

LEA or Charter Name/Number: Union County Public Schools – 900
School Name/Number: Central Academy of Technology & Arts – 366
School Address: 600 Brewer Drive, Monroe, North Carolina 28112
Plan Year(s): 2010-2011
Date Prepared: September 21, 2011

Principal’s Signature: _____

_____ **Date**

Local Board Approval Signature: _____

_____ **Date**

School Improvement Team Membership

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

| Committee Position | Name | Committee Position | Name |
|---------------------------|--------------------|---|--------------------|
| Principal | Dr. Shaun C. Poole | Guidance Representative | Shari Davison |
| Assistant Principal | Jeff Pusser | Instructional Support Rep. | Deb Christensen |
| Teacher Representative | Audrey Fowler | Student Representative | Kamilah Deese |
| Teacher Representative | Elaine Holeman | Student Representative | Robert Bravener |
| Teacher Representative | Lisa Eaton | Student Representative | James Craig Knox |
| Teacher Representative | Brad Bunce | Student Representative | Parker Colbath |
| Teacher Representative | Jennifer Owen | Student Representative | Jasmine Jones |
| Teacher Representative | Debora Cochran | Parent Representative – 9 th grade | Dale Ann Plyler |
| Teacher Representative | Miranda Calandro | Parent Representative – senior | Adam Thomas Dailey |
| Teacher Representative | Jeff Weis | Parent Representative - senior | Christa Dailey |
| | | Parent Representative- 11 th grade | Deb Watts |
| | | Parent Representative– 10 th grade | Michelle Tuttle |
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School Vision and Mission Statements for Central Academy of Technology & Arts

Vision:

Central Academy of Technology & Arts is a comprehensive magnet high school that incorporates rigorous academic and technical education using an innovative academy concept in a nurturing environment that emphasizes experiential learning, relevant internships, community involvement, technical, artistic, and academic integration, we prepare our students to compete in a global society.

Mission:

To prepare students for informed decision-making, effective citizenship, personal achievement, higher education, and rewarding careers.

School Data and Summary Analysis

Use the 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 school's strengths?

After reviewing the data, the school's strengths are as follows:

- There are fifty-four teachers on staff at CATA with 2% of them falling into the "beginning teacher" category. This indicates that the teaching staff can be considered "experienced and well-versed" in their content area. The negative side could indicate that because the staff is experienced, there could be a risk of complacency. The data from observations did indicate that less than 1% of the staff proved that to be true. Of the experienced group, fifteen teachers have more than twenty years teaching experience. There are also eleven teachers with advanced degrees and four who are Nationally Board Certified. There are two other teachers who are seeking the NBCT classification and one who is working on the administrative leadership add-on certification.
- CATA students have applied to enter the school based on three criteria. They must score a Level III or better on the end-of-grade test in reading and math at the middle school, have a good attendance record, and a good discipline record at the middle school. If students enter at the tenth grade level, they are held to the same criteria except the test scores involved are English I and Algebra I. The students come to the school for the academies that have career-focused programs.
- The school facility was renovated four years ago with the support coming from a bond referendum. Some of the best technology is located in the building for the use of both teachers and students. There are nineteen Smart Boards, six document cameras, a media retrieval system. There are also more than twenty overhead projectors, numerous LCD projectors, and televisions in each classroom. In addition there is a distance learning lab, three computer labs available for teachers to use, two rolling laptop carts, Internet access in each classroom along with telephones in each classroom.
- Each teacher has a Moodle page where they post class assignments as well as pertinent information on their course.
- There are three administrators who can provide walk-throughs and classroom observations. This provides the opportunity to give immediate feedback to teachers on their effectiveness in the classroom or provide guidance to strengthen instructional delivery.
- There are trained mentors in the building to work with the beginning teachers. In addition the department chairs have been empowered to assist teachers in their departments.
- Teachers are encouraged and provided with professional development sessions that are pertinent to their needs.
- The ratio of students to computers is 30:1.
- The business and industry partnerships through the advisory committees.

