

## How to Use This Template

<b>General Information</b>	<p>This school improvement plan template is designed to provide a step-by-step approach to planning. The template is aligned with the NCDPI-recommended model for school improvement planning as outlined in <i>The North Carolina School Improvement Planning Implementation Guide</i>. The template is aligned with the recommendations found in the Guide. For instance, space is provided for up to 5 goals for each school and drop-down menus reflect recommended guidelines such as quarterly, or at most semi-annual, review cycles. Each page of this template is designed to print neatly on an 8.5 inch-wide piece of paper, though the length may stretch to several pages. <b>At certain locations, you will see a prompt to "select" an item from a drop-down menu. To use this feature, select the cell, then look to the far right of the cell for the drop-down button. Click the button to select the item for that cell.</b></p> <p>Please note the template has several tabs along the bottom of the Excel workbook. Each tab corresponds to an input and/or step of the planning process. For example, the tab named "Step 1 Cover Sheet" (see below) provides a location to input relevant school demographic data (we anticipate that the future on-line version will pre-populate this data) and school improvement team information as well as space for the principal and the local board of education chair to sign-off. Other tabs provide reference information for the school improvement team (SBE Goals, District Goals), a place for data analysis and summary, and of course, a place to identify and track school-level goals. Additional detail for each tab is provided below.</p>
<b>Reference Tabs – These tabs provide information to aid the planning process.</b>	<p><b>SBE Goals</b> – This tab lists the five current State Board of Education goals for North Carolina. Use this as a reference as needed.</p> <p><b>District Goals</b> – This tab provides space to input district level goals as well as the SBE goal supported by each. It is intended to provide an easy-to-access reference point for local district goals. Please note that the SBE goals may be selected by clicking on the cell and using the drop-down button at the end of the cell. Also, entering your district-level goals is a critical step because it builds one of the drop-down menus you will use in Steps 3 through 7, described below in greater detail. <b>Please note this page contains at least one drop-down menu.</b></p> <p><b>Data Sources</b> – This tab lists a variety of data sources for school improvement teams to consult as they work to establish an understanding of the current state at the school. Other data sources may be available locally as well and teams should not limit themselves to evaluating the sources listed in the template.</p> <p><b>School Vision and Mission</b> – School improvement teams can input the school's mission and vision on this tab to provide an easy reference as needed during the planning process.</p>
<b>School Improvement Plan Tabs – The School Improvement Plan consists of these tabs.</b>	<p><b>Step 1 – Cover Sheet</b> – Use this sheet to document school information. Identify all School Improvement Team members and whom they represent, as appropriate. This sheet also provides signature lines for the school principal and the person authorized to accept the plan on behalf of the local school board. <b>Please note this page contains at least one drop-down menu.</b></p> <p><b>Step 2 – School Data Analysis Summary</b> – This sheet provides guiding questions to help begin data analysis. It provides space to document findings and list priorities. Data sources for use with this tab are listed on the "Data Sources" tab; other available data locally available may also be used.</p> <p><b>Steps 3 through 7 – School Goals</b> – These tabs provide space to record goals based upon the priorities resulting from data analysis. A separate tab is provided for each goal up to 5 goals (3-5 goals are recommended for each school). For each goal, several items can be recorded: the relevant area for improvement, the goal and the district-level goal it supports, measures, quantitative target, and milestone date. The school improvement team can also record the specific strategies to be implemented to achieve the goal along with action items for each strategy. The lower portion of each sheet provides a place to discuss potential interventions, to identify funding sources (using a drop-down menu) and team members, and to document the reviewcycle frequency for the goal (also using a drop-down menu). <b>Please note that each of these pages contains multiple drop-down menus.</b></p>
<b>Other SIP-related Requirements</b>	<p><b>Safe Schools Plan</b> – This template for the Safe Schools Plan is aligned to the state legislative requirements specified in § GS 115C-105.47. Using this template to guide Safe School planning will ensure schools address the appropriate requirements. District-level Safe Schools personnel can use the information on this tab from each school in the district to understand the prevailing issues across the district and document appropriate strategies on the district-level Safe Schools Plan.</p> <p><b>ABCs Waiver Request Form</b> – ABCs waivers may be requested according to the guidelines specified in GS § 115C-105.26. These guidelines are enumerated in the SIP Implementation Guide.</p>

