

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:	High achieving and globally competitive students
Supports SBE Goal:	Goal 1 – North Carolina public schools will produce globally competitive students.
District Goal 2:	Quality teacher, administrators, and staff providing innovative leadership for 21 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:	21 century systems operating efficiently 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

<p><i>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:</i></p>
<p>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)</p>
<p>End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing</p>
<p>End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing</p>
<p>School Report Card results: (www.ncreportcards.org)</p>
<p>North Carolina Teacher Working Conditions Survey results: (http://ncteachingconditions.org)</p>
<p>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)</p>
<p>Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)</p>
<p>Career and Technical Education Local Plan</p>
<p>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)</p>
<p>School Demographic Information related to drop-out information and graduation rate data (http://www.ncpublicschools.org/research/dropout/reports)</p>
<p>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)</p>
<p>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)</p>
<p>School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)</p>
<p>Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p>Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p>School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities</p>
<p>Ready Schools Inventory/Ready Schools Plan (http://ncreadyschools.org)</p>
<p>Special Education Continuous Improvement Plan</p>
<p>Title I AYP (http://ayp.ncpublicschools.org)</p>
<p>Healthy Active Children Initiative (http://www.nchealthyschools.org)</p>

School Vision and Mission Statements for Monroe High School

Vision:

The stakeholders in the success of Monroe High School will create an atmosphere of high expectations and accountability for improvement in all areas of student achievement.

Mission:

Monroe High School's mission is to educate and prepare our students to be more productive citizens in a diverse and technologically driven society.



LEA or Charter Name/Number: Union County Public Schools - 900
School Name/Number Monroe High School 336
School Address: # High School Drive Monroe, NC 28112
Plan Year(s): 2013-2014
Date prepared: 8/31/2013

Principal Signature: _____ _____ Date

Local Board Approval Signature: _____ _____ 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	Brad Breedlove		
Assistant Principal Representative	Carole Alley		
Inst. Support Representative	Brenda Drye		
Teacher Representative	Elliot Reid		
Teacher Representative	Jean Rosmon		
Teacher Representative	Josette Faison		
Teacher Representative	Kate Latta		
Teacher Representative	Mary Whitfield		
Teacher Representative	Nichole Jackson		
Teacher Representative	Teresa Davis		
Teacher Representative	Tim Niedermeier		
Teacher Representative			
Teacher Assistant Representative	Marisol Uribe		
Parent Representative	Patricia Bridges		
Parent Representative	Chanek Armstrong		

* 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 priority areas for improvement.

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?

Monroe High School's diversity has continued to be strength for our school. The environment at Monroe High School allows our students the opportunity to interact with various religious, ethnic and cultural groups on a daily basis. Forty percent of our students speak Spanish as their primary language. Another area of diversity is our ESL program which works to help Spanish speaking students be successful in an educational setting that is developed for students who speak English as their primary language.

Monroe High School has a staff with a wide range of experience and skills, however all staff members are high performing and have a strong desire to work with diverse populations. Thirty of the ninety total staff members (Instructional and Support) are new to Monroe High for the 2012-2013 school year. Not only will these new staff members bring compassion and relationship building skills, they will bring new ideas and new energy to the school. Those who are not new to MHS this year will serve a vital role in mentoring our new staff members over the course of the school year.

In addition to diversity and a high performing staff, Monroe High School continues to be a leader in the area of technology. All of our classrooms have SMARTboards for students and teachers to use in the educational setting. As of the 2012-2013 school year the building will be completely wireless which will allow us to move toward the 21st century classroom. To help with this we have hired a Technology Support Specialist that will oversee the one to one program and assist teachers where needed. Monroe High School will take part in technology training so that our teachers will be prepared for the 21st century classroom. An example of this professional development is a requirement that all teachers and staff participate in our school's "Technology Thursday" training sessions.

Incorporated within the school are several Alternative Schools and programs which give our students the opportunity to find success. These include: 1) Allied Heath, 2) the Bridge Academy (Carpentry, Masonry, Electrical, Engineering, and Welding), 3) Project Lead the Way, 4) North Carolina Virtual Public High Schools, 5) Redhawk Academy, and 6) CASP. In addition, students are provided with other online classes and programs through OdysseyWare and student support services.



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

Monroe High school needs improvement in student attendance, academic performance, and student conduct. For example, even though our school was able to test over 95% of our students, many students were placed in attendance recovery programs or were withdrawn from school as part of their poor attendance. In addition, in the areas of Alg I, Biology and English I, our composites scores were 57.7% at or above grade level. The average ACT score for our students was 16.8 compared to a state average of 21.9. The average SAT score for Critical Reading was 411, Mathematics was 430, and Writing was 396 compared to the state average of Critical Reading at 491, Mathematics at 506, and Writing at 472. When looking at our discipline record for the 2011-2012 school year, out of 856 total students enrolled, there were 2471 referrals written of which 789 resulted in at least one day of Out of School Suspension. Also, our four year graduation rate dropped from 77.4% during the 2010-2011 school year to 73.7% during the 2011-2012 school year.