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

- The analysis indicates that some work needs to occur with some of the staff who are teaching courses where the students did not score on grade level on the EOCs.
- There are some opportunities for continuous professional development on proven research-based instructional strategies to assist the experienced and new teachers to better meet the needs of a differentiated classroom.
- In addition, teachers will work in academy teams to develop integrated activities or projects for students so they can see the connections between academics and technical education.
- The data also indicates that a shift in teaching personnel should occur. Teachers who have a proven record of success for students need to teach those EOCs as much as the schedule will allow.

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

- At the present time, the only missing data are the scores from the NAEP assessment provided by HSTW. This data is collected every two years by the network.
- Since CATA did not have a graduating class until last year, the school staff could not test seniors. This is the second year that CATA will be able to obtain this data. The data collected from the NAEP will include scores in reading, math, and science.
- Additional data will address survey information from the teaching and guidance staff along with student survey information.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? Cite relevant evidence from your analysis to support these priorities.

- The top priorities for Central Academy are student achievement, diversity, integration of technology into the instructional program, globalization and integration of academic and technical education. In an effort to address the weakness of student achievement in some of the core academic areas based on the end-of-course assessments data, it is very clear that one of the priorities for CATA is student achievement.
- Another priority for CATA is the integration of technology into the instructional program. CATA has as its focus, since the opening in 2006, and based on the academies, the need to incorporate technology so that students are exposed to real-world experiences. Students have to practice and become proficient in the use of technology if they are going to be competitive in a global society.
- According to Educational Leadership January 2006, a publication of the Association of Supervision and Curriculum Development, students need to be connected to and proficient in the use of technology. To that end, teachers must also have the expertise to instruct and guide students as they learn to navigate the information highway. Teachers are able to motivate students to learn through the use of technology as well.
- Another priority is globalization. This priority is a district focus area of the superintendent. Because of the increase of minority groups in the county, it is important to the school district to assist all stakeholders in the practice of tolerance understanding. Teachers, students, staff, parents and the community must learn how to be accepting and understanding of all groups who makeup this global society. In addition, students especially must learn how to be competitive outside of their community surroundings. They must learn that the community is more than Union County, the Charlotte-Mecklenburg area and North Carolina. If the students are going to be successful, they must understand more people are competing for postsecondary slots, jobs, etc. The status quo is no longer good enough.
- Finally, CATA has as one of its tenets the integration of academic and technical education. In simple terms, students learn about connecting the academic concepts taught in class with the technical program they are part of at the school. Students can then begin to understand why learning about angles in math, motion laws in physics, chemicals in chemistry, grammar in English or the relationships of

past historical events are so important. All of these concepts can relate to the development of technology, medical diagnosis and medicine, automotive performance, or body movement in dance. This offers the students at CATA the opportunities to feel secure with the fact that they have learned the material and are able to build upon their past experiences to think critically.

Priority Goal #1 and Associated Strategies

Area for Improvement and supporting data:

Student Achievement on the EOCs – The EOC test scores haven fallen below the district average in two areas, Algebra II (80.3%) and U.S. History (77.6%). There were other areas based on individual teachers’ scores that need attention, but the issues will be addressed through an overall “extra help” strategy for all classes.

Algebra II and US History will no longer be included in the state’s EOC category; therefore, the priority for goal number 1 will focus on student achievement in the areas of Algebra I, English I and Biology.

School Goal #1 Raise EOC test scores in the three designated core areas at Central Academy to ensure the students are well-prepared for the technical fields they are pursuing; as well as to stay competitive with other high schools in the district since the school is a magnet high school.

Central Academy is a *High School That Works* site (national high school reform effort based in Atlanta, Georgia); therefore the NAEP assessment will be given this year to sixty seniors. The data from the test were being compared to the other sites in the network with similar demographics to determine if the school is reaching the network standards.

CATA will no longer be a High Schools That Work Site, but transition towards a Professional Learning Community.

