

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>Title I schoolwide Review - If your school is a Title I schoolwide 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 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 teachers, administrators, and staff providing innovative leadership for 21st Century schools

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

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

Supports SBE Goal: Goal 3 – North Carolina public school students will be healthy, responsible students.

District Goal 4: 21st 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 in and supportive of our schools

Supports SBE Goal: 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 needs. 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)

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)

(<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://www.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 Sardis Elementary School

Vision:

To prepare students to be active, productive citizens in the 21st century by working collaboratively within the school community.

Mission:

Sardis school is a safe community where a strong foundation for life-long learning is achieved by nurturing, guiding, and challenging our students through a balanced academic and arts education.



Sardis Elementary School

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

School Name/Number:

Sardis Elementary School-354

School Address:

4416 Sardis Church Road Monroe, NC 28110

Plan Year(s):

2012-2014

Date prepared:

28-Aug-12

Principal Signature:

Margaret Proctor

_____ 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	Margaret Proctor		
Assistant Principal Representative	Kelley Zorn		
Teacher Representative	Mary Thomas		
Inst. Support Representative	Elizabeth Griffin		
Teacher Assistant Representative	Paula Daniels		
Parent Representative	Brian Emory		
Parent Representative	Wendy Kiker		
Parent Representative	Belle Walker		
Teacher Representative	Nicole Skeen	Secretary	
Teacher Representative	Charlise Huntley		
Teacher Representative	Jody Osborn		
Teacher Representative	Kim Wallace		
Teacher Representative	Kathy Seaman		
Teacher Representative	Christine Bloom		
Teacher Representative	Claudia Zapka	Chair Person	

* 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?

Sardis Elementary met Annual Measurable Objectives (AMOs) in 17 out of 17 target goals, meeting expected growth as a school. Math continues to be a strength, having met high growth. Data also indicates growth in our 5th grade Science scores. The Teacher Working Conditions Survey states that 89% of staff enjoy working at Sardis Elementary. Sardis continues to implement globalization throughout the curriculum and was recognized as a “Global Affiliate School” for 2011-12.

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

Reading continues to be a focus area for Sardis. We are continuing efforts in the area of reducing achievement gaps of our male African American and male Hispanic students. Sardis will have a Students with Disabilities subgroup this year which will be targeted to meet expected proficiency. The Teacher Working Conditions Survey suggests lower teacher morale than in previous years. A plan for increasing teacher morale is in place. Sardis seeks to improve implementation of globalization within the curriculum. Sardis will continue to focus on ways to involve the parent community.

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.

technology training, parent involvement, math and literacy instruction, morale

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Ensure students will meet AMO benchmarks across all sub-groups in reading and math while achieving high growth.

School Goal 1:	Use disaggregated data to drive instruction.
Supports this district goal:	High achieving and globally competitive students

Target:	All students
Indicator:	End-of-Grade test results, formative and summative assessments, AMO results
Milestone date:	Jun-14

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

Plan/Do

	Target struggling students for tutoring in reading and math through Intervention Team (IT)	
	Action steps:	
Strategy 1:	1. ClassScape quizzes for pre- and post- tests	5. Here We Grow staff development opportunities
	2. Fountas and Pinnell Benchmark Tests (grades 4-5)	6. EOG data from 2012-13
	3. Tutors	7. Instruction by highly qualified teachers and assistants
	4. Intervention Meetings bi-weekly	8. Leveled Literacy Intervention (LLI)
	Implement Profession Learning Communities	
	Action steps:	
Strategy 2:	1. Train staff on PLCs during Here We Grow	5. Align SMART goals with Common Core and Essential
	2. Establish norms within each PLC	6. Disaggregate data from common assessments
	3. Create SMART goals during PLC meetings	7. Tutor/enrich students during 30 minute WIN time
	4. Use SMART goals to develop common	8. Read professional media as appropriate
	Prepare students to read at grade level by the time they enter the second grade	
	Action steps:	
Strategy 3:	1. Conferences with parents	5. Level 1 and Level 2 interventions
	2. Common Core and Essential Standards	6. Union County Reading and Writing Units of Study
	3. Small group differentiated instruction	7. Instruction by highly qualified teachers and assistants
	4. Leveled Literacy Intervention (LLI)	8. WIN time (What I Need)



Check	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	EOG data, ClassScape data, AMO data, ABC data, Math Summative Assessments
Check	What does data show regarding the results of the implemented strategies?
	Data will be analyzed at the end of the year.
Act	Based upon identified results, should/how should strategies be changed?
	Determined we needed to revamp the way we handle Interventions and the collection of necessary data.





Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:
 Ensure students will be globally competitive 21st Century learners.

School Goal 2:	Teachers will maintain high expectations for all students as they develop 21st century skills.
Supports this district goal:	Quality teachers, administrators, and staff providing innovative leadership for 21st Century schools

Target:	All students
Indicator:	Formal and informal observations
Milestone date:	Jun-14

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

Plan/Do

	Align lesson plans with the Common Core Standards and Essential Standards in all subject areas	
	Action steps:	
Strategy 1:	1. Union County developed rubrics and pacing	5. Staff development on Common Core and Essential
	2. Teachers post clear student Target Goals	
	3. PLC model for planning Mathematics/Literacy	
	4. Curriculum coaches model use of rubrics	
	6	
	7.	
	8.	
	Develop a Master Schedule conducive to student learning and quality teacher planning.	
	Action steps:	
Strategy 2:	1. Common teacher planning	5. EC Resource teachers to co-teach with regular education
	2. Teachers sitting together for Duty Free Lunch	
	3. Instruction by highly qualified teachers	
	4. EC schedule supplements regular class	
	6. WIN time built into schedule	
	7	
	8.	
	Integrate global education into the classroom setting	
	Action steps:	
Strategy 3:	1. VIF teacher from Liverpool, England	5. Skype
	2. Global Gateway VIF Program-Third grade teachers	
	3. Global Kids	
	4. SIOP Trained teachers	
	6. E-Pals	
	7. Children's literature from other cultures	
	8. Service projects	



Plan/Do	Professional development - Identify the professional development required to successfully implement the strategies above			
	Staff person or group	Course name/title	Course provider	Date completed
Check	How will we fund these strategies and associated professional development?			
	Funding source 1:	Select a funding source	Funding amount:	\$0
	Funding source 2:	Select a funding source	Funding amount:	\$0
	Funding source 3:	Select a funding source	Funding amount:	\$0
Funding source 4:	Select a funding source	Funding amount:	\$0	
Funding source 5:	Select a funding source	Funding amount:	\$0	
		Total initiative funding:	\$0	
	Review frequency:	Quarterly		
	Assigned implementation team:			
	What data will be used to determine whether the strategies were deployed with fidelity?			
	Formal and informal teacher observations, lesson plans, evidence of rubrics, minutes of grade level meetings, Master Schedule, I/E documentation			

Check	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Student achievement data, benchmark testing.
Check	What does data show regarding the results of the implemented strategies?
	To be determined at the end of the year
Act	Based upon identified results, should/how should strategies be changed?
	After analyzing the data we will determine the next steps we need to take.





Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:
Create a culture that is supportive, collaborative, and caring.

School Goal 3:	Increase the percentage of staff who agree that morale is high at our school.
Supports this district goal:	Quality teachers, administrators, and staff providing innovative leadership for 21st Century schools

Target:	All staff members
Indicator:	Union County Teacher Survey and State Teacher Working Conditions Survey
Milestone date:	Jun-14

