How to Use This Template

<table>
<tr>
<td rowspan="2">General Information</td>
<td>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.

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.</td>
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<table>
<tr>
<td rowspan="2">Reference Tabs – These tabs provide information to aid the planning process.</td>
<td>SBE Goals – This tab lists the five current State Board of Education goals for North Carolina. Use this as a reference as needed.

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.

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.

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.</td>
</tr>
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<tr>
<td rowspan="2">School Improvement Plan Tabs – The School Improvement Plan consists of these tabs.</td>
<td>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.

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.

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.</td>
</tr>
</table>

<table>
<tr>
<td rowspan="2">Other SIP-related Requirements</td>
<td>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.

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.

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.

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.

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.</td>
</tr>
</table>

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 Porter Ridge Elementary

Vision:

The Vision of Porter Ridge Elementary School is to: -Integrate technology throughout the curriculum in order to prepare our students for the 21st century - Commit to consistent collaboration among teachers, parents, students, and the community - Cultivate an environment that promotes an appreciation for cultural diversity - Emphasize high standards that promote relevance and rigor in instruction so students can become critical thinkers and problem solvers - Foster a culture of global awareness - Help students to see the importance of our being an eco-friendly school - Implement developmentally appropriate assessments to advance instruction - Develop good character and self-reliance through the use of Positive Behavior Intervention Support (PBIS) - Professional and continuous improvement through staff development that aligns with the school's mission and vision and is applicable and relevant to the everyday classroom

Mission:

Porter Ridge Elementary School will promote a positive learning community in which students gain a sense of ownership, pride, and self-confidence in their own education, and reach their full potential.

LEA or Charter Name/Number: Union County Public Schools - 900
School Name/Number: Porter Ridge Elementary School - 301
School Address: 2843 Ridge Road   Indian Trail, NC 28079
Plan Year(s):   2012-2014
Date prepared: 27-Aug-14

Principal Signature: Mrs. Lisa Taylor

_____   _____
                                                                                            Date

Local Board Approval Signature _____   27-Aug-12
                                                                          _____
                                                                                            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	Name	Name
Principal	Lisa Taylor		
Assistant Principal Representative	Nate Walbruch		
Inst. Support Representative			
Teacher Assistant Representative	Mary Gustafson		
Teacher Assistant Representative	Karen Teague		
Parent Representative	Melissa Watts		
Parent Representative	Maggie Tanner		
Parent Representative	Dr. Tonyan Hunter		
Parent Representative	Lisa Shields		
Parent Representative	Christina Rose		
Teacher Representative	Jessica Abee -K Rep.		
Teacher Representative	Meredith Sizemore - 1st Grade Rep.		
Teacher Representative	Sherie Shannon - 2nd Grade Rep.		
Teacher Representative	Whitney Cox - 3rd Grade Rep.		
Teacher Representative	Amy Morris - 4th Grade Rep.		
Teacher Representative	Angela Gaio - 5th Grade Rep.		
Teacher Representative	Katie Riedinger - Related Arts Rep.		

* 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?

Porter Ridge Elementary School met 14 out of 14 State Targets in Math and 12 out of 12 Federal Targets in Math for the 2012/

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

Porter Ridge Elementary is going to be focusing on Literacy and working to close any achievement gaps. The Target not met for Reading was the Hispanic-Latino students. We have seen, within the past year and it continues, a large number of Hispanic-Latino students enrolling and more and more that either do not speak English or English is not spoken at home. This has given the school a new challenge in order to meet the needs of this population of students more effectively. This, along with literacy in general is an area of needed improvement.