## State Board of Education Goals – Future-ready Students for the 21<sup>st</sup> Century

**Goal 1** – North Carolina public schools will produce globally competitive students.

**Goal 2** – North Carolina public schools will be led by 21<sup>st</sup> 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 21<sup>st</sup> Century systems.



**District Goals for (insert district here)**

**District Goal 1:** High achieving and globally competitive students

**Supports SBE Goal:** Goal 1 – North Carolina public schools will produce globally competitive students.

**District Goal 2:** Quality teachers, administrators, and staff providing innovative leadership for 21st century schools

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

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

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

**District Goal 4:** 21st century systems operating effeciently and effectively

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

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

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

## Recommended Data Sources for Analysis by School Improvement Teams

*Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.  
Examine data from such areas as:*

**Highly Qualified Teachers (HQT):** Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified. Number and percentage of teachers Non-HQT ([www.ncreportcards.org](http://www.ncreportcards.org) Click on High Quality Teachers tab)

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

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

**School Report Card results:** ([www.ncreportcards.org](http://www.ncreportcards.org))

**Teacher Working Conditions Survey results:** (<http://ncteachingconditions.org> )

**Local Data:** (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)

### **Career and Technical Education Local Plan**

**School Demographic Information** related to student discipline. (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (<http://www.ncpublicschools.org/research/discipline/reports>)

**School Demographic Information** related to drop-out information and graduation rate data (<http://www.ncpublicschools.org/research/dropout/reports>)

**School Demographic Information** related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (<http://www.ncreportcards.org> and locally-maintained data)

**School Demographic Information** related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)

**School Perception Information** related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)

**Title III AMAO School Process Information** related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency

**Title III AMAO School Process Information** related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency

**School Process Information** uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities

**Ready Schools Inventory/Ready Schools Plan** (<http://ncreadyschools.org>)

### **Special Education Continuous Improvement Plan**

**Title I AYP** (<http://ayp.ncpublicschools.org>)

**Healthy Active Children Initiative** (<http://www.nchealthyschools.org>)



## School Vision and Mission Statements for Walter Bickett Education Center

### **Vision:**

The vision statement of Walter Bickett Education Center is to prepare our students for the 21st century to be globally, socially, and academically equipped for our diverse world.

### **Mission:**

The mission of Walter Bickett Education Center is to provide a developmentally appropriate foundation in a safe, nurturing, child-centered environment that encourages a love for learning.



**LEA or Charter Name/Number:** Union County Public Schools - 900

**School Name/Number:**

Walter Bickett Education Center/9000

**School Address:**

501 Lancaster Ave Monroe, NC 28112

**Plan Year(s):**

2011-2012

**Date prepared:**

30-Sep-11

**Principal Signature:** \_\_\_\_\_

\_\_\_\_\_  
Date

**Local Board Approval Signatur** \_\_\_\_\_

\_\_\_\_\_  
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	Committee Position*	Name
Principal	Fo Roldan	Administrator	
Teacher Representative	Amanda Alvarez	Member	
Teacher Representative	Deborah Knick	Site Based Chair	
Teacher Assistant Representative	Caroline Price	Secretary	
Teacher Assistant Representative	Xiomara Pacheco	Member	
Parent Representative	Teresa Allison	Member	

