

**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>SBE Goals – This tab lists the five current State Board of Education goals for North Carolina. Use this as a reference as needed.</p> <p>District Goals – This tab provides space to input district level goals as well as the SBE goal supported by each. It is intended to provide an easy-to-access reference point for local district goals. Please note that the SBE goals may be selected by clicking on the cell and using the drop-down button at the end of the cell. Also, entering your district-level goals is a critical step because it builds one of the drop-down menus you will use in Steps 3 through 7, described below in greater detail. <b>Please note this page contains at least one drop-down menu.</b></p> <p>Data Sources – This tab lists a variety of data sources for school improvement teams to consult as they work to establish an understanding of the current state at the school. Other data sources may be available locally as well and teams should not limit themselves to evaluating the sources listed in the template.</p> <p>School Vision and Mission – School improvement teams can input the school's mission and vision on this tab to provide an easy reference as needed during the planning process.</p>
<b>School Improvement Plan Tabs – The School Improvement Plan consists of these tabs.</b>	<p>Step 1 – Cover Sheet – Use this sheet to document school information. Identify all School Improvement Team members and whom they represent, as appropriate. This sheet also provides signature lines for the school principal and the person authorized to accept the plan on behalf of the local school board. <b>Please note this page contains at least one drop-down menu.</b></p> <p>Step 2 – School Data Analysis Summary – This sheet provides guiding questions to help begin data analysis. It provides space to document findings and list priorities. Data sources for use with this tab are listed on the "Data Sources" tab; other available data locally available may also be used.</p> <p>Steps 3 through 7 – School Goals – These tabs provide space to record goals based upon the priorities resulting from data analysis. A separate tab is provided for each goal up to 5 goals (3-5 goals are recommended for each school). For each goal, several items can be recorded: the relevant area for improvement, the goal and the district-level goal it supports, measures, quantitative target, and milestone date. The school improvement team can also record the specific strategies to be implemented to achieve the goal along with action items for each strategy. The lower portion of each sheet provides a place to discuss potential interventions, to identify funding sources (using a drop-down menu) and team members, and to document the reviewcycle frequency for the goal (also using a drop-down menu). <b>Please note that each of these pages contains multiple drop-down menus.</b></p>
<b>Other SIP-related Requirements</b>	<p>Safe Schools Plan – This template for the Safe Schools Plan is aligned to the state legislative requirements specified in § GS 115C-105.47. Using this template to guide Safe School planning will ensure schools address the appropriate requirements. District-level Safe Schools personnel can use the information on this tab from each school in the district to understand the prevailing issues across the district and document appropriate strategies on the district-level Safe Schools Plan.</p> <p>Title I School-wide Review - If your school is a Title I School-wide school, use this tab to develop your Title I Plan. This portion of the template was developed in conjunction with NC DPI Program Monitoring and offers space to address all federal requirements for this program. Please note that the form is designed to allow you to "X" the appropriate box and identify either an existing strategy associated with the federal requirement, or identify and describe a different program or strategy that will be used by you school to meet the requirement.</p> <p>Title I Targeted-assistance Review - If your school is a Title I Targeted-assistance school, use this tab to develop your Title I Plan. This portion of the template was developed in conjunction with NC DPI Program Monitoring and offers space to address all federal requirements for this program. Please note that the form is designed to allow you to "X" the appropriate box and identify either an existing strategy associated with the federal requirement, or identify and describe a different program or strategy that will be used by you school to meet the requirement.</p> <p>For Schools in Title I Improvement - This tab is for use by any school currently in Title I School Improvement. Filling out this tab will ensure that these schools meet the additional federal requirements that go into effect when a school enters into this status.</p> <p>ABCs Waiver Request Form – ABCs waivers may be requested according to the guidelines specified in GS § 115C-105.26. These guidelines are enumerated in the SIP Implementation Guide.</p>

**State Board of Education Goals – Future-ready Students for the 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:**

***Supports SBE Goal:*** Select an SBE Goal

**District Goal 2:**

***Supports SBE Goal:*** Select an SBE Goal

**District Goal 3:**

***Supports SBE Goal:*** Select an SBE Goal

**District Goal 4:**

***Supports SBE Goal:*** Select an SBE Goal

**District Goal 5:**

***Supports SBE Goal:*** Select an SBE Goal

## 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))

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

**North Carolina Teacher Working Conditions Survey: Guide for School Improvement** (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at <http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf>)

**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)

**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 Kensington Elementary**

**Vision:**

Embracing Learning, Empowering Minds!