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

Plan/Do

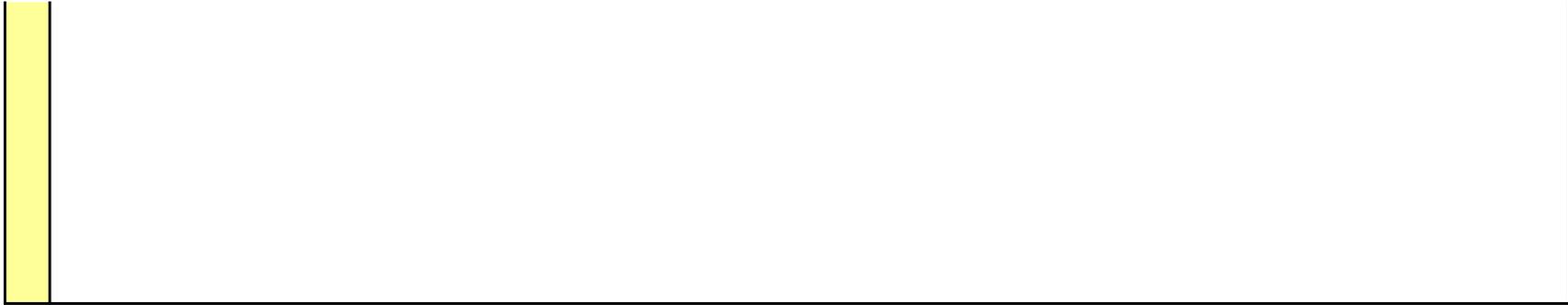
	Provide structure for effective planning and professional development		
	Action steps:		
Strategy 1:	1. Focused agenda for planning		5. Extra planning time bi-weekly for teachers
	2. PLC model to prove structure for planning times.		6. Literacy coaches to support teachers
	3. Professional development to occur after school		7.
	4. Professional development to be grade level		8.
	Increase teacher and student celebrations		
	Action steps:		
Strategy 2:	1. News and Views Newsletter		5. Incentives and rewards for staff
	2. Monthly celebrations with food at staff meetings		6.
	3. Social Media to keep community informed		7.
	4. Encourage teachers to celebrate student		8.
	Increase staff accountability		
	Action steps:		
Strategy 3:	1. Review of handbook and policies		5.
	2. Meet with Site-based to discuss morale		6.
	3. Survey staff to gauge morale levels		7.
	4. Crucial conversations with individuals		8.



Plan/Do	Professional development - Identify the professional development required to successfully implement the strategies above			
	Staff person or group	Course name/title	Course provider	Date completed
		PLC Training		
Check	How will we fund these strategies and associated professional development?			
	Funding source 1:	Select a funding source	Funding amount:	\$0
	Funding source 2:	Select a funding source	Funding amount:	\$0
	Funding source 3:	Select a funding source	Funding amount:	\$0
Funding source 4:	Select a funding source	Funding amount:	\$0	
Funding source 5:	Select a funding source	Funding amount:	\$0	
		Total initiative funding:	\$0	
	Review frequency: Quarterly			
	Assigned implementation team:			
	What data will be used to determine whether the strategies were deployed with fidelity?			
	Grade level minutes and agendas, site-based minutes and agendas, News and Views Newsletters, copies of surveys			

Check	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p> <p>surveys from County and State</p>
	<p>What does data show regarding the results of the implemented strategies?</p> <p>To be determined.</p>
Act	<p>Based upon identified results, should/how should strategies be changed?</p>





Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:

Ensure technology is current and available for all students and staff.

School Goal 4:

Evaluate the effectiveness of current technology to develop a plan for technology purchases and staff development needs.

Supports this district goal:

21st Century systems operating efficiently and effectively

Target:

All students, faculty and staff

Indicator:

Purchase of updated technology devices, Sign-in sheets for staff development

Milestone date:

Jun-14

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

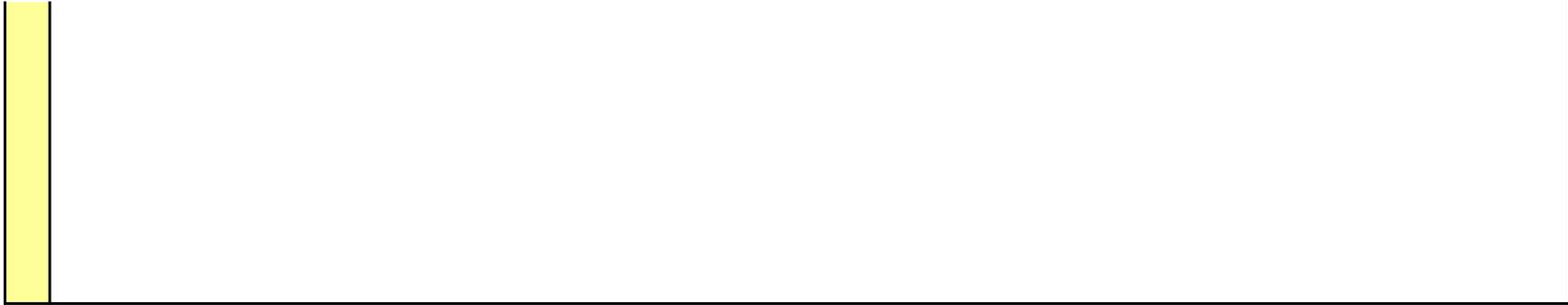
Plan/Do

Plan/Do	Evaluate effectiveness of current technology by surveying the staff				
	Action steps:				
	Strategy 1:	1. Update student computers in classrooms			5.
		2. Purchase laptop carts, ActivWands, speakers			6.
		3. Enlist assistance from PTO			7.
		4.			8.
	Determine and address staff development needs				
	Action steps:				
	Strategy 2:	1. Analyze grade level feedback			5. Training for Dell Projectors
		2. Provide technology training monthly			6.
		3. Integrate technology training in to daily lesson			7.
		4. Provide time for teachers to explore technology			8.
	Action steps:				
Strategy 3:	1.			5.	
	2.			6.	
	3.			7.	
	4.			8.	