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

## School Data and Summary Analysis

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

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

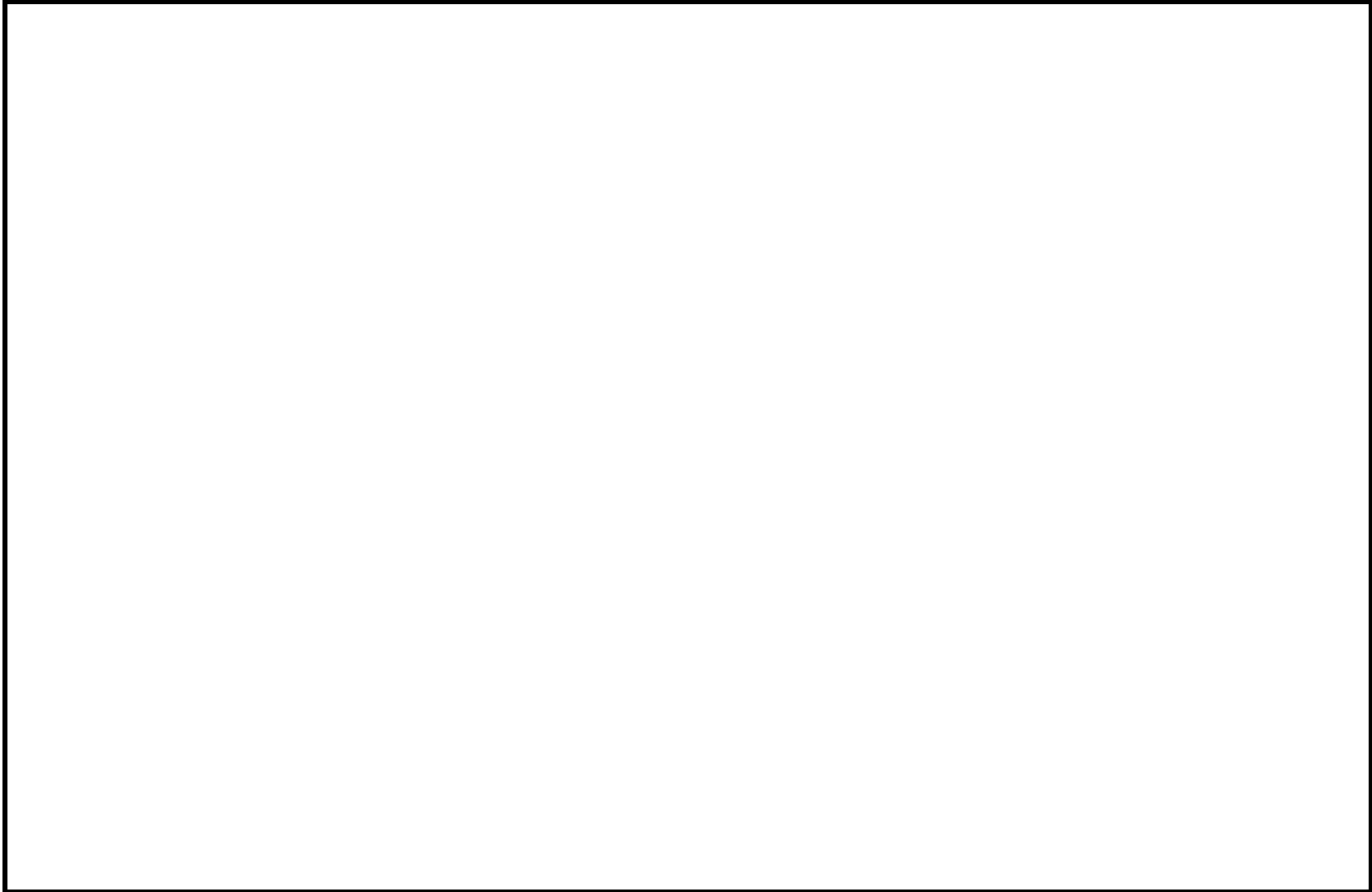
1. What does the analysis tell you about your schools strengths?

Upon review of our data we feel that our school excels in areas of health and safety as well as parent and community involvement.

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

We would like to increase our use of technology and continue to increase our global awareness.

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



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.

We would like to increase our use of technology. Although global awareness is present we would like to make it more prevalent throughout the school. Maintain high levels of parent and community involvement.