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

Porter Ridge began this year with the desire to understand better where students were in their learning by using pre- and post-assessments as well as formative assessments to help guide instruction. We also have a time each morning where students come straight off the bus to "Jumpstart" in order to receive help with their homework in case their non-english speaking parents can't help them or for a variety of other reasons as the teacher feels it is necessary. The school Data Team will regularly look at benchmark data (i.e. Fountas and Pinnell assessments in grades 4-5 and Mclass data and Progress Monitoring in grades K-2 as well as county benchmarks through Classcapes etc..) to help assess where progress is being made or any gaps exist. Grade Level Professional Learning Communities are looking even more at data in order to address individual student needs through the "Pirate Power Half-Hour" (Intervention/Enrichment time) in every grade level.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

1.) Closing the Literacy gap with Hispanic-Latino students. (target group goal not met in Reading)   2.) Closing the gap in Reading for the following target groups: EDS, SWD, and AIG. Those targets were Met/C.   3.) Closing the Math gap for our Hispanic-Latino students as that target was Met/C.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Proficiency: Increase percentage of students on grade level and above on the NC READY assessments for Reading and Math in grades 3-5. Increase students in K-2 on grade level and above in Reading and Math as determined by Mclass and county benchmark assessments.

School Goal 1:	By 2014 Porter Ridge Elementary students will increase reading proficiency in grades K-2 to 100%. Increase composite score for grades 3-5 in reading and math proficiency to 100%
Supports this district goal:	High achieving and globally competitive students

Target:	All Students
Indicator:	NC READY Assessments
Milestone date:	30-Jun-14

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

Plan/Do

Strategy 1:

Strategy: Incorporate strategies to differentiate instruction to meet the needs of all students.

Action steps:

1. Identify students' instructional reading levels using various
2. Identify students' instuctional needs based on quarterly
3. Employ flexible grouping across grade levels
4. Monitor student mastery of goals. Participate in PLC to
5. Gather instructional strategies from support staff (Exceptional
6. Participate in ongoing staff development involving best practices,

Strategy 2:

Strategy: Continue to provide support services for all students academically at risk.

Action steps:

1. Identify students who are at risk for academic failure using
2. Assess student needs and provide appropriate support
3. Use all available adults in the building to work with
4. Monitor student progress and adjust instruction and groups
5. Use the Read to Achieve portfolios for students at risk of failing.
6.
7.
8.

Strategy 3:

Action steps:

1.
2.
3.
4.
5.
6.
7.
8.

Professional development - Identify the professional development required to successfully implement the strategies above

Staff person or group	Course name/title	Course provider	Date completed
All Professional Learning Communites	Common Core Analysis	Gerri Thierbach / Lisa Taylor	6/30/2014
All Grade Level Professional	Vertical Planning	Gerri Thierbach / Lisa Taylor / Nate	6/30/2014
All Staff	Differentiated Instruction	Lisa Taylor / Nate Walbruch	6/30/2014
All Professional Learning	Interdisciplinary teaching of	Lisa Taylor / Nate Walbruch	6/30/2014
All Staff	Using Data to drive Instruction	Lisa Taylor / Nate Walbruch / Gerri	6/30/2014

Plan/Do

How will we fund these strategies and associated professional development?

Funding source 1:	Select a funding source	**Funding amount:**	$66,702
Funding source 2:	Select a funding source	**Funding amount:**	$25,000
Funding source 3:	Select a funding source	**Funding amount:**	$5,075
Funding source 4:	Select a funding source	**Funding amount:**	
Funding source 5:	Select a funding source	**Funding amount:**	
		Total initiative funding:	**$30,075**

Review frequency: Quarterly

Assigned implementation team: Data Team, School Improvement Team, Instructional Leadership Team, Grade Level Leaders, Classroom Teachers, including Related Arts Teachers and Support Staff

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

Data notebooks, data on google docs, lesson plans, assessment walls (k-5), software data reports -i.e. Mclass, Classcapes, E.V.A.A.S., LLI data reports, Student Contact Logs, CEU reports, grade level and personal reflection journals, Benchmark Assessments, CORE lesson records, grade level data excel spreadsheets, report cards, progress reports, conference notes

Check

Check	Reading and Math EOG scores (growth and proficiency), Grade level summative scores from assessment walls, Individual reading text level reports from intervention, AYP data, ABC data, Classcape data, Benchmark Assessments
	What does data show regarding the results of the implemented strategies?
	To be Determined
Act	**Based upon identified results, should/how should strategies be changed?**
	To be Determined

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

By 2014 Porter Ridge Elementary will continue to grow in knowledge and implement with fidelity the procedures and operate as a collaborative learning organization. (Professional Learning Community)