**Mission:**

Values: Differentiation, Innovation, Collaboration, Integrity, Excellence!



## School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the

Guiding Questions: Review school data and consider a variety of perspectives

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

Data Analysis shows, from the 2013 data, that our percentage rate of proficiency is higher in the county and the state in all targets except for third grade EC.

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

Our girls have a lower proficiency in science as compared to in boys, but excel in reading.



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

Regular and consistent benchmark data. This year, with the establishment of goal committees, we have been working on this goal.



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

Phonemic Awareness in kindergarten is a priority, along with male reading scores, and female science scores. This is evidenced in the MCCLASS data and the fall 2013 READY data.

## Priority Goal 1 and Associated Strategies

**Area for improvement and supporting data:**

AdvancEd report and school data shows that not all students have adult advocates other than their assigned teacher.

<b>School Goal 1:</b>	Develop, implement, and evaluate policies at Kensington to ensure that each student is well known by at least one adult advocate in the
<b>Supports this district goal:</b>	Goal 2 - Quality teachers. administrators, and staff providing innovative leadership for 21st century schools.

<b>Target:</b>	each student wil have one adult advocate in the student's school
<b>Indicator:</b>	data sheet
<b>Milestone date:</b>	ongoing

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

Plan/Do

	<b>Strategy:</b> Google docs survey	
	<b>Action steps:</b>	
<b>Strategy 1:</b>	1. created by committee members	5.
	2. send to certified staff	6.
	3. sign up for pairing of advocates	7.
	4.	8.
	<b>Strategy:</b> have menu of strategies for advocates	
	<b>Action steps:</b>	
<b>Strategy 2:</b>	1. brainstorm strategies in areas of academics,	5.
	2. assessed by parent feedback end of each grading	6.
	3. assessed by student feedback end of each	7.
	4. assessed by teacher feedback end of each	8.
	<b>Strategy:</b> Utilize teacher, principal, and PTA communications to remind students and parents of the importance of regular attendance.(SAMPLE)	
	<b>Action steps:</b>	
<b>Strategy 3:</b>	1.	5.
	2.	6.
	3.	7.



4.

8.



**Plan/Do**

**How will we fund these strategies?**

**Funding source 1:** Select a funding source  
**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:**  
**Total initiative**

**Review frequency:** end of each grading period, starting with third.

**Assigned implementation team:** Student services committee

**Check**

**What data will be used to determine whether the strategies were deployed with**  
survey data

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

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



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

## Priority Goal 2 and Associated Strategies

**Area for improvement and supporting data:**

Spelling and conventions performance is inconsistent across grade levels.

<b>School Goal 2:</b>	90% of the students at Kensington wil score on or above grade level expectations as defined by grade specific teacher checklists.
<b>Supports this district goal:</b>	1. High achieving and globally competitive students.

<b>Target:</b>	90% of the students at Kensington wil score on or above grade level expectations as
<b>Indicator:</b>	teacher checklists
<b>Milestone date:</b>	ongoing

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

Plan/Do

<b>Plan/Do</b>	<b>Strategy 1:</b>	<b>Strategy:</b> All teachers will be consistent with the spelling instruction.	
		<b>Action steps:</b>	
		1. committee will meet	5.
		2. grade levels to discuss and share	6.
		3. committee to make recommendation to	7.
	4. monitored by committee and administration for	8.	
	<b>Strategy 2:</b>	<b>Strategy:</b> All teachers will be consistent with grammar and conventions instruction, given support by the committee.	
		<b>Action steps:</b>	
		1. Committee will create grade level	5. finalize
		2. binders will be created with all of these resources	6.
		3. share with grade levels	7.
	4. utilize grade level feedback	8.	
<b>Strategy 3:</b>	<b>Strategy:</b>		
	<b>Action steps:</b>		
	1.	5.	
	2.	6.	
	7.		



4.