Check	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p> <p>formal and informal observation, student projects</p>
	<p>What does data show regarding the results of the implemented strategies?</p> <p>To be determined</p>
Act	<p>Based upon identified results, should/how should strategies be changed?</p> <p>To be determined</p>





Priority Goal 5 and Associated Strategies

Area for improvement and supporting data:
Increase parent/family involvement in student learning.

School Goal 5:	Increase the educational involvement of the parents/guardians
Supports this district goal:	Family, business, and community members involved in and supportive of our schools

Target:	All parents, staff
Indicator:	More parents participating in school activities
Milestone date:	Jun-14

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

Plan/Do

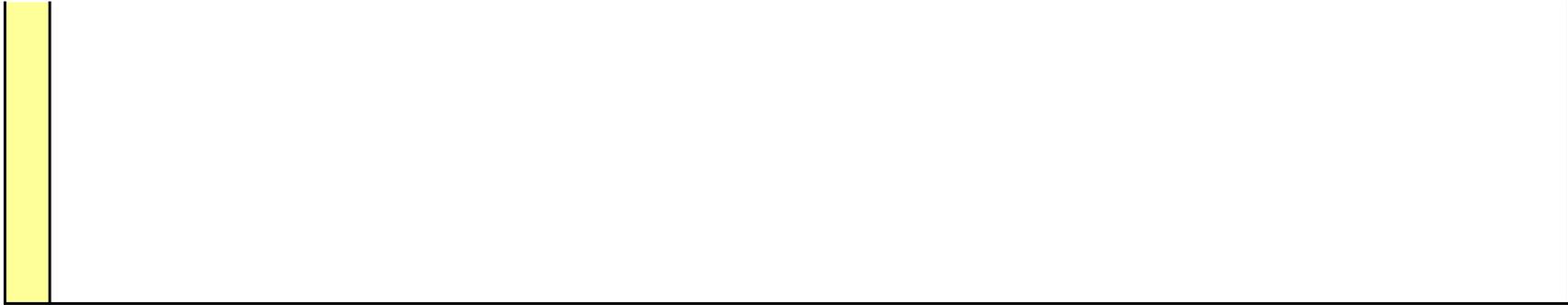
	Improve communication with non-English speaking parents	
	Action steps:	
Strategy 1:	1. Bi-lingual volunteers	5. TransACT Parent Notice training for staff
	2. Bi-lingual parent liaison	6. Girls on the Run 5K buddies
	3. Interpreters for school wide functions	7.
	4. Letters home in English, Spanish, etc.	8.
	Provide opportunities for parent involvement	
	Action steps:	
Strategy 2:	1. Speaker for Parents	5. Parent/teacher conferences
	2. Grade level curriculum nights	6. Community Health Day
	3. Supervised childcare	7. Musical performances
	4. Chaperone field trips	8.
	Action steps:	
Strategy 3:	1.	5.
	2.	6.
	3.	7.
	4.	8.



Plan/Do	Professional development - Identify the professional development required to successfully implement the strategies above			
	Staff person or group	Course name/title	Course provider	Date completed
Check	How will we fund these strategies and associated professional development?			
	Funding source 1:	Select a funding source	Funding amount:	\$0
	Funding source 2:	Select a funding source	Funding amount:	\$0
Funding source 3:	Select a funding source	Funding amount:	\$0	
Funding source 4:	Select a funding source	Funding amount:	\$0	
Funding source 5:	Select a funding source	Funding amount:	\$0	
		Total initiative funding:	\$0	
	Review frequency: Quarterly			
	Assigned implementation team:			
	What data will be used to determine whether the strategies were deployed with fidelity?			
	sign-in sheets, informal observations of attendance, meeting agendas			