## Priority Goal 1 and Associated Strategies

**Area for improvement and supporting data:**

All students will exhibit increasing exit COSF levels

**School Goal 1:** All students will acquire the knowledge, skills, and attitudes necessary to be responsible, contributing citizens in a diverse society.

**Supports this district goal:** High achieving and globally competitive students

<b>Target:</b>	Increase exit COSF levels
<b>Indicator:</b>	Compilation of Exit scores/Spreadsheet, Kindergarten Placement
<b>Milestone date:</b>	EOY 2012

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

Plan/Do

<b>Strategy 1:</b>	<b>Strategy:</b> Maintain ongoing data collection.
	<b>Action steps:</b> Maintain updated data collection related to curriculum.

**How will we fund these strategies?**

<b>Funding source 1:</b> Local district funds	<b>Funding amount:</b>	\$5,400
<b>Funding source 2:</b> Select a funding source	<b>Funding amount:</b>	
<b>Funding source 3:</b> Select a funding source	<b>Funding amount:</b>	
<b>Funding source 4:</b> Select a funding source	<b>Funding amount:</b>	
<b>Funding source 5:</b> Select a funding source	<b>Funding amount:</b>	
	<b>Total initiative funding:</b>	<b>\$5,400</b>

**Review frequency:** Semi-annually

**Assigned implementation team:** School Improvement Team





<b>Plan/Do</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>
	COSF exit data, progress reports, IEP data, parent input
<b>Study</b>	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and</b>
	COSF exit data, progress reports, IEP data, parent input
	<b>What does data show regarding the results of the implemented strategies?</b>
	Shows the growth of targeted students
	<b>Based upon identified results, should/how should strategies be changed?</b>



Act

## Priority Goal 2 and Associated Strategies

**Area for improvement and supporting data:**

More staff development and incentives to keep highly qualified instructional staff.

**School Goal 2:** All staff continue to be highly qualified and technology driven

**Supports this district goal:** Quality teacher, administrators, and staff providing innovative leadership for 21st century schools

<b>Target:</b>	School Instructional Staff
<b>Indicator:</b>	Staff evaluations
<b>Milestone date:</b>	EOY 2012

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

Plan/Do

<b>Strategy 1:</b>	<b>Strategy:</b> Attend district wide staff development
	<b>Action steps:</b> Apply and Implement strategies learned at district wide staff development.
<b>Strategy 2:</b>	<b>Strategy:</b> Incorporate technology into the teaching process
	<b>Action steps:</b> Teacher evaluation process, PDP, Easy IEP

**How will we fund these strategies?**

<b>Funding source 1:</b>	Local district funds	<b>Funding amount:</b>	\$5,400
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>	
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>	

**Funding source 4:** Select a funding source

**Funding amount:**

|



Act

## Priority Goal 3 and Associated Strategies

**Area for improvement and supporting data:**

Maintain a safe, orderly, and caring learning environment established through safety procedures according to state guidelines.

**School Goal 3:** Maintain a safe, orderly, and caring learning environment

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

<b>Target:</b>	All Students
<b>Indicator:</b>	District Survey/Parent Communication
<b>Milestone date:</b>	EOY 2012

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

Plan/Do

<b>Strategy 1:</b>	<b>Strategy:</b> Daily Safety Procedures
	<b>Action steps:</b> Visitor policy, Key Fabs, Security Cameras, Secure Learning Environments, Trained First responders available, access to school resource officer, Playground safety team, parent communication, connect ED

**How will we fund these strategies?**

<b>Funding source 1:</b> Local district funds	<b>Funding amount:</b>	\$5,400
<b>Funding source 2:</b> Select a funding source	<b>Funding amount:</b>	
<b>Funding source 3:</b> Select a funding source	<b>Funding amount:</b>	
<b>Funding source 4:</b> Select a funding source	<b>Funding amount:</b>	
<b>Funding source 5:</b> Select a funding source	<b>Funding amount:</b>	
	<b>Total initiative funding:</b>	<b>\$5,400</b>

**Review frequency:** Semi-annually



**Assigned implementation team:** School Improvement Team



<b>Plan/Do</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>
	Safe and Orderly Schools Report/District Survey
<b>Study</b>	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and</b>
	Safe and Orderly Schools Report/District Survey
	<b>What does data show regarding the results of the implemented strategies?</b>
	Safe and Healthy Students
	<b>Based upon identified results, should/how should strategies be changed?</b>

Act	

## Priority Goal 4 and Associated Strategies

**Area for improvement and supporting data:**

Increase Multicultural and technological opportunities for learning.