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

Detailed resource and demographic data for our students and their families will allow us to better track our students and communicate with their parents and/or guardians.

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.

Academic achievement, attendance and discipline are top priorities for Monroe High School.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

According to 2011-2012 North Carolina end-of-course testing data, 47% of our students were not at grade level in biology, 42% were not at grade level in Alg I, and 43% were not at grade level in English I.

School Goal 1:

By the end of 2013-2014 school year Monroe High will improve its academic achievement level to 62% as based on the ABC Composite scores for Algebra I (Math 1), Biology, and English II. Monroe High School will be a school of high growth.

Supports this district goal:

High achieving and globally competitive students

Quality teacher, administrators, and staff providing innovative leadership for 21 century schools

21 century systems operating effeciently and effectivily

Target: 62%
Indicator: EOC
Milestone date: 14-Jun-14

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

Plan/Do	Strategy: Implement engaging, relevant and rigorous lessons in all content areas			
	Action steps:			
	Strategy 1:	1. Individual classroom syllabi	5. Include Globalization Themes within all curriculum areas.	
		2. Pacing guides		6. PLC meetings within Departments.
		3. Professional development		7.
		4. New teacher support		8.
	Strategy: Incorporate instructional technology			
	Action steps:			
	Strategy 2:	1. Professional development	5.	
		2. Moodle	6.	
3. Google apps		7.		

	4. Web 2.0 tools	8.
Strategy 3:	Strategy: Cross curricular incorporation of literacy strategies	
	Action steps:	
	1. Professional development	5. Word Walls in classrooms for curriculum related and ACT vocabulary
	2. Common planning	6.
	3. Lesson plans to incorporate literacy strategies	7.
4. Include Globalization Themes within all curriculum areas.	8.	

Plan/Do	How will we fund these strategies?		
	Funding source 1:	Local district funds	Funding amount: As Needed
	Funding source 2:	Federal funds - Title I	Funding amount: As Needed
	Funding source 3:	State funds for at-risk students	Funding amount: As Needed
	Funding source 4:	School general funds	Funding amount: As Needed
	Funding source 5:	Select a funding source	Funding amount: As Needed
		Total initiative funding:	As Needed
	Review frequency: Quarterly		
	Assigned implementation team: All Monroe High School Faculty and Staff.		
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Teacher, student, and parent survey data. CWT, Evaluations, Site based team meetings.		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Benchmark Data (ClassScape, County-wide, and MHS created formative assessments), EOC data, AYP data, ABC data		
	What does data show regarding the results of the implemented strategies?		
	TBD		

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

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data: Improve the daily average attendance at MHS

School Goal 2:	To improve student attendance for the 2013-2014 school year in relation to the 2012-2013 school year data.	
Supports this district goal:	High achieving and globally competitive students	21 century systems operating effeciently and effectivily Family, business, and community members involved and supportive of our schools

Target:	Improvement
Indicator:	Average daily attendance
Milestone date:	Jun-14

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

Plan/Do

Plan/Do	Strategy 1:	Strategy: Provide additional drop-out prevention support	
		Action steps:	
		1. Provide additional drop-out prevention coordinator	5
		2. Individual conferencing with the attendance counselor	6.
		3. Parent contact	7.
	4. Communication of attendance policy and expectations	8.	
	Strategy 2:	Strategy: Implement reward program related to attendance	
		Action steps:	
		1. Athletic/concession passes	5. Movie passes
		2. Cafeteria rewards	6. Redhawk Success Cards (a.k.a Principal's Breakfast)
		3. Drawings	7.
	4. Fast food coupons	8.	
	Strategy 3:	Strategy: Improved accountability on the part of students, parents, faculty and administration.	
Action steps:			
1. Daily attendance reports		5. Truancy court	
2. Consistent enforcement of attendance policies as per the UCPS BOE Policy Manual.		6	
3. Daily connect-ed messages to parents	7.		

4. Home visits

8.



Plan/Do

How will we fund these strategies? District wide implementation

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

Review frequency: Quarterly

Assigned implementation team: All Monroe High School Faculty and Staff.

Check

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

Student, teacher, and parent input;

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

Use NCWise attendance data to monitor student attendance.

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

TBD



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

Act

YTBD



Priority Goal 3 and Associated Strategies

Area for improvement and supporting data: Reduce behavioral disruptions in the school.