School Goal 2:	By 2014 Porter Ridge Elementary will increase teacher collaboration through their Professional Learning Communities in order to best meet the needs of their students.
Supports this district goal:	Quality teachers, administrators, and staff providing innovative leadership for 21st Century schools

Target:	All Students
Indicator:	Professional Learning Communitiy minutes and grade level lesson plans
Milestone date:	30-Jun-14

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

<table>
<tr>
<td rowspan="22">Plan/Do</td>
<td rowspan="7">Strategy 1:</td>
<td colspan="2">Strategy: Professional Learning Communities promoting productive decision making about student learning and the conditions that support student learning.</td>
</tr>
<tr>
<td colspan="2">Action steps:</td>
</tr>
<tr>
<td>1.Grade Level and Department Professional Learning</td>
<td>5.</td>
</tr>
<tr>
<td>2. Professional Learning Communities will use data to</td>
<td>6.</td>
</tr>
<tr>
<td>3. Provide staff development opportunities for effective</td>
<td>7.</td>
</tr>
<tr>
<td>4.</td>
<td>8.</td>
</tr>
<tr>
<td rowspan="7">Strategy 2:</td>
<td colspan="2">Strategy: Using a specified time each day for Intervention and Enrichment - "Pirate Power Half-Hour"</td>
</tr>
<tr>
<td colspan="2">Action steps:</td>
</tr>
<tr>
<td>1. PLC's determine intervention/Enrichment groups</td>
<td>5.</td>
</tr>
<tr>
<td>2. Intervention /Enrichment groups operate in a flexible</td>
<td>6.</td>
</tr>
<tr>
<td>3. Clear and specific requirements and expectations</td>
<td>7.</td>
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<tr>
<td>4</td>
<td>8.</td>
</tr>
<tr>
<td rowspan="7">Strategy 3:</td>
<td colspan="2">Strategy:</td>
</tr>
<tr>
<td colspan="2">Action steps:</td>
</tr>
<tr>
<td>1</td>
<td>5.</td>
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<td>2</td>
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<td>4.</td>
<td>8.</td>
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rofessional development - Identify the professional development required to successfully implement the strategies abov

Staff person or group	Course name/title	Course provider	Date completed
All Professional Learning Communites	Common Core Analysis	Gerri Thierbach / Lisa Taylor	6/30/2014
All Grade Level Professional	Vertical Planning	Gerri Thierbach / Lisa Taylor / Nate	6/30/2014
All Staff	Differentiated Instruction	Lisa Taylor / Nate Walbruch	6/30/2014
All Professional Learning	Interdisciplinary teaching of	Lisa Taylor / Nate Walbruch	6/30/2014
All Staff	Using Data to drive Instruction	Lisa Taylor / Nate Walbruch / Gerri	6/30/2014

Plan/Do

How will we fund these strategies and associated professional development?

Funding source 1:	Select a funding source	**Funding amount:**	$500
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:	**$500**

Review frequency: Quarterly

Assigned implementation team: Global Competitive Student Team, Leadership Team, Site Based Team, Technology Team

Check

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

Lesson Plans; Globalization Folder; Records of Technology and Equipment Usage; Observation by Peers, Global Schools Criteria data, School Culture Boards, Book Study Sign-in, Teacher and Administration PDP's, Cultural Awareness project data

Check	**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**
	Through observation; lesson plans, globalization documents, Resource circulation and checkout records, Global Schools Criteria documents and data, School Culture Boards, Book Study sign-in, Teacher and Administration PDP's, Cultural Awareness project data
	What does data show regarding the results of the implemented strategies?
	To Be Determined
Act	**Based upon identified results, should/how should strategies be changed?**
	To Be Determined

Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:
Porter Ridge Elementary will develop relationships with all stakeholders to insure that each student has at least one adult advocate.

School Goal 3: **Supports this district goal:**	By 2014 Porter Ridge Elementary will increase family and community involvement and each student will have at least one adult advocate. Safe, orderly, and caring schools producing healthy, responsible students
Target: **Indicator:** **Milestone date:**	All students, families, businesses, community, and staff Volunteer data, new business partnerships, family involvement data, Parent/Student/Teacher Surveys, Parent confere 30-Jun-14

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

Plan/Do

Strategy 1:

Strategy: Increase parent and family communication through the use of a variety of types of informational tools to improve school safety, behavior, and academics.

