			
	1. Monthly RTI meetings.		5. After school community mentor and tutor support.	
	2. Implement classroom tier 1 interventions.		6.	
	3. Remediation of targeted students at tier 2 and 3.		7.	
	4. Enrichment for students already proficient.		8.	
	Strategy 2:		Strategy: Based on data from universal screenings, formative and benchmark assessments, students will be provided with additional instruction to supplement the core curriculum during Learning Community (LC) time.	
	Action steps:			
	1. Remedial instruction for targeted students.		5.	
	2. Enrichment for students already proficient.		6.	
	3. Use PBIS to promote and reward academic success.		7.	
	4. After school community mentor and tutor support.		8.	
Strategy 3:		Strategy: Establish community partnerships to provide after school tutors and mentors.		
Action steps:				
1. Continue partnership with Moving Forward.		5. Supply partners with SP teacher developed assignments.		
2. Continue partnership with the Waxhaw Athletic		6.		
3. Provide partners with student referrals.		7.		
4. Support program with bus transportation.		8.		



Plan/DO

How will we fund these strategies? District wide implementation

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

Review frequency: Quarterly

Assigned implementation team: Site Based Management Team, Instructional Leadership Team

Check

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

EOC data, EOG data, classscope data, benchmarks, AYP data, ABC data.

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

EOC, EOG, ClassScape, benchmarks and teacher made assessments.

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:

Narrow the gap between South Providence Caucasian and minority students. In 2010-2011, the gap between African American and Caucasian high school students is 20.6% and between Hispanic and Caucasian high school students is 16.3%.

School Goal 3: Continue to narrow the gap between South Providence caucasian and minority students.

Supports this district goal: High achieving and globally competitive students

Target: All students
Indicator: EOC results

Milestone date: June, 10 2012

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

Plan/Do

Plan/Do	Strategy 1:		Strategy: Based on data from universal screenings, formative and benchmark assessments, students will be provided with tiered interventions through the school's use of the Response to Intervention (RTI).	
	Action steps:			
	1. Monthly RTI meetings		5. After school community mentor and tutor support.	
	2. Implement classroom tier 1 interventions.		6.	
	3. Remediation of targeted students at tier 2 and 3.		7.	
	4. Enrichment for students already proficient.		8.	
	Strategy 2:		Strategy: Based on data from universal screenings, formative and benchmark assessments, students will be provided with additional instruction to supplement the core curriculum.	
	Action steps:			
	1. Remedial instruction for targeted students.		5	
	2. Enrichment for students already proficient.		6.	
	3. Use PBIS to promote and reward academic success.		7.	
	4. After school community mentor and tutor support.		8.	
Strategy 3:		Strategy: Establish community partnerships to provide after school tutors and mentors.		
Action steps:				
1. Continue partnership with Moving Forward.		5. Supply partners with SP teacher developed assignments.		
2. Continue partnership with the Waxhaw Athletic		6.		
3. Provide partners with student referrals.		7.		
4. Support program with bus transportation.		8.		

Plan/Do

How will we fund these strategies?

Funding source 1: School general funds
Funding source 2: Select a funding source
Funding source 3: Select a funding source
Funding source 4: Select a funding source
Funding source 5: Select a funding source

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

\$0

Review frequency: Quarterly

Assigned implementation team:

Check

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

EOC data, classscope data, benchmarks, Aimsweb, AYP data, ABC data.

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

EOC, ClassScape, benchmarks, Aimsweb and teacher made assessments.

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

TBD



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

Safe School Plan for (South Providence 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
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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: (INSERT APPROPRIATE INFORMATION HERE)

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



Statement of Responsibility for the School Principal

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

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

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

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

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

Assistant Principal(s): Beverly Pennington

Teachers: Kevin Luke, Paul Ruefle, Mike Cook, Victoria Modlin,

Teacher Assistants: Elaine McManus, Maxine Sims

Other School Staff: SRO Chad Evans, ISS Coordinator Sondra Maske

Services for At-risk Students

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

Rtl teams, PEP's, Enrichment/Remediation Plans, use of Therapeutic staff, Student Accountability during the school year, School Intervention Teams/TAT, Day Treatment Screening, Career Academy South Providence (CASP), UCPS - (HS) ALTS, UCPS Quarter Turn (MS) - ALTS, School Resource Officers (SRO's) interventions, Use NC WISE to identify attendance, academic and discipline concerns and patterns, Analyze EOG, EOC, SAT, PSAT, Alternative Assessments, and other standardized test scores, Exceptional Children (EC), Limited English Proficient referrals and conferences, OSS and ISS discipline reports, guidance and attendance counselors.



