

How to Use This Template

General Information	<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. 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.</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>
Reference Tabs – These tabs provide information to aid the planning process.	<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. Please note this page contains at least one drop-down menu.</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>
School Improvement Plan Tabs – The School Improvement Plan consists of these tabs.	<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. Please note this page contains at least one drop-down menu.</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). Please note that each of these pages contains multiple drop-down menus.</p>
Other SIP-related Requirements	<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>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 21st Century

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

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

Goal 3 – North Carolina Public School students will be healthy and responsible.

Goal 4 – Leadership will guide innovation in North Carolina public schools.

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



District Goals for Union County Public Schools

District Goal 1: UCPS will prepare students for the 21st Century. UCPS will meet and/or exceed state and federal

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

District Goal 2: UCPS will hire and retain highly qualified teachers, administrators and staff

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

District Goal 3: UCPS learning environments will be safe, inviting, and respectful.

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

District Goal 4: UCPS will equitably allocate and align budgeted resources to meet identified needs for systems.

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

District Goal 5: UCPS will promote and encourage community/ parent involvement and input. UCPS will promote and

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 Click on High Quality Teachers tab)

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

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

School Report Card results: (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 Marvin Elementary School

Vision:

A Nurturing Environment + Strong Parent Partnerships = Students Reaching Full Potential

Mission:

A Nurturing Environment + Strong Parent Partnerships = Students Reaching Full Potential



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

School Name/Number: Marvin Elementary

School Address: 9700 Marvin School Rd.

Plan Year(s): 2010-2012

Date prepared: September, 2010

Principal Signature: _____

_____ Date

Local Board Approval Signatu _____

_____ 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	Lynn Cole		
Assistant Principal Representative	Deborah Whaley		
Teacher Representative	Wendy Mays		
Curriculum	Nikki Lutz		
Teacher Assistant Representative	Amy Upchurch		
Parent Representative	Lisa Freeman		
Teacher Representative	Erin McConnell		
Teacher Representative	Kimberly Williams		
Teacher Representative	Tracey Chambers		
Teacher Representative	Tracey Burgess		
Teacher Representative	Michael Peck		
Teacher Representative	Nicole Stefano		
Teacher Representative AIG/EC	Lori Targonski		
Parent Representative	Lisa Wilson		
Parent Representative	Kim Turner		
Parent/PTO Representative	Debbie Zanino		
Counselor	Moira Hancock		
Special Areas	Ian McTamney		
TA/Special Areas	Lisa Samuels		

* 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?

-parental involvement and teacher support; community involvement; PTO; financial support from parents; student achievement as measured by EOG's; well behaved, respectful, hard working students; instructional resources and materials; instructional technology; quality of media center; teacher credentials and experience; high quality facilities; safe and orderly environment;teacher personally interested in students; quality of teaching is high;students understand the rules and consequences;students have been taught computer skills;principal visits the classrooms;parents are invited to participate in school activities;teachers are proud to be teaching in UCPS,all staff work well together

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

-meeting differentiated needs of students with remedial and enrichment needs, utilizing data to drive instruction ;strengthen PLC's;embedded high quality professional development for teachers; increase planning time for teachers;continued strong focus on reading, writing and math instruction

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

N/A

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.

1. Provide high quality professional development to teachers aligned with the Common Core 2. Maintaining excellence of student performance 3. Differentiating instruction using data to meet both remedial and enrichment needs 4. Maintaining school and parent relationships

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

For the 2013-2014 school year, Marvin Elementary School exceeded Expected Growth.

School Goal 1: Maintain excellence of student performance.

Supports this district goal: UCPS will prepare students for the 21st Century. UCPS will meet and/or exceed state and federal standards through continuous improvement and student achievement. UCPS will meet the diverse

Target:	Maintain status as a North Carolina Honor School of Excellence with High Growth
Indicator:	EOG composite of 90% of students at or above grade level in Reading and Math and continue to exce
Milestone date:	May, 2011

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

Plan/Do

- | | |
|--------------------|--|
| Strategy 1: | Strategy: Utilize the mClass and Fountas & Pinnell literacy assessment program. |
| | Action steps: 1. Administer 3rd - 5th grade formative Reading, Math and writing assessments at the end of each six week grading period or unit of study. 2. Grade levels collaboratively analyze data. 3. Utilize data to create leveled academic grouping. 4. Implement a practice EOG 5. Utilize practice EOG data to drive EOG preparation. |
| | Strategy: Utilize the Leveled Literacy Intervention program to address needs of struggling readers |
| Strategy 2: | Action steps: 1. K-3 teachers use mClass scores and running records to identify students for whom the intervention will be implemented. 2. Grades 4 & 5 will use Fountas and Pinnell assessment kit and running records to identify students. 3. Trained teacher's assistants, certified teachers and interventionists implement the program. 3. Document the LLI implementation and results. |
| | Strategy: Utilize the "extension" component in the master schedule of the school. |
| Strategy 3: | Action steps: 1. Create extension component in master schedule for all grade levels. 2. Empower teachers to make decisions regarding use of the time for student needs of remediation and/or acceleration. |



Plan/Do

How will we fund these strategies?