Supports this district goal: Student Outcomes – Increase the percentage of students scoring on grade level on EOC tests.

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| Target: | Increase student achievement by 10% on the targeted EOCs as well as increasing the overall achievement of students on other EOCs by 5%. |
| Indicator: | Student test scores |
| Milestone date: | June 2012 |

Goal #1 Improvement Strategies-Identify researched-based strategies whenever possible

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| Strategy #1 | Strategy: Implement an intervention plan to support students early in the semester. Students will be offered tutoring any day of the week morning or afternoon with their teacher. |
| | Action steps: Any student in class who falls below 70% in the class will be advised to attend tutoring sessions with the teacher. Teachers are to notify parents of the deficiency and their plan of action for the student. If the student continues to be unsuccessful, the teacher must again notify the parent and discuss the new plan of action to assist the student. Also, the teacher should be including the plan on a PEP. |
| Strategy #2 | Strategy: Implement peer tutoring. |
| | Action Steps: Students will be able to schedule one-on-one tutoring sessions before or after-school. |
| | Strategy: Implement a “blitz type” activity within the various departments two weeks prior to administrating the EOCs. |

Priority Goal #2 and Associated Strategies

Area for Improvement and supporting data:

Systems Alignment – Since Central Academy is a high school that is designed to use technology and collaboration extensively, every effort should be made to constantly keep the school updated with technology for the operational success of the school and the school community.

School Goal #2 Increase the use of technology in all areas of instruction to ensure students are exposed to 21st century knowledge and skills. The use of technology will not only be used with instruction but for collaboration and connecting with the parents and the community.

Supports this district goal: Systems Alignment

Target: Raise the overall composite score of grade level by 5%.

Indicator: EOC data from 2010-2011 school year

Milestone date: June 2012

Goal #2 Improvement Strategies-Identify researched-based strategies whenever possible

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| Strategy #1 | Strategy: Ensure the online readiness of Central Academy's closed circuit televisions. |
| | Action steps: Get all the televisions in Central Academy online so instructional techniques, best practices and integration activities teachers do can be seen by all students. |
| Strategy #2 | Strategy: Teachers will use the Moodle site for online learning. |
| | Action Steps: Teachers will put assignments for students on their Moodle web sites to help students be more comfortable with using 21 st century tools for learning. This strategy will be a learning tool that does not use paper, so Central Academy will save money by buying less paper, while being environmentally friendly. |
| Strategy #3 | Strategy: Use technology specialist from Media Services and our Media Coordinator for staff development with 21 st Century tools. |
| | Action Steps: We will have regular staff development with Central Academy teachers. By using the technology specialist assigned to our school and our Media Coordinator, we will have regular staff development with Central Academy teachers. |

How will we fund these strategies?

Funding Source #1: School general funds

Funding Amount: TBD

Review frequency: Yearly

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| Assigned implementation team: Administrative Team, School Improvement Team, and Department Chairs |
| What data will be used to determine whether the strategies were deployed with fidelity? |
| EOC test results, parent surveys, student surveys, and teacher surveys developed by High Schools That Work and Union County will be used. |
| How will you determine whether the strategies led to progress toward the goal (Include formative, benchmark, and summative data as appropriate.)? |
| By using the Classscape tool for benchmarking and other types of data when appropriate. |
| What does the data show regarding the results of the implemented strategies? |
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| Based upon identified results, should/how should strategies be changed? |
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Priority Goal #3 and Associated Strategies

Area for Improvement and supporting data:

Stakeholder Engagement – CATA has a Program Advisory Board that consists of parents, teachers and businesses in the community. The board is responsible for all school activities. Currently, 40% of the board is comprised of members from the business community, 14% of the members are individuals from the PTSO and 13% of the members are parents of students in the Athletic Booster Club.

School Goal #3 Increase community participation by 20% in all the target areas.

Supports this district goal: Stakeholders Engagement – proactive engagement with parents and the community.