School Goal 3:	Set and define high behavioral expectations and consistently implement strategies to support those expectations.	
Supports this district goal:	Safe, orderly, and caring schools producing healthy responsible students	High achieving and globally competitive students 21 century systems operating effeciently and effectivily

Target:	All stakeholders
Indicator:	Reduction in disciplinary referrals, improvement in perception data surveys and improvement in student achievement data
Milestone date:	14-Jun

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

Plan/Do	Strategy 1:	Strategy: Classifying all discipline records to establish a baseline for monitoring student behavior.		
		Action steps:		
		1. NCWISE reports	5. Positive Redhawk Success Cards (a.k.a. Principal's Breakfast)	
		2. Teacher logs	6.	
		3. Weekly administrative review	7.	
		4. Teacher documentation of behavior in NCWISE	8.	
	Strategy 2:	Strategy: Increased stakeholder involvment		
		Action steps:		
			1. Behavior Agreements	5. Positive Redhawk Success Cards (a.k.a. Principal's Breakfast)
			2. Frequent parent contact	6.
		3. Parent conferences	7.	
	4. Counseling of students who fail to comply with school policies and procedures.	8.		
	Strategy: Communication of behavioral expectations and consequences.			
	Action steps:			

Strategy 3:	1. Homeroom communications	5. Positive Redhawk Success Cards (a.k.a. Principal's Breakfast)
	2. Student grade level assemblies	6. Implement all policies fairly and consistently
	3. Parent meetings	7.
	4. Increased adult supervision between classes	8.



Plan/Do	How will we fund these strategies?		
	Funding source 1:	Local district funds	Funding amount: As Needed
	Funding source 2:	Federal funds - Title I	Funding amount: As Needed
	Funding source 3:	State funds for at-risk students	Funding amount: As Needed
	Funding source 4:	School general funds	Funding amount: As Needed
	Funding source 5:	Select a funding source	Funding amount: As Needed
		Total initiative funding:	As Needed
	Review frequency: Quarterly		
	Assigned implementation team: Administrative team, MHS Faculty and Staff, parents, and students		
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Faithfulness and accuracy of phone logs, number of positive responses to note cards, number of visits to websites, parent feedback (verbal, written), total number of referrals processed in one school year.		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Strategy 1: Phone log entries vs. number of discipline referral or interventions; Strategy 2: Postcard check list, invitation checklist; Strategy 3: Track the number of "visits/visitors" to Moodle site or website.		
	What does data show regarding the results of the implemented strategies?		
	TBD		

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

Priority Goal 4 and Associated Strategies

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

School Goal 3: Fully implement the present system-wide policy whereby central office staff regularly monitor 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 success.

Supports this district goal: Goal 4 - 21 Century systems operating efficiently and effectively

Target: Implement SIP process with fidelity

Indicator: SIP Checklist

Milestone date: Mar-14

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

Plan/Do

Plan/Do	Strategy 1: Implement with fidelity the district's SIP process.	
	Action steps:	
	1. Present principals with SIP process	5. Conduct director reviews of plans and provide feedback
	2. Conduct SIP work sessions at leveled meetings	6. Directors complete progress checklist with individual schools
	3. Update data sections of SIP once scores are received	7.
	4. Conduct peer reviews of plans and provide feedback	8.
	Strategy 2:	
	Action steps:	
	1.	5.
	2.	6.
	3.	7.
	4.	8.
	Strategy 3:	
Action steps:		
1.	5.	
2.	6.	
3.	7.	
4.	8.	

Plan/Do	How will we fund these strategies?		
	Funding source 1:	Local district funds	Funding amount: As Needed
	Funding source 2:	Federal funds - Title I	Funding amount: As Needed
	Funding source 3:	State funds for at-risk students	Funding amount: As Needed
	Funding source 4:	School general funds	Funding amount: As Needed
	Funding source 5:	Select a funding source	Funding amount: As Needed
		Total initiative funding:	As Needed
	Review frequency: Twice per year		
	Assigned implementation team: Administrative team, MHS Faculty and Staff, parents, and students		
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Results of the SIP Progress Checklists		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Results of the SIP Progress Checklists		
	What does data show regarding the results of the implemented strategies?		
	TBD		



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

YTBD

Act



Priority Goal 5 and Associated Strategies

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

School Goal 5:	Formalize and implement with fidelity system-wide procedures that implement and support operation as a collaborative learning organization (PLCs).
Supports this district goal:	

Target:	Implement PLCs with fidelity
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Indicator:	
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Milestone date:	Jun-14
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Goal 5 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

	Strategy: Implement with fidelity professional learning communities.		
	Action steps:		
Strategy 1:	1. Staff will participate in PLCs that meet both formally		5
	2. PLCs will occur horizontally and vertically		6
	3. PLCs will promote productive decision making about		7.
	4		8.
	Strategy: Staff will participate in PLCs (correlates, department, and common planning)		
	Action steps:		
Strategy 2:	1. Staff will actively participate in selected correlate		5
	2. Staff will actively participate in department meetings		6.
	3. Staff will actively participate in common planning		7.
	4. Staff will seek opportunities to collaborate with peers across the county.		8.
	Strategy: PLCs will address individual students concerns and data driven decision making to support student learning		
	Action steps:		
Strategy 3:	1. Mini assessments		5.
	2. Benchmarks		6.
	3. Student Mentors - staff will work with selected group		7.
	4.		8.