Funding source 1:	State funds - DSSF	Funding amount:	\$5,037
Funding source 2:	Local district funds	Funding amount:	\$3,879
Funding source 3:	Select a funding source	Funding amount:	
Funding source 4:	Select a funding source	Funding amount:	
Funding source 5:	Select a funding source	Funding amount:	
		Total initiative funding:	\$8,916

Review frequency: Quarterly

Assigned implementation team: Principal, Assistant Principal, Literacy Support Staff, School Counselor, Elementary Curriculum Support Staff, Teachers in Grades 3-5, Teacher Assistants, Tutors

Study

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

LLI data, mClass, lesson plans, weekly grade level objectives, running records, writing rubrics

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

Class/Fountas and Pinnell levels, classroom assessments (formal and informal) , writing rubrics, LLI data, PEP data, intervention process d

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





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

Act

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Formalize and implement school wide procedures that implement and support operation as a collaborative learning organization. (PLCs)

School Goal 2: Create PLC teams within the school and cluster that meet regularly.

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

Target:	PLC teams, PLC School Coalition and Cluster PLC meet regularly
Indicator:	PLC school teams meet 2 times monthly, PLC Coalition meet monthly, PLC cluster 3 times a year
Milestone date:	Jun-14

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

Plan/Do

- | | |
|--------------------|--|
| Strategy 1: | Strategy: All staff should participate in PLCs that meet both formally and informally |
| | Action steps: 1. School coalition meets to discuss facilitating grade level meetings 2. Teachers are encouraged to meet outside regularly scheduled times 3. Teams are encouraged to meet as cluster teams. 4. Grade level teams provided with the Lucy Calkins Unit of Study for writing to use a common standard to discuss both unit planning and student work |
| | |
| Strategy 2: | Strategy: PLCs occur vertically and horizontally |
| | Action Steps: 1. All teachers, including EC, Special Areas, AIG, Curriculum, Counselor, Chinese Immersion have joined a grade level PLC team, for a total of 6 teams 2. PLC coalition includes a cross section of teachers within the school and two administrators and meets to discuss insights/trends/patterns from reviews of student work across grade levels 3. Administrators float to attend grade level PLCs |
| Strategy 3: | Strategy: PLCS promote productive decision making about student learning and the conditions that support student learning. |
| | Action Steps: 1. Use of Lucy Calkins Writing Units of Study and writing rubrics included for each unit 2. Use of UCPS Moodle Page specific to grade level 3. Review of mClass data, Fountas & Pinnell assessment |



Plan/Do	How will we fund these strategies?	
	Funding source 1: Select a funding source	Funding amount:
	Funding source 2: Select a funding source	Funding amount:
	Funding source 3: Select a funding source	Funding amount:
	Funding source 4: Select a funding source	Funding amount:
	Funding source 5: Select a funding source	Funding amount:
		Total initiative funding: \$2,000
	Review frequency: Quarterly	
	Assigned implementation team: teachers, principal, assistant principal	
Study	What data will be used to determine whether the strategies were deployed with fidelity?	
	Meeting notes, student progress (mClass, writing rubrics, Fountas & Pinnell), enhanced classroom instruction to address needs of individual kids.	
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
	Student progress (mClass, writing rubrics, Fountas & Pinnell), enhanced classroom instruction to address needs of individual kids.	
	What does data show regarding the results of the implemented strategies?	

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

Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

A theme across the Parent and Student indicated there was a need for increased rigor in areas of reading, writing and math. Teacher surveys indicated there was a need for staff development opportunities that enhanced instructional practice. Our 2013 EOG composite score was 81.9%.

School Goal 3: Continue to maintain/increase academic rigor and provide professional development to enhance instructional practice.

Supports this district goal: Family, business, and community members involved and supportive of our schools.

Target: survey data

Indicator: 2014 EOG data, # 21 on student survey (56.4%), # 14 on parent survey (70.4%), # 21 teacher survey

Milestone date: Jun-14

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

Plan/Do

Strategy 1: **Strategy: Maintain/Increase academic rigor in the area of literacy**
Action Steps: 1. Monitor literacy assessment data using mClass, Fountas & Pinnell and Lucy Calkins Writing Units of Study at monthly grade level planning meetings attended by administrator, couns4. elor and curriculum coach 2. All teachers participate in grade level PLCs 3. Administrators participate in PLC Coalition and float among grade level PLC meetings. 3. Implement Writing Units of Study K-5 4. Implementation of LLI red kit

Strategy 2: **Strategy: Provide parents with information regarding the classroom and academic areas**
Action steps: 1. Invite parents to attend a beginning of the year curriculum night 2. AIG to hold a separate curriculum night and ongoing informational nights throughout the year (Singapore Math) 3. Teachers to maintain classroom websites 4. Marvin website to be updated regularly 5. Teachers to maintain communication through the use of adendas

Strategy 3: **Strategy:** Provide teachers with professional development to enhance classroom instruction.
Action Steps: 1. Teachers provided with the Lucy Calkins Writing Unit of Study 2. Enhance the bookroom collection to reflect Common Core 3. Provide teachers with half day substitutes for long range planning 4.