8.



**Plan/Do**

**How will we fund these strategies?**

<b>Funding source 1:</b>	School general funds	<b>Funding amount:</b>	\$500 for
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>	\$0
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>	\$0
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>	\$0
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>	\$0
		<b>Total initiative funding:</b>	<b>#VALUE!</b>

**Review frequency:** Quarterly

**Assigned implementation team:**

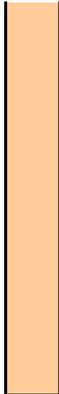
**Check**

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

informal feedback with revision process, grade level minutes, teacher implementation data, student performance.

**How will you determine whether the strategies led to progress toward the goal? (Include formative,**

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



**Act**

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



## Priority Goal 3 and Associated Strategies

**Area for improvement and supporting data:**

Although our students historically do well in math, we want our students to continue to grow and have our students "exceed expected growth".

<b>School Goal 3:</b>	95% of students will meet or exceed mastery of the grade level standards in math.
<b>Supports this district goal:</b>	1. High achieving and globally competitive students.

<b>Target:</b>	95% of students will meet or exceed mastery of the grade level standards in math.
<b>Indicator:</b>	6 week assessments
<b>Milestone date:</b>	every six weeks

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

Plan/Do

<b>Plan/Do</b>	<b>Strategy 1:</b>	<b>Strategy:</b> Provide a packet of practice for skills for parents and volunteers to use		
		<b>Action steps:</b>		
		1. will be created by math goal committee		5.
		2. distributed to teachers		6.
		3. distributed to parents who work as volunteers		7.
	4.		8.	
	<b>Strategy 2:</b>	<b>Strategy:</b> assessment data will be studied every six weeks		
		<b>Action steps:</b>		
		1. at SIP team meetings, and adjustments will be		5.
		2.		6.
		3.		7.
	4.		8.	
	<b>Strategy 3:</b>	<b>Strategy:</b>		
<b>Action steps:</b>				
1.			5.	
2.			6.	
		7.		



4.

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:** cost of  
**Funding amount:**  
**Funding amount:**  
**Funding amount:**  
**Funding amount:**  
**Total initiative funding:** #VALUE!

**Review frequency:** Quarterly

**Assigned implementation team:**

**Check**

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

**How will you determine whether the strategies led to progress toward the goal? (Include formative,**

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



**Act**

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

Empty response area for the question.



## Priority Goal 4 and Associated Strategies

**Area for improvement and supporting data:**

School morale is low, as evidenced by teacher survey data in the spring of 2013.

<b>School Goal 4:</b>	To improve teacher and staff morale
<b>Supports this district goal:</b>	expectation by downtown

<b>Target:</b>	80% of staff members will respond positively to a survey regarding staff
<b>Indicator:</b>	survey
<b>Milestone date:</b>	30-Apr

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

Plan/Do

	<b>Strategy:</b> promote school pride with the public by having website articles		
<b>Strategy 1:</b>	<b>Action steps:</b>		
	1. committee members assigned to various months		5.
	2. turn in article to Dr. Clarke		6.
	3.		7.
	4.		8.
	<b>Strategy:</b> Staff activities		
<b>Strategy 2:</b>	<b>Action steps:</b>		
	1. set dates for Monday munchies, assign teams		5. Holiday party
	2. set dates for Fun Fridays		6. feedback via
	3. "Get one Give One" activity		7.
	4. "Know your Knight" trivia game		8.
	<b>Strategy:</b>		
<b>Strategy 3:</b>	<b>Action steps:</b>		
	1.		5.
	2.		6.
	3.		7.



<b>Plan/Do</b>	<b>How will we fund these strategies?</b>	
	<b>Funding source 1:</b> Select a funding source	<b>Funding amount:</b>
	<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>Review frequency:</b>	following activities
	<b>Assigned implementation team:</b>	
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>	
	Data from survey monkey	
	<b>How will you determine whether the strategies led to progress toward the goal? (Include</b>	
	<b>What does data show regarding the results of the implemented strategies?</b>	

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

## Priority Goal 5 and Associated Strategies

**Area for improvement and supporting data:**

Our reading data is lower than our math data. MCCLASS also shows phonemic awareness area of need in kindergarten instruction.