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

Tutoring, Behavior Scales, mentoring programs, RTI Behavior Intervention Teams, Behavior Plans/Agreements, PEP's, IEP Goals, Benchmark Tests.

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

Odysseyware, NCVS, Nurtured Heart, 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. (Copy as needed depending upon number of goals.)

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

Target: 100% completion

Indicator: Drill Reports

Milestone Date: EOY

Goal:

Target:

Indicator:

Milestone Date:

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

Target: Improved School Safety and Student Conduct

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

Milestone Date: EOY

Target: Higher Expectations for Students

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

Milestone Date: EOY

Target: Customer Satisfaction

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

Milestone Date: EOY

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

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

Coaches' Certification					
Anti-Bullying Program					
School Nurse Training					

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

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

*Each school may include additional plans to adapt to their unique environment: Continue the working relationship with the Waxhaw Police Department.

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

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

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



Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs		
Program or Strategy Being Funded	Amount of Funding	Source of Funding
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

Area for improvement and supporting data:

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

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

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

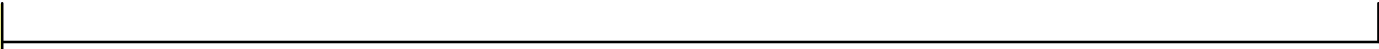
Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Strategy 1	Strategy: Increase and enhance awareness of NCVPS registration process at the local school level.		
	Action steps:		
	1. GO LIVE team		5. Policies and procedures
	2. Data management		6. Enrollment Targets
	3. E-collaboration & communication		7. Roles and Responsibilities
	4. Communication models		8. Reg. planning strategies
Strategy 2	Strategy: Increase strategic planning in regard to NCVPS and virtual education opportunities at the local school level.		
	Action steps:		
	1. SMART Goals		5. E-learning structure/strategy
	2. Deployment		6. E-solutions development
	3. Measurement		7. Leadership training for school
	4. 3DM		8. Leadership training for district
Strategy: Promotion and marketing strategies will be targeted for student, parent, and teacher awareness.			

Plan/Do	Strategy 3	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.
	How will we fund these strategies? District wide implementation		
	Funding source 1: Local district funds	Funding amount:	
	Funding source 2: School general funds	Funding amount:	
	Funding source 3: Federal funds - Title I	Funding amount:	
	Funding source 4: Select a funding source	Funding amount:	
	Funding source 5: Select a funding source	Funding amount:	
		Total initiative fund	
	Review frequency: Quarterly		
	Assigned implementation: Site Based Management Team, Instructional Leadership Team		
	What data will be used to determine whether the strategies were deployed with fidelity?		
	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		

Check	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



Duty Free Lunch and Planning Period Plans

Duty Free Lunch Periods:

South Providence School provides one duty free lunch period per week for teachers due to the needs to closely monitor and supervise students assigned to South Providence School.

Duty Free Planning Periods:

South Providence School High School teachers receive one 90 minute planning period per day and Middle School teachers receive one 60 minute planning period per day.

Goal-South Providence School will maintain high quality teachers, administrators, and staff that provide innovative leadership for 21st century schools.

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

Strategies:

South providence staff will attend professional development opportunities presented by South providence School members, (ex. Internal training on NC teacher evaluation instrument), central services sponsored events (ex. TQE Share day) and curriculum coordinator training (ex. Alliance meetings).

South providence staff will attend instructional technology training for school use (ex. Classscapes and Study Island).

South Providence staff will attend outside agency workshops (Ex. UNCC Science Conference).

South Providence staff will attend PBIS training.

South Providence staff will attend PLC training.

Funding: Central services and school based.

Globalization Action Plan

Cluster: Parkwood

Principal Names: Barry Ross

Action Item: Globalization Strategies in the School Improvement Plan

Target Completion Date: June, 2012

Expected Outcome(s): Strategies will be incorporated into the School Improvement Plan to demonstrate the school's commitment to globalization.

Key Steps	Timeframe	Party Responsible	School(s) Impacted
1. South Providence students will participate in an environmental service project to improve the environment.	On-going through June, 2012	Teachers, students	South Providence
2. A school-wide international writing project will be implemented focusing on the culture and values of various countries.	November, 2011 through June, 2012.	Teachers, students	South Providence
3. A cultural awareness project focusing on linking students with other students throughout the world via Global Schools Project.	November, 2011 through June, 2012.	Diversity Committee sponsor, students	South Providence
4. An international day will be held focusing on countries and cultures studied throughout the year.	April 5, 2012	Diversity committee, teachers, students	South Providence

Comments:

Globalization Action Plan

Cluster: Parkwood

Principal Names: Barry Ross

Action Item: Book Study on Globalization / Diversity

Target Completion Date: June, 2012

Expected Outcome(s): To further staff knowledge about the importance of incorporating globalization into the classroom setting and to gain strategies on how to effectively implement these strategies.