Teachers encouraged to attend the summer writing institute provided by UCPS 4. Conduct a survey to determine greatest area of professional need

Plan/Do	How will we fund these strategies?		
	Funding source 1:	Local district funds	Funding amount: \$5,000
	Funding source 2:	Select a funding source	Funding amount:
	Funding source 3:	Select a funding source	Funding amount:
	Funding source 4:	Select a funding source	Funding amount:
	Funding source 5:	Select a funding source	Funding amount:
		Total initiative funding:	\$5,000
	Review frequency:	Semi-annually	
	Assigned implementation team:	principal, assistant principal, teachers, parents, PTA	
Study	What data will be used to determine whether the strategies were deployed with fidelity?		
	Parent, Teacher, Student surveys, mClass, Fountas & Pinnell		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Continued academic rigor, increased text reading scores, results of survey scores		
	What does data show regarding the results of the implemented strategies?		

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

Priority Goal 4 and Associated Strategies

Area for improvement and supporting data: Globalization/Diversity

School Goal 4: Cultivate an understanding of and respect for differences and similarities between cultures

Supports this district goal: UCPS will prepare students for the 21st Century. UCPS will meet and/or exceed state and federal standards through continuous improvement and student achievement. UCPS will meet the diverse

Target: Produce heightened global awareness in the Marvin learning environment

Indicator: Evidence of global awareness activities, as documented in lesson plans and around building

Milestone date: May, 2014

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

Plan/Do

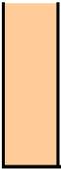
Strategy 1:
Strategy: Utilize a global awareness committee
Action steps: 1. Hold monthly meetings 2. Make recommendations regarding available global education resources 3. Facilitate international partnerships

Strategy 2:
Strategy: Encourage community involvement to showcase cultural diversity of our school
Action steps: 1. Implement an International Hallway 2. Create a wall map designating heritage of student and staff population 3. Grade levels will participate in global activities throughout the year and will utilize parental involvement

Strategy 3:
Strategy: Utilize technology to promote global awareness
Action steps: 1. Utilize the Marvin Moodle website to share global resources



Plan/Do	How will we fund these strategies?	
	Funding source 1: School general funds	Funding amount: \$600
	Funding source 2: Select a funding source	Funding amount:
	Funding source 3: Select a funding source	Funding amount:
	Funding source 4: Select a funding source	Funding amount:
Funding source 5: Select a funding source	Funding amount:	
	Total initiative funding:	\$600
	Review frequency: Quarterly	
	Assigned implementation team:	Global Awareness committee, principal, assistant principal, all classroom and special area teachers, parents
Study	What data will be used to determine whether the strategies were deployed with fidelity?	
	Global awareness committee minutes, evidence of international partnerships, lesson plans, audit of international hallway, audit of wall map, Global Moodle page	
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
	teacher surveys, student global awareness assessments	
	What does data show regarding the results of the implemented strategies?	



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

Safe School Plan for Marvin Elementary

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

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

Dr. Mary Ellis

Statement of Responsibility for the School District Superintendent

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

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

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



Statement of Responsibility for the School Principal

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

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

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

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

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

Assistant Principal(s): Deborah Whaley

Teachers: Kim LaFave

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.

Intervention team process, PEP's, enrichment/remediation opportunities through extension component of master schedule, use of POWERSCHOOL to identify attendance, academic and discipline concerns and patterns, analysis of EOG scores, monthly data chats with grade levels, alternative assessment, and other standardized test data to drive instruction and professional development, Exceptional Children (EC), Limited English Proficient referrals and conferences, OSS reports, guidance and attendance counselors, Terrific Kids, 5th grade drug free program, character education through guidance program



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 intervention, intervention teams, behavior plans, PEP's, IEP goals, benchmark tests (mClass and Fountas & Pinnell)

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.

Counselor support, ongoing academic monitoring, intentional class placement and work with teacher to smooth transition



In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.)

Goal: Complete all required drills and associated training (fire, tornado, lockdown).
Target: 100% completion
Indicator: drill reports
Milestone Date: June, 2014

Goal:
Target:
Indicator:
Milestone Date:

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

Target: Improved School Safety and Conduct
Indicator: Decreased number of disciplinary office visits by students
Milestone Date: Disciplinary office visit records maintained by administration

Target: Increased stakeholder satisfaction
Indicator: End of year teacher, parent, and student surveys expressing 90% or greater on related items
Milestone Date: June, 2014

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				
General Principals' Meetings	Planned				
Drill Training - Fire, Tornado, Lockdown	Planned				

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
ESL Leveled Literacy Intervention Lucy Calkins Writing Units of Study		

Additional Required Components of the SIP

Duty-Free Lunch

Teacher assistants will provide teachers with duty-free lunch every day.

Duty-Free Instructional Planning time (G.S. 115C-301.0)

Each classroom teacher is allotted a 40 minute duty-free planning time each school day as well as the time from 2:00 - 2:30 each afternoon, excluding scheduled meetings.