**Milestone date:**

<b>School Goal 5:</b>	95% of students in all all grades will read at or above grade level with c
<b>Supports this district goal:</b>	demonstrated by the end of the 2013-2014 school year. High Achieving and Globally Competitive Students

<b>Target:</b>	95% proficiency
<b>Indicator:</b>	end of year assessments
<b>Milestone date:</b>	end of year, using benchmarks along the way

**Goal 5 Improvement Strategies – Identify research-based strategies whenever**

Plan/Do

Strategy 1	<p><b>Strategy:</b> Curriculum facilitator will continue to work with grade levels on reading instruction</p> <p><b>Action steps:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 50%;">1. further training in running records</td><td style="width: 50%;">5.</td></tr> <tr><td>2. guidance in grade level meetings</td><td>6.</td></tr> <tr><td>3.</td><td>7.</td></tr> <tr><td>4.</td><td>8.</td></tr> </table>	1. further training in running records	5.	2. guidance in grade level meetings	6.	3.	7.	4.	8.
1. further training in running records	5.								
2. guidance in grade level meetings	6.								
3.	7.								
4.	8.								
Strategy 2	<p><b>Strategy:</b> benchmark assessments in reading</p> <p><b>Action steps:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 50%;">1. leadership team</td><td style="width: 50%;">5.</td></tr> <tr><td>2. curriculum facilitator, and grade</td><td>6.</td></tr> <tr><td>3. study of benchmark data</td><td>7.</td></tr> <tr><td>4. remediation and enrichment</td><td>8.</td></tr> </table>	1. leadership team	5.	2. curriculum facilitator, and grade	6.	3. study of benchmark data	7.	4. remediation and enrichment	8.
1. leadership team	5.								
2. curriculum facilitator, and grade	6.								
3. study of benchmark data	7.								
4. remediation and enrichment	8.								
Strategy 3	<p><b>Strategy:</b> continue implementation of reading recovery</p> <p><b>Action steps:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 50%;">1. first grade to collaborate to</td><td style="width: 50%;">5.</td></tr> <tr><td>2.</td><td>6.</td></tr> <tr><td>3.</td><td>7.</td></tr> <tr><td>4.</td><td>8.</td></tr> </table>	1. first grade to collaborate to	5.	2.	6.	3.	7.	4.	8.
1. first grade to collaborate to	5.								
2.	6.								
3.	7.								
4.	8.								
Strategy 3	<p><b>Strategy:</b> integrate technology into reading</p> <p><b>Action steps:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 50%;">1. develop teacher resources and</td><td style="width: 50%;">5.</td></tr> <tr><td>2. research additional resources;</td><td>6.</td></tr> <tr><td>3.</td><td>7.</td></tr> <tr><td>4.</td><td>8.</td></tr> </table>	1. develop teacher resources and	5.	2. research additional resources;	6.	3.	7.	4.	8.
1. develop teacher resources and	5.								
2. research additional resources;	6.								
3.	7.								
4.	8.								

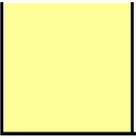
**How will we fund these strategies?**

**Funding source 1:** Select a funding source  
**Funding source 2:** Select a funding source  
**Funding source 3:** Select a funding source

**Funding amount:**  
**Funding amount:**  
**Funding amount:**

Do

<b>Plan/</b>	<b>Funding source 4:</b> Select a funding source <b>Funding source 5:</b> Select a funding source  <b>Review frequency:</b> Quarterly  <b>Assigned implementation te</b>	<b>Funding amount:</b> <b>Funding amount:</b> <b>Total initiative fun</b> <span style="float: right;"><b>\$0</b></span>
	<b>What data will be used to determine whether the strategies were deployed with fidel</b>	
<b>Check</b>		
	<b>How will you determine whether the strategies led to progress toward the goal? (Inc</b>	
	<b>What does data show regarding the results of the implemented strategies?</b>	
<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>	



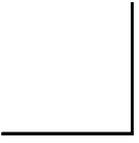


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## Priority Goal 6 and Associated Strategies

**Area for improvement and supporting data:**

Student data shows that we are 10th in the county on our science assessment in grade 5, girls score lower than boys.