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| Target: | Program Advisory Committee, Cougar Council (PTSO) and the Athletic Booster Club |
| Indicator: | Membership numbers |
| Milestone date: | October, January, March, June |
| Goal #2 Improvement Strategies-Identify researched-based strategies whenever possible | |
| Strategy #1 | Strategy: CATA will increase the participation of businesses and industries by 20% |
| | Action steps: The PAC committee will review the list of active members on the Program Advisory Committee. They will identify the gaps and create a committee to target those groups during the recruitment period. |
| Strategy #2 | Strategy: CATA will increase the participation of parents in the Cougar Council PTSO by 20% |
| | Action Steps: The Cougar Council PTSO will work with the parents to design and implement a membership campaign by utilizing the activities that parents are currently participating in such as athletic games, school performances and the Cougar Council (PTSO) |
| Strategy #3 | Strategy: CATA will increase the participation of parents and businesses in the Athletic Booster Club by 20% |
| | Action Steps: The Athletic Booster Club will use the Connect-Ed system to encourage the parent of athletes to join the club. Additionally, the sponsor will explore businesses and determine how they can support the Booster Athletic Club. |

How will we fund these strategies?

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|---------------------------|----------------------|------------------------|-----|
| Funding Source #1: | School general funds | Funding Amount: | TBD |
| Funding Source #2: | School general funds | Funding Amount: | TBD |
| Funding Source #3: | School general funds | Funding Amount: | TBD |

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| Review frequency: Quarterly |
| Assigned implementation team: Academy Teams, Cougar Council (PTSO) and the Athletic Booster Club |
| What data will be used to determine whether the strategies were deployed with fidelity? |
| CATA will review the roster of each group and make adjustments based on the data. Additionally, we will implement the best strategies to recruit more parents and businesses to maximize the participation in the targeted groups. |
| How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) |
| The method of recruitment will be reviewed to determine how many additional people were added to the rolls of the targeted groups. Adjustments will be made if it is determined that a method of recruitment had a greater return. Therefore, that strategy will be used and enhanced more to capture more individuals and families. |
| What does the data show regarding the results of the implemented strategies? |
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| Based upon identified results, should/how should strategies be changed? |
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Priority Goal #4 and Associated Strategies

Area for Improvement and supporting data:

Globalization – CATA staff will increase the opportunities for students to learn about the impact of globalization, diversity, economic growth and solvency. Students will enhance their understanding of these topics by using 21st. Century Technology to explore the topics.

School Goal #4 Increase number of multicultural activities into the school’s program along with opportunities to demonstrate connections to the global impact on society.

Supports this district goal: Globalization

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| Target: | Administrators, teachers, and students |
| Indicator: | Increased exposure to multicultural issues, tolerance, curriculum connectivity, and global relationships |
| Milestone date: | October, January, March, June |

Goal #4 Improvement Strategies-Identify researched-based strategies whenever possible

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| Strategy #1 | Strategy: Plan and organize activities that involve teaching students about tolerance and multicultural experiences. |
| | Action steps: CATA staff will organize a club opportunity for students to explore multicultural issues and begin the process of understanding the importance of tolerance. Teachers will receive additional information concerning the issue information to incorporate into their lessons that address how to promote tolerance in the classroom. |
| Strategy #2 | Strategy: CATA staff will increase the number of opportunities where the Academy Team and the Core Team teachers can integrate lessons. |
| | Action Steps: Each teacher will develop a minimum of two lessons that incorporates interdisciplinary activities and implement those lessons into the classroom. The teachers will assess the effectiveness of the interdisciplinary lesson, provide feedback to the department chair and the department chairs will discuss the effectiveness of the lessons with the administrative team. |
| Strategy #3 | Strategy: CATA staff will increase the number of classroom lessons that demonstrate the impact of students’ education and how these lesson connect to businesses and industries globally. |
| | Action Steps: The students will learn about other countries and they will understand how we influence the economic solvency of the world. Students will participate in assignments, projects and presentations that demonstrate their understanding of the global community. |

How will we fund these strategies?