**School Goal 4:** Integrate and provide multicultural and technological opportunities for learning

**Supports this district goal:** 21st century systems operating efficiently and effectively

<b>Target:</b>	All Students
<b>Indicator:</b>	Global Schools Criteria
<b>Milestone date:</b>	EOY 2012

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

<b>Strategy 1:</b>	<b>Strategy:</b> Incorporation of multicultural elements and media resources throughout the school environment.
	<b>Action steps:</b> Diverse classroom materials, multicultural events, bilingual staff, lesson plans, parent communication, computers, smart boards, assistive technology

**How will we fund these strategies?**

<b>Funding source 1:</b>	Local district funds	<b>Funding amount:</b>	\$5,400
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>	
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>	
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>	
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>	
		<b>Total initiative funding:</b>	<b>\$5,400</b>

**Review frequency:** Semi-annually

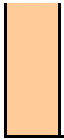
Plan/Do



**Assigned implementation team:** Globalization Team



<b>Plan/Do</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>
	Global Schools Criteria
<b>Study</b>	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and</b>
	Global Schools Criteria
	<b>What does data show regarding the results of the implemented strategies?</b>
	Increase Multicultural and technological opportunities for learning.
	<b>Based upon identified results, should/how should strategies be changed?</b>



Act

## Priority Goal 5 and Associated Strategies

<b>Plan/Do</b>	<b>Area for improvement and supporting data:</b> Increase Parent and community involvement.	
	<b>School Goal 5:</b>	All students will have opportunities for meaningful involvement in society through strong, cooperative, supportive family, business, and community partnership.
	<b>Supports this district goal:</b>	Family, business, and community members involved and supportive of our schools
	<b>Target:</b>	All WBEC students
	<b>Indicator:</b>	Parent Surveys, Sign In sheets
	<b>Milestone date:</b>	EOY 2012
<b>Goal 5 Improvement Strategies – Identify research-based strategies whenever possible.</b>		
<b>Strategy 1:</b>	<b>Strategy:</b> Integrate multicultural activities that involve all stakeholders.	
	<b>Action steps:</b> Partnerships with Union County Early College students, Porter Ridge students, ARC, Monroe Moose Lodge, Monroe Moose Riders, Sunset Baptist Church, community donations, Updated Multicultural website	

<b>Plan/Do</b>	<b>How will we fund these strategies?</b>		
	<b>Funding source 1:</b>	Local district funds	<b>Funding amount:</b> \$5,400
	<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>
		<b>Total initiative funding:</b>	<b>\$5,400</b>
	<b>Review frequency:</b>	Semi-annually	
	<b>Assigned implementation team:</b>	School Improvement Team	
<b>Study</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	Parent Letters, web site, school activities, community presentations		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
	Parent Letters, web site, school activities, community presentations		
	<b>What does data show regarding the results of the implemented strategies?</b>		

Increased Parent and community involvement.

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

## Safe School Plan for WBEC

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:

### **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)



**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

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)

[Empty space for disciplinary consequences]

**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:

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.

[Empty space for at-risk student services]



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.

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.

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:**  
**Target:**  
**Indicator:**  
**Milestone Date:**

**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:**  
**Indicator:**  
**Milestone Date:**

**Target:**  
**Indicator:**  
**Milestone Date:**

**Target:**  
**Indicator:**  
**Milestone Date:**

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				


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

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.



**Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs**

**Program or Strategy Being Funded**

**Amount of Funding**

**Source of Funding**