<b>School Goal 5:</b>	To have higher student performance in science.
<b>Supports this district goal:</b>	High Achieving and Globally Competitive Students

<b>Target:</b>	To have higher student performance in science.
<b>Indicator:</b>	end of year science tests
<b>Milestone date:</b>	end of year, but also ongoing benchmarks

**Goal 5 Improvement Strategies – Identify research-based strategies whenever**

Plan/Do

	<b>Strategy:</b> create vocabulary list and distribute		
Strategy 1	<b>Action steps:</b>		
	1. science committee creates with		5.
	2. distribution among grade levels		6.
	3.		7.
	4.		8.
	<b>Strategy:</b> utilize bookroom		
Strategy 2	<b>Action steps:</b>		
	1. committee members to remind		5.
	2.		6.
	3.		7.
	4.		8.
	<b>Strategy:</b> grade level assessments		
Strategy 3	<b>Action steps:</b>		
	1. Committee reps work with their		5.
	2.		6.
	3.		7.
	4.		8.

Plan/Do

**How will we fund these strategies?**

**Funding source 1:** Select a funding source  
**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:**  
**Total initiative fund**

**\$0**

**Review frequency:** Quarterly

**Assigned implementation te**

**What data will be used to determine whether the strategies were deployed with fidel**  
Informal data at meeting.

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

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

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

**Check**

**Act**



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## Priority Goal 7 and Associated Strategies

**Area for improvement and supporting data:**

The school will continue moving forward with Global Education.

**School Goal 5:** to ensure maximum points towards being an "International School"

**Supports this district goal:** High Achieving and Globally Competitive Students

**Target:** to ensure maximum points towards being an "International Global Schools Criteria

**Indicator:** Global Schools Criteria  
**Milestone date:** May-14

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

Plan/Do

	<b>Strategy 1:</b>	<b>Strategy:</b> global lessons in classrooms	
		<b>Action steps:</b>	
		1. Globalization committee will collect evidence of	5.
		2.	6.
		3.	7.
	4.	8.	
	<b>Strategy 2:</b>	<b>Strategy:</b> continual review of checklist	
		<b>Action steps:</b>	
		1. committee will review chart each month and plan	5.
		2.	6.
		3.	7.
	4.	8.	
	<b>Strategy 3:</b>	<b>Strategy:</b> staff development to teachers	
<b>Action steps:</b>			
1. Breunig, Bauer, Althof share links to GTL		5.	
2.		6.	
3.		7.	
4.	8.		

**Plan/Do**

**How will we fund these strategies?**

**Funding source 1:** Select a funding source  
**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**  
**Funding**  
**Funding**  
**Funding**  
**Total**

**Review frequency:** Quarterly

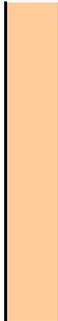
**Assigned implementation team:**

**What data will be used to determine whether the strategies were deployed**

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

**Check**

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



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

**Act**



## Priority Goal 8 and Associated Strategies

**Area for improvement and supporting data:**  
 AdvancEd External Review Required Actions #1

<b>School Goal:</b>	Fully implement the present system-wide policy whereby central office staff regularly review school improvement plans, ensuring that each school engages in a systematic, inclusive and comprehensive process for review, revision, and communication of a purpose for student learning.
<b>Supports this district goal:</b>	Goal 4 - 21 Century systems operating efficiently and effectively

<b>Target:</b>	Implement SIP process with fidelity
<b>Indicator:</b>	SIP Checklist
<b>Milestone date:</b>	Mar-14

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

Plan/Do

	<b>Strategy:</b> Implement with fidelity the district's SIP process.		
Strategy 1	<b>Action steps:</b>		
	1. Present principals with SIP process		5. Conduct director reviews of
	2. Conduct SIP work sessions at		6. Directors complete progress
	3. Update data sections of SIP once		7.
	4. Conduct peer reviews of plans and		8.
Strategy 2	<b>Strategy:</b>		
	<b>Action steps:</b>		
	1.		5.
	2.		6.
	3.		7.
4.		8.	
Strategy 3	<b>Strategy:</b>		
	<b>Action steps:</b>		
	1.		5.
	2.		6.
	3.		7.
4.		8.	