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| Funding Source #1: | Funding Amount: |
| Funding Source #2: | Funding Amount: |

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| Funding Source #3: | Funding Amount: |
| Review frequency: Each semester | |
| Assigned implementation team: Academy Teams and Core Teams | |
| What data will be used to determine whether the strategies were deployed with fidelity? | |
| Teachers will post the lesson plans to the CATA Virtual Faculty Page. Teachers will meet with their department chairs and highlight one lesson plan monthly. The department chairs will share the highlighted lesson with the staff at the monthly staff meeting. The administrative team will conduct walk-throughs and observations. | |
| How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) | |
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| What does the data show regarding the results of the implemented strategies? | |
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| Based upon identified results, should/how should strategies be changed? | |
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Priority Goal #5 and Associated Strategies

Area for Improvement and supporting data:

Professional Development – The staff at Central Academy of Technology & Arts will continue to receive professional development in Century 21st Technology, globalization, tolerance and the effectiveness of interdisciplinary lessons to increase student achievement.

School Goal #5 Increase student achievement by 20% through the use of technology, curriculum integration, sensitivity to differences in cultures and global influences on the educational community.

Supports this district goal: Student Outcomes; Systems Alignment; Stakeholders Engagement; and Globalization

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| Target: | CATA staff, parents, and the community |
| Indicator: | Benchmark test scores |
| Milestone date: | November 2011, April 2012 |

Goal #5 Improvement Strategies-Identify researched-based strategies whenever possible

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| Strategy #1 | Strategy: Professional development activities for the CATA staff |
| | Action steps: The CATA staff will participate in two book studies involving research-based instructional strategies. Teachers will develop lessons to incorporate the strategies into their classroom. The teachers will reflect on the lesson and determine the effectiveness of the lesson. |
| Strategy #2 | Strategy: Professional development activities for parents. |
| | Action Steps: Parents will participate in various sessions with the guidance staff to address concerns about how to prepare their child for graduation, obtain financial aid, and enroll them into advance placement classes. Additionally, the parents will receive resources about the academy sequence and how to enroll them into online classes. |
| Strategy #3 | Strategy: Professional development for business and industry partners. |
| | Action Steps: The community partners and supporters will participate in an advisory committee to learn more about the Central Academy of Technology & Arts programs. The advisory committee will create subcommittees that will be responsible for judging the senior project presentation, assessing the students' choreographed performances and providing input during a HSTW Technical Assistance visit. |

How will we fund these strategies?

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| Funding Source #1: Schools general funds | Funding Amount: | TBD |
| Funding Source #2: School general funds | Funding Amount: | TBD |

Review frequency: Quarterly

Assigned implementation team: Academy Teams; Department Chairs, Administrative Team, Advisory Committees, Cougar Council

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

Minutes from various meetings, SIT, Cougar Council, and advisory committees; attendance sheets will be used.

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

The data from classroom walk-throughs, teacher observations, report from the HSTW Technical Assistance visit

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

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

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

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

| School Number (s) | Request for Waiver |
|---|---|
| Central Academy of Technology & Arts - 366 | 1. Please describe the waiver you are requesting. |
| | CATA is requesting a waiver for class size in EOC courses. Due to budget constraints, classes are greater than the recommended ratio of 28:1. |
| | 2. Identify the law, regulation, or policy from which exemption is requested. |
| | Based on the North Carolina policy for enrollment in EOC classes, CATA's average class size ratio is 33:1. |
| | 3. State how the waiver will be used. |
| The waiver will be used to increase class size in the core academic areas. Class sizes will be increased. | |
| 4. State how this waiver helps achieve the specific performance goals. | |
| The waiver helps to meet the financial restraints of the district. | |

Signature of Superintendent/Designee

Date

Safe School Plan for Central Academy of Technology & Arts

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.

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| 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 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):

Teachers: Ensure that everyone has safely evacuated the building in a safe and orderly fashion.

Teacher Assistants:

Other School Staff:

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.