Check	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p> <p>sign-in sheets, informal observations of attendance,</p>
	<p>What does data show regarding the results of the implemented strategies?</p> <p>To be determined</p>
Act	<p>Based upon identified results, should/how should strategies be changed?</p> <p>To be determined</p>





Priority Goal 6 and Associated Strategies

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

School Goal 6:	Fully implement the present system-wide policy whereby central office staff regularly implement 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 2 Improvement Strategies – Identify research-based strategies whenever

Plan/Do	Strategy 1	Strategy: Implement with fidelity the district's SIP process.		
		Action steps:		
		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	Strategy:		
		Action steps:		
	1.		5.	
	2.		6.	
	3.		7.	
	4.		8.	
	Strategy 3	Strategy:		
		Action steps:		
	1.		5.	
	2.		6.	
	3.		7.	
	4.		8.	

How will we fund these strategies?

Funding source 1: Select a funding source	Funding amount:	\$0
Funding source 2: Select a funding source	Funding amount:	\$0
Funding source 3: Select a funding source	Funding amount:	\$0
Funding source 4: Select a funding source	Funding amount:	\$0
Funding source 5: Select a funding source	Funding amount:	\$0
	Total initiative fund:	\$0

Review frequency: Twice per year

Plan/Do

Plan/Do

	Assigned implementation te
Check	What data will be used to determine whether the strategies were deployed with fidel Results of the SIP Progress Checklists
	How will you determine whether the strategies led to progress toward the goal? (Inc Results of the SIP Progress Checklists
	What does data show regarding the results of the implemented strategies?
Act	Based upon identified results, should/how should strategies be changed?

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Checklist of State-required On-going Operational Activities	
All Schools	
Does this school:	
Yes <input type="checkbox"/>	Implement strategies for improving performance of all students?
<input type="checkbox"/>	Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?
Yes <input type="checkbox"/>	Plan use of staff development funds?
Yes <input type="checkbox"/>	Plan for use of assessments to monitor student progress?
Yes <input type="checkbox"/>	Provide daily duty-free lunch to teachers?
Yes <input type="checkbox"/>	Provide at least five hours of planning time for teachers each week?
Yes <input type="checkbox"/>	Implement strategies for involving parents and the community in the educational program?
Yes <input type="checkbox"/>	Amend the School Improvement Plan when AYP is not met for two consecutive years when missing one or more targets in the same subject area?
K-8 Schools Only	
Does this school:	
Yes <input type="checkbox"/>	Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?
K-5 Schools Only	
Does this school:	
Yes <input type="checkbox"/>	Implement strategies to get students reading on grade level by beginning of second grade, including parental notification for students at-risk of not meeting this goal?

Any required components not included as part of a school's 3-5 School Improvement Plan goals may be placed in an appendix.

Title I school wide Compliance Review and Plan

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1114(b) of Title I*). Each required component is described below, with an explanation of how each contributes to the creation of a successful school wide program. The goals and strategies you've already developed may fulfill many of these requirements.

School wide reform strategies: Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	X	X			
	Strategy 2		X	X		
	Strategy 3	X	X	X		

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:

The Master Schedule allows daily time for 30 minutes of WIN(What I Need) time and LLI small group instruction. Interventionist are hired to provide Level 2 intervention strategies. The Literacy Coaches and Math Coach will push-in to model appropriate teaching strategies and tools.

Sardis Elementary School

Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a school wide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1		X				
	Strategy 2			X			
	Strategy 3		X				

Our school is addressing the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:

Teachers are highly qualified based on Title 1 requirements. In addition research based staff development is on-going to support the needs of the teachers through book studies and additional grade level meeting times for intervention team.

Sardis Elementary School

High-quality and ongoing professional development: Teachers and other staff in school wide program schools must be equipped to face the challenge of helping all students meet the State’s academic achievement standards. To do this, they must be familiar with the goals and objectives of the school wide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals,

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	X	X			
	Strategy 2	X	X		X	
	Strategy 3	X	x			

Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:

Here We Grow, in-house once per month staff development, provides opportunities for teachers to participate in staff development focusing on best practices for teaching. Staff development also occurs during grade level planning time. Scheduled technology trainings will occur throughout the year. Other opportunities for professional growth are offered through district level staff development.

Sardis Elementary School

qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the school wide plan must describe the strategies it will use to attract and retain highly qualified teachers.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1				X	
	Strategy 2	X				
	Strategy 3					

Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:

Faculty Celebrations once per month, additional planning time built into the schedule on a bi-weekly basis, smaller student/teacher ratio per class, buddy teachers for new to Sardis teachers, mentor teachers for beginning teachers, curriculum coaches for academic support, and a family-like school-wide culture.