## Safe School Plan for Kensington Elementary

Pursuant to General Statute §115C-105.47, this Safe

Name and role of person(s) responsible for | Dr. Mary Ellis

**Statement of Responsibility for the School District Superintendent**  
In accordance with General Statute §115C-105.47 (b)(2),

In the event the district superintendent fails to fulfill these

\* 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),

In the event the school principal fails to fulfill these

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 General Statute 115C-325.

**Statement of the Roles of Other Administrators, Teachers**

In accordance with General Statute §115C-105.47 (b)(4),

Assistant Principal(s): Susan Williams

Teachers: all

Teacher Assistants: all

Other School Staff: office, nurse, cafeteria, custodians

**Services for At-risk Students**

Pursuant to General Statute §115C-105.47 (b)(5), the

In school tutoring, roundtable, Intervention Team, Behavior Plans

Pursuant to General Statute §115C-105.47 (b)(6), the  
not present at KES

Pursuant to General Statute §115C-105.47 (b)(13a), the

In accordance with General Statute §115C-105.47 (b)(7),	
<b>Goal:</b>	Complete all required drills and
<b>Target:</b>	100% completion
<b>Indicator:</b>	drill reports
<b>Milestone Date:</b>	EOY
<b>Goal:</b>	
<b>Target:</b>	
<b>Indicator:</b>	
<b>Milestone Date:</b>	
In accordance with General Statute §115C-105.47 (b)(8),	
<b>Target:</b>	Improved School Safety and Student
<b>Indicator:</b>	Decreased Discipline Referrals
<b>Milestone Date:</b>	EOY
<b>Target:</b>	Higher Expectatons for Students
<b>Indicator:</b>	In the first semester of entering a
<b>Milestone Date:</b>	EOY
<b>Target:</b>	Customer Satisfaction
<b>Indicator:</b>	stakeholder surveys will be 75% or
<b>Milestone Date:</b>	EOY
In accordance with General Statute §115C-105.47 (b)(9),	
Professional Development	
GPM	/C
Videos - health conditions	ann
Videos - safety	hpl
Drill training - fire, tornado, lockdown	hpl
Non violent crisis internvention for admin	ann
Anti bullying	ann
Nurse training	hpl

Pursuant to General Statute §115C-105.47 (b)(10), identify System wide Safe Schools Plan indicates: Each middle and high school has access to the services of a School Resource Office (SRO) who has direct contact with the Union County Sheriff's Office or the Monroe City Police Department. Currently, 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 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 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

provided through partnerships with outside agencies such as the police and fire departments, emergency medical responders, and other approved non-profit organizations.

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and Sources – At-risk and Alternative Learning Schools	
Program or Strategy Being Funded	of
ESL K-2 and 3-8 Reading/Intersession/Remediation money in lieu of summer school remediation school improvement grants School Resource Officers	

## Title I School-wide Compliance Review and Plan

A comprehensive school improvement plan must address all of the

**Schoolwide reform strategies:** Instructional strategies and initiatives in the

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>
		<b>Strategy 1</b>		
		<b>Strategy 2</b>		
		<b>Strategy 3</b>		

Our school is addressing the need for schoolwide reform in the

**Instruction by highly qualified teachers:** High poverty, low-performing

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:			<b>Priority Goal 1</b>	<b>Priority Goal 2</b>
	<b>Strategy 1</b>			
	<b>Strategy 2</b>			
	<b>Strategy 3</b>			

Our school is addressing the need for highly qualified teachers in

**High-quality and ongoing professional development:** Teachers and other

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:			<b>Priority Goal 1</b>	<b>Priority Goal 2</b>
	<b>Strategy 1</b>			
	<b>Strategy 2</b>			
	<b>Strategy 3</b>			

Our school provides high quality, on-going professional



<b>Strategies to attract highly qualified teachers to high-need schools:</b>				
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>
		<b>Strategy 1</b>		
		<b>Strategy 2</b>		
		<b>Strategy 3</b>		
Our school uses the following strategies to attract highly qualified				

<b>Strategies to increase parental involvement:</b> Research continues to				
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>
		<b>Strategy 1</b>		
		<b>Strategy 2</b>		
		<b>Strategy 3</b>		
Our school uses the following strategies to increase parental				