Plan/Do	How will we fund these strategies?		
	Funding source 1:	Local district funds	Funding amount: As Needed
	Funding source 2:	Federal funds - Title I	Funding amount: As Needed
	Funding source 3:	State funds for at-risk students	Funding amount: As Needed
	Funding source 4:	School general funds	Funding amount: As Needed
	Funding source 5:	Select a funding source	Funding amount: As Needed
		Total initiative funding:	As Needed
	Review frequency: Twice per year		
	Assigned implementation team: Administrative team, MHS Faculty and Staff, parents, and students		
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, benchmark, and summative data as appropriate.)		
	What does data show regarding the results of the implemented strategies?		
	TBD		



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

YTBD

Act



Safe School Plan for Monroe High School

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

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

Dr. 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 students.

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

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

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

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

Assistant Principal(s): Carole Alley; Brian Davis; Johnny Sowell

Teachers: All

Teacher Assistants: All

Other School Staff: All

Services for At-risk Students

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

Rtl teams, senior/student failure list, PEP's, Enrichment/Remediation Plans, use of BMT's, Student Accountability during the school year, Peer Mentors - Peer Mediators, Saturday School, School Intervention Teams/TAT, South Providence, Day Treatment Screening, Career Academy South Providence (CASP), Teen Pregnancy Support Personnel, high school - ALTS, middle school - ALPS, Rising 9th grade programs - Redhawk Academy, School Resource Officers (SRO's) interventions, Use NC WISE to identify attendance, academic and discipline concerns and patterns, Analyze EOG, EOC, SAT, PSAT, Alternative Assessments, and other standardized test scores, Exceptional Children (EC), Limited English Proficient referrals and conferences, OSS and ISS discipline reports, guidance and attendance counselors.



Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

In-school tutoring, after school tutoring, mentoring programs, Saturday School/Academy, Intervention Teams, Behavior Plans/Agreements, PEP's, IEP Goals, Benchmark Tests, MAP testing

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

Odysseyware, Compass Learning Smaller class size - Lower Student/Teacher Ratio, Intensified Structure, Level Programs designed to transition back to home school



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

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

Target: 100% completion

Indicator: Drill Reports

Milestone Date: EOY

Goal:

Target:

Indicator:

Milestone Date:

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

Target: Improved School Safety and Student Conduct

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

Milestone Date: EOY

Target: Higher Expectations for Students

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

Milestone Date: EOY

Target: Customer Satisfaction

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

Milestone Date: EOY

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

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

Coaches' Certification	Completed				
Anti-Bullying Program	Completed				
School Nurse Training	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.

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

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

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

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



Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs		
Program or Strategy Being Funded	Amount of Funding	Source of Funding
English as a Second Language (ESL)		Local, State, Federal
Dropout Prevention Counselors (2)		State
In-School Suspension Programs High Remediation		State
School Improvement Grants		Federal
School Resource Officers (SRO's)		Local
Title I		Federal
Alternative School		State
TRU - UCPS Tobacco Education Course		State
Summer School -Multi-Site Plan (EOC only)		Local
Money in lieu of Summer School		Local
Other Alternative Placements		Local

Monroe High School ACT Plan

As part of the NC READY Accountability Plan for all schools, Monroe High School offers the following plan in order to help prepare all eligible students for the ACT exam.

Redhawk Homeroom Block – During this time, Monroe High School freshmen, sophomores, and juniors prepare for the ACT by reviewing the sections of the ACT, practicing ACT questions, and teaching ACT test strategies.

11th grade English Classes – All 11th grade English classes perform an ACT review Friday lesson that includes various vocabulary and writing review that is specific to the ACT.

Better Test Scores Online program offered to juniors - This is not a free program and any student taking the program does have to pay \$125.00.

ACT overview for Monroe High School Teachers – This is a professional development opportunity for all teachers in order to provide all teachers with an overview of the test and motivation to allow them to understand the importance of the ACT for both our students and our school.

Skill intervention based on data from PLAN results – Using the PLAN results, teachers are given key elements of the results in order to help focus our limited time during our instructional period for the ACT

Saturday full length ACT practice test and analysis - Student are given the opportunity to try a full-length ACT practice test prior to the actual ACT exam.

Afterschool ACT review sessions – Throughout the year, Monroe High School offers several after school review sessions for students.