Key Steps	Timeframe	Party Responsible	School(s) Impacted
1. A book appropriate for a school-wide book study will be located.	September 30, 2011	Diversity Committee	South Providence
2. Teachers and administrators will participate in professional development on globalization by conducting a book study.	Ongoing through April, 2012	Diversity Committee, teachers	South Providence
4. Book study participants will post discussions regarding the book to facilitate collaboration.	Ongoing through April, 2012	Diversity Committee, teachers	South Providence
5. A professional development activity will be facilitated by diversity committee for the entire staff.	May 31, 2012	Diversity Committee, teachers	South Providence

Comments:

South Providence School plan to meet AYP in Reading and Math for SY 2011-2012:

Area for improvement and supporting data:

Narrow the gap between South Providence Caucasian and minority students. In 2010-2011, the gap between African American and Caucasian high school students is 20.6% and between Hispanic and Caucasian high school students is 7.2%.

Target: All students.

Indicator: EOG and EOC results.

Milestone date: June, 10 2012

Strategy 1: Based on data from universal screenings, formative and benchmark assessments, students will be provided with tiered interventions through the school's use of the Response to Intervention (RTI).

Strategy 1: Action steps:

1. Monthly RTI meetings.
2. Implement classroom tier 1 interventions
3. Remediation of targeted students at tier 2 and 3.
4. Enrichment for students already proficient.
5. After school community mentor and tutor support.

Strategy 2: Based on data from universal screenings, formative and benchmark assessments, students will be provided with additional instruction to supplement the core curriculum.

Strategy 2: Action Steps:

1. Remedial instruction for targeted students.
2. Enrichment for students already proficient.
3. Use PBIS to promote and reward academic success.
4. After school community mentor and tutor support.

Strategy 3: Establish community partnerships to provide after school tutors and mentors.

Strategy 3: Action steps

1. Continue partnership with Moving Forward.
2. Continue partnership with the Waxhaw Athletic Association.
3. Provide partners with student referrals.
4. Support program with bus transportation.
5. Supply partners with SP teacher developed assignments.

Review frequency: Quarterly

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

EOC data, EOG data, ClassScape data, benchmarks, AimsWeb, AYP data, ABC data.

How will you determine whether the strategies led to progress toward the goal?

(Include formative, benchmark, and summative data as appropriate.)

EOC data, EOG data, ClassScape, benchmarks, AimsWeb and teacher made assessments.

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

To be determined (TBD).

Barry L. Ross

Principal

South Providence Dropout Prevention

Middle School

Strategic staffing

Extend Math and Reading to 90 Minute Blocks

Continue utilizing Reading RTI

Add Math RTI

High School

Strategic Staffing

Add Reading Across the Curriculum

Add Math Support Lab

Add Math Support Lab (EC)

Add English Support Lab (EC)

Behavior Modification: Keep Kids in Class!

Rebirth of PBIS

Addition of Behavior Support Team Leader

Return of Transition Cottages

Remodel ISS

Professional Learning Communities (PLC)

Clarify school's Mission: Preparing All Students To Succeed!

Establish Teams

All Teams have a Specific Purpose

Train members formally and informally

Community Relations:-Improve relationships with:

Moving Forward

Glenstone Chapel

WAA

Increase Parent Involvement

Resource Utilization-Classroom implementation of:

Technology

Instructional Technologist Assistance

Differentiated Instruction

South Providence SAT plan

Principal's Challenge and Word of the Day:

- Students will be exposed to the word of the day at the beginning of 1st block and teachers can report that the students have been working with the SAT word of the day.
- Weekly challenge: Students will use all 5 words in a paragraph
- Students are rewarded 5 phoenix feedbacks for Principal's Challenge; 10 could be for using all of the words in a paragraph.
- Students will access College Board's website to review the SAT question of the day.

South Providence School Professional Learning Community (PLC) Plan 2011-2012

Initial formal training:

A team from South Providence School, including the principal will attend a PLC training institute at Little Rock, AR from 18 Oct to 21 Oct. This workshop will provide the team with the basic knowledge necessary to develop improve and lead a PLC school.

South Providence School will conduct a math and language arts (reading) PLC on a bi-weekly basis. These PLCs will report to the Site Based Management Team on a monthly basis. They will be required to provide the management team with a monthly progress report on those students identified in need of Response to Intervention (RTI) and recommendations for continued improvement.