Sardis Elementary School

Strategies to increase parental involvement.							
<p>Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that school wide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better</p>							
			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>		Strategy 1					X
		Strategy 2					X
		Strategy 3					X
	<p>Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:</p>						
<p>PTO meetings, Parenting Classes, conferences with parents, daily communication through student agendas, PTO activities such as Bingo Night, Movie Night, parent involvement on site-base team, evening student performances, and grade level academic nights are ways we encourage parents to be involved in school.</p>							

Sardis Elementary School

Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school wide programs:							
This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective school wide programs capitalize on this strong start.							
			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:						
<p>There is currently one Title 1 preK classroom and two EC preK classrooms at Sardis. Transitions are completed through IEP meetings, preK students in the community visit Sardis' Kindergarten classes, and the preK classes at Sardis visit the Kindergarten classes in the spring. Kindergarten orientation for parents and students is held in the spring.</p>							

Sardis Elementary School

Measures to include teachers in decisions regarding the use of academic assessments: In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The school wide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	X				
	Strategy 2	X				
	Strategy 3					

Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:

At grade level planning teachers meet to discuss a variety of data and how to use the data to meet the needs of the individual student. Administrators, curriculum coaches, and the counselor lead grade level discussions on how to analyze and interpret data. The Intervention Team uses data to decide which interventions to use for the Level 1 and Level 2 students. Teachers have been trained through NC Falcon on using formative assessment in their everyday teaching.

Sardis Elementary School

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The school wide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	X				
	Strategy 2	X				
	Strategy 3					

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:

PEPs, IEPs, Level 1 and 2 interventions, differentiated instruction within regular classroom, and I/E time

Sardis Elementary School

Coordination and integration of Federal, State, and local services and programs: School wide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, school wide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the school							
			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	X	X			X	X
	Strategy 2	X				X	
	Strategy 3	X					
Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:							
<p>Integrated funding is used to support SIP, ensure small student/teacher ratio in the classrooms, provide Interventionists, Leveled Literacy Intervention materials, technology funding, books for leveled libraries, staff development needs and parent involvement</p>							

Title I Targeted Assistance Compliance Review and Plan

A targeted assistance school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1115 of Title I*). Targeted assistance programs must use Title I resources to help a school's most-at-risk children meet State academic achievement standards. Each required component is described below, with an explanation of how each contributes to the creation of a successful targeted assistance program. The goals and strategies you've already developed may fulfill many of these requirements.

Targeted assistance strategies: Instructional strategies and initiatives in the plan must be based on scientifically based research with a primary consideration for extending learning time and providing accelerated, high-quality curriculum for students identified as failing or most at-risk of failing the State's challenging student academic

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
		Strategy 2					
		Strategy 3					

Our school is addressing targeted assistance program needs in the following ways, in addition to our focus on the priority goals listed in this plan:

Instruction by highly qualified teachers: Teachers and paraprofessionals working in targeted assistance programs must be highly-qualified. Instructional activities must be implemented by a teacher meeting the definition of highly-qualified for the core academic content area being taught in the targeted assistance program.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
	Strategy 2					
	Strategy 3					

Our targeted assistance program addresses the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:

High-quality and ongoing professional development: All teachers and staff in targeted assistance program schools must be equipped to face the challenge of helping Title I targeted assistance students meet the State's academic achievement standards. To do this, they must be familiar with methods of identifying students who need additional assistance and they should receive sustained, high-quality professional development to help them implement student academic achievement standards in the classroom. Professional development may be extended, as appropriate, to those who partner with Title I teachers to support Title I participating students. This may include other classroom

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
	Strategy 2					
	Strategy 3					
Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:						

Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that targeted assistance programs develop strategies to involve parents of Title I students in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop:

1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1						
	Strategy 2						
	Strategy 3						

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:



Coordination and integration of Federal, State, and local services and programs: Targeted assistance program schools are expected to coordinate and integrate services, with other Federal, State and local programs and services.