Plans for assisting preschool students in the successful transition from				
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>
		<b>Strategy 1</b>		
		<b>Strategy 2</b>		
		<b>Strategy 3</b>		
Our school uses the following pre-school-to-elementary transition				

<b>Measures to include teachers in decisions regarding the use of academic</b>				
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>
		<b>Strategy 1</b>		
		<b>Strategy 2</b>		
		<b>Strategy 3</b>		
Our school uses the following strategies for developing teacher				

**Activities to ensure that students who experience difficulty attaining**

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>
		<b>Strategy 1</b>		
		<b>Strategy 2</b>		
		<b>Strategy 3</b>		

Our school uses the following differentiation strategies, in addition

<b>Coordination and integration of Federal, State, and local services and</b>				
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>
		<b>Strategy 1</b>		
		<b>Strategy 2</b>		
		<b>Strategy 3</b>		
Our school uses the following strategies to coordinate and				

**Targeted Assistance Compliance Review and**

A targeted assistance school improvement plan must

**Targeted assistance strategies:** Instructional strategies

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	
		<b>Strategy 1</b>
		<b>Strategy 2</b>
		<b>Strategy 3</b>
	Our school is addressing targeted assistance	

**Instruction by highly qualified teachers:** Teachers and

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	
		<b>Strategy 1</b>
		<b>Strategy 2</b>
		<b>Strategy 3</b>
	Our targeted assistance program addresses the	

High-quality and ongoing professional development: All		
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b> <b>Strategy 2</b> <b>Strategy 3</b>
	Our school provides high quality, on-going	

Strategies to increase parental involvement: Research		
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	
		<b>Strategy 1</b>
		<b>Strategy 2</b>
		<b>Strategy 3</b>
	Our school uses the following strategies to	

Coordination and integration of Federal, State, and local		
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b> <b>Strategy 2</b> <b>Strategy 3</b>
	Our school uses the following strategies to	

**Plans must support and coordinate with regular**

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b> <b>Strategy 2</b> <b>Strategy 3</b>
Our school uses the following strategies to		

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## Compliance Review and Plan for Schools in Title I School

Each school identified for Title I School Improvement must, no later than three

**Professional development requirements:** Schools in Title I School

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>
		<b>Strategy 1</b>		
		<b>Strategy 2</b>		
		<b>Strategy 3</b>		

Our school is addressing these three additional professional



<b>Notification to parents:</b> Schools in Title I School Improvement must describe				
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>
		<b>Strategy 1</b>		
		<b>Strategy 2</b>		
		<b>Strategy 3</b>		
Our school is providing written notification to parents in the following				

**School, district and state agency responsibilities:** Schools in Title I School

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>
		<b>Strategy 1</b>		
		<b>Strategy 2</b>		
		<b>Strategy 3</b>		

Our school, the school district, and the state education agency are

School:

LEA:

SEA:

**School, district and state agency responsibilities:** Schools in Title I School

**Strategies to increase parental involvement:** Research continues to

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>
	<b>Strategy 1</b>		
	<b>Strategy 2</b>		
	<b>Strategy 3</b>		

Our school uses the following strategies to increase parental

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**Coordination and integration of Federal, State, and local services and**

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>
	<b>Strategy 1</b>		
	<b>Strategy 2</b>		
	<b>Strategy 3</b>		

Our school uses the following strategies to coordinate and integrate

--

**Plans must support and coordinate with regular education programs:**

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>
	<b>Strategy 1</b>		
	<b>Strategy 2</b>		
	<b>Strategy 3</b>		

Our school uses the following strategies to support and coordinate

--

**School-based Management and Accountability Program  
Summary of School-based Waiver Requests  
Program Years: 2008-2010**

**LEA or Charter School Name/Number:**                      Select your school district/charter school

School Number(s)	Request for Waiver
	1. Please describe the waiver you are requesting.
	2. Identify the law, regulation, or policy from which exemption is requested.
	3. State how the waiver will be used.
	4. State how this waiver helps achieve the
(Please duplicate this sheet as needed for	

Signature of Superintendent/Designee