Senior/student failure list, PEP's, Enrichment/Remediation Plans, Student Accountability during the school year, Peer Mentors - Peer Mediators, School Intervention Teams/TAT, Career Academy South Providence (CASP), Teen Pregnancy Support Personnel, high school - 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, Probation agreement, County benchmarking for EOC courses.

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, Intervention Teams, Behavior Plans/Agreements, PEP's, IEP Goals, Benchmark Tests, MAP testing, NHS tutoring (peer tutoring), Pride Program (advisor/advisee program),

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.

Odsseyware, Smaller class size - Lower Student/Teacher Ratio, Intensified Structure, Level Programs designed to transition back to home school, North Carolina Virtual Public Schools

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: Gang Awareness training for faculty/staff

Target: 100% completion

Indicator: Sign in sheets from session

Milestone Date: September 1, 2010

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

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| 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 | 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) | Planned | | | | |
| Certified Trainers assigned to high school clusters | | | | | |
| Coaches' Certification | Planned | | | | |
| Anti-Bullying Program | In progress | | | | |
| School Nurse Training | Planned | | | | |
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Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.

*System-wide Safe Schools Plan indicates: Each middle and high school has access to the services of a School Resource Officer (SRO) who has direct contact with the Union County Sheriff's Office or the Monroe City Police Department. Currently, at least one SRO is allotted per middle/high pair; funds are being sought to expand to one officer for each middle and high school. Elementary schools have access to the SRO in emergency situations. DARE officers help as needed at the elementary schools. Each school

works cooperatively with juvenile and criminal court officials to determine the proper placement of students who have violated the law. The court system notifies schools of students who have committed felonies. The District Attorney's (DA's) office is contacted when necessary to enforce trespassing, assault, firearm, vandalism and other applicable laws. Policies and Procedures for SRO are housed within each school.

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

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

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

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

Duty Free Lunch and Planning Period Plans

Duty Free Lunch Periods

Central Academy of Technology & Arts provides duty-free lunch periods for every staff member. Administrators monitor students during lunch periods.

Duty Free Planning Periods

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

NCVPS "GO LIVE" Goals and Associated Strategies

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|--------------------------------------|--|--|-----------------------------|----------------------------------|--------------------------------------|------------------------------------|-----------------------|------------------------------------|-------------------------------|-------------------------------------|-----------------------------|
| 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: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1. GO LIVE team</td> <td style="width: 50%;">5. Policies and procedures</td> </tr> <tr> <td>2. Data management</td> <td>6. Enrollment Targets</td> </tr> <tr> <td>3. E-collaboration & communication</td> <td>7. Roles and Responsibilities</td> </tr> <tr> <td>4. Communication models</td> <td>8. Reg. planning strategies</td> </tr> </table> | | 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 |
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| 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: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1. SMART Goals</td> <td style="width: 50%;">5. E-learning structure/strategy</td> </tr> <tr> <td>2. Deployment</td> <td>6. E-solutions development</td> </tr> <tr> <td>3. Measurement</td> <td>7. Leadership training for school</td> </tr> <tr> <td>4. 3DM</td> <td>8. Leadership training for district</td> </tr> </table> | | 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 | |
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| Strategy 3: | Strategy: Promotion and marketing strategies will be targeted for student, parent, and teacher awareness. Action steps: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1. Website and varied tools</td> <td style="width: 50%;">5 Promote DLA Spa</td> </tr> <tr> <td>2. Learn & Earn online participation</td> <td>6. Develop middle school practices</td> </tr> </table> | | 1. Website and varied tools | 5 Promote DLA Spa | 2. Learn & Earn online participation | 6. Develop middle school practices | | | | | |
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|---|
| 3. Local BOE awareness/orientation |
| 4. Inclusion of tech. services |

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|---------------------------------------|
| 7. Transition plans for summer |
| 8. |

Plan/Do

How will we fund these strategies? District wide implementation

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

Review frequency: Quarterly

Assigned implementation: Site Based Management Team, Instructional Leadership Team

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

Check

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,

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

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

Act

YTBD