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>	Strategy 1						
	Strategy 2						
	Strategy 3						
	<p>Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:</p>						

Plans must support and coordinate with regular education programs: Effective targeted assistance programs capitalize on strong support and coordination with regular education programs. This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. This may include transitioning students from early childhood programs such as Early Reading First and others to provide a foundation for later academic success.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
	Strategy 2					
	Strategy 3					

Our school uses the following strategies to support and coordinate with the regular education program, in addition to our focus on the priority goals listed in this plan:

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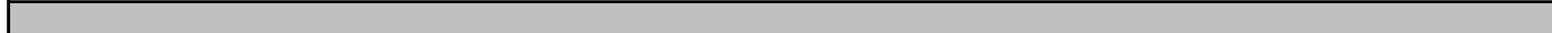
Compliance Review and Plan for Schools in Title I School Improvement

Each school identified for Title I School Improvement must, no later than three months after notification that the school is in Title I School Improvement, develop or revise its school plan. This plan must be developed in consultation with parents, school staff, the local education agency serving the school, and outside experts. The plan must cover a two-year period.

Professional development requirements: Schools in Title I School Improvement must 1) provide assurance that the school will spend not less than 10 percent of its Title I funds each year for high quality professional development, 2) specify how these professional development funds will be used to remove the school from school improvement status, and 3) incorporate a teacher mentor program.

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
		Strategy 2					
		Strategy 3					

Our school is addressing these three additional professional development requirements in the following ways, in addition to our focus on the priority goals listed in this plan:



Notification to parents: Schools in Title I School Improvement must describe specifically how the school will provide written notice about the identification of the school as a Title I School Improvement school to the parents of each student enrolled in the school.

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1						
	Strategy 2						
	Strategy 3						

Our school is providing written notification to parents in the following manner:

School, district and state agency responsibilities: Schools in Title I School Improvement are required to clearly define the responsibilities of the school, LEA, and SEA in implementing improvement strategies. LEAs are minimally required to offer technical assistance in the form of data analysis, budget analysis, and identification and implementation of improvement strategies. State-level assistance may include provision of a state-wide system of support, including allocation of funding and other technical assistance.

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1						
	Strategy 2						
	Strategy 3						

Our school, the school district, and the state education agency are supporting improvement of our school in the following ways:

School:

LEA:

SEA:

Strategies to Increase Parental Involvement: Research continues to demonstrate that successful schools have

significant and sustained levels of parental involvement. Therefore, it is important that targeted assistance programs develop strategies to involve parents of Title I students in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
	Strategy 2					
	Strategy 3					

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:



Coordination and integration of Federal, State, and local services and programs: Targeted assistance program schools are expected to coordinate and integrate services, with other Federal, State and local programs and services.							
			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:						



Plans must support and coordinate with regular education programs: Effective targeted assistance programs capitalize on strong support and coordination with regular education programs. This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. This may include transitioning students from early childhood programs such as Early Reading First and others to provide a foundation for later academic

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
	Strategy 2					
	Strategy 3					

Our school uses the following strategies to support and coordinate with the regular education program, in



**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 specific performance goals	
	(Please duplicate this sheet as needed for additional waivers.)

 Signature of Superintendent/Designee

 Date



Safe School Plan for Sardis Elementary 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
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Statement of Responsibility for the School District Superintendent

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

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

Teachers: All

Teacher Assistants: All

Other School Staff: Custodians, office 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.

PEP's, Enrichment/Remediation Plans, Student Accountability during the school year, School Intervention Teams/TAT, 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, Schoolwide PBIS (Positive Behavior Intervention and Supports)



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

In-school tutoring, after school tutoring, Behavior Scales, , Intervention Teams, Behavior Plans/Agreements, PEP's, IEP Goals, Benchmark Tests

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, Nova net, Nurtured Heart, 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
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)					
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 (ex. Crisis Intervention Training)					
Certified Trainers assigned to high school clusters					
Coaches' Certification					
Anti-Bullying Program					
School Nurse Training					

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

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

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

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Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs		
Program or Strategy Being Funded	Amount of Funding	Source of Funding
English as a Second Language (ESL)		Local, State, Federal
Dropout Prevention Counselors (10)		State
In-School Suspension Programs Middle/High		State
Remediation		State
School Improvement Grants		Federal
School Resource Officers (SRO's)		Local
Title I		Federal
Alternative School		State
K-2 & 3-8 Reading/Intersession/Remediation		Local
TRU - UCPS Tobacco Education Course		State
Summer School -Multi-Site Plan (EOC only)		Local
Money in lieu of Summer School		Local
Other Alternative Placements		