Action steps:

1. Student agendas, positive contact logs, phone calls, emails,	**5.**
2. Open line of communication with teachers and	**6.**
3. Use Guidance Counselor to assist in social issues and	**7.**
4.	**8.**

Strategy 2:

Strategy: Develop school initiatives to increase communication with our ELL population.

Action steps:

1. Regular Hispanic nights, newsletters, phone calls, positive **2**	**5.** **6.**
3.	**7.**
4.	**8.**

Strategy 3:

Strategy: Continue implementation of PBIS -Positive Behavior Interventions and Support.

Action steps:

1.Behavior folders, pirate pride cards, proud pirates, principal	**5.**
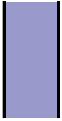
2. Staff teaching specific behaviors expected throughout the	**6.**	
3. Each staff member assigned a student to support,	**7.**	
4.	**8.**	

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

How will we fund these strategies and associated professional development?

Funding source 1:	Select a funding source	**Funding amount:**	$400
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:	**$400**

Review frequency: Quarterly

Assigned implementation team: Family, Business, and Community Team, Leadership Team, Site Based Team, Parent Volunteer Coordinator

Check

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

PBIS data, NCWISE discpline data, student PBIS folders,Hispanic night attendance log, PTO family night attendance log, student recognition list, positive contact logs, teacher-student-parent survey data, Site Based Team meetings, Parent Involvement Coordinator, Report Card Conduct data, Grade Level Newsletters and websites, parent feedback from contacts, number of visits to websites

	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
Check	PBIS data, NCWISE discpline data, student PBIS folders, Hispanic night attendance log, family night attendance log, student recognition list, positive contact logs, teacher-student-parent survey data, Site Based Team meetings, Parent Involvement Coordinator, Report Card Conduct data, Grade Level Newsletters and websites, parent feedback from contacts, number of visits to websites, postcard check list
	What does data show regarding the results of the implemented strategies?
	To Be Determined
Act	**Based upon identified results, should/how should strategies be changed?**
	To Be Determined

Priority Goal 4 and Associated Strategies

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

School Goal 4: **Supports this district goal:**	Fully implement the present system-wide policy whereby central office staff regularly monitor school improvement plans, ensuring that each shool engages in a systematic, inclusive, and comprehensive process for review, revision 21st Century Systems operating efficiently and effectively

Target: **Indicator:** **Milestone date:**	School Improvement Plan SIP Checklist 30-Jun-14

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

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 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:

Strategy:

Action steps:

1	5.
2	6.
3.	7.
4.	8.

Strategy 3:

Strategy:

Action steps:

1	5.

	2		6.	
	3		7.	
	4.		8.	

Professional development - Identify the professional development required to successfully implement the strategies abov

Staff person or group	Course name/title	Course provider	Date completed

Plan/Do

How will we fund these strategies and associated professional development?

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

Review frequency: Twice per year

Assigned implementation team: Family, Business, and Community Team, Leadership Team, Site Based Team, Parent Volunteer Coordinator

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

Results of the SIP Process Checklists

ck

	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
Check	Results of the SIP Process Checklists
	What does data show regarding the results of the implemented strategies?
	Results of the SIP Process Checklists
Act	**Based upon identified results, should/how should strategies be changed?**
	To Be Determined

Checklist of State-required On-going Operational Activities

All Schools

Does this school:

yes _____ **Implement strategies for improving performance of all students?**

yes _____ **Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?**

yes _____ **Plan use of staff development funds?**

yes _____ **Plan for use of assessments to monitor student progress?**

yes _____ **Provide daily duty-free lunch to teachers?**

yes _____ **Provide at least five hours of planning time for teachers each week?**

yes _____ **Implement strategies for involving parents and the community in the educational program?**

yes _____ **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 _____ **Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?**

K-5 Schools Only

Does this school:

yes _____ **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 schoolwide 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 schoolwide program. The goals and strategies you've already developed may fulfill many of these requirements.

Schoolwide 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.

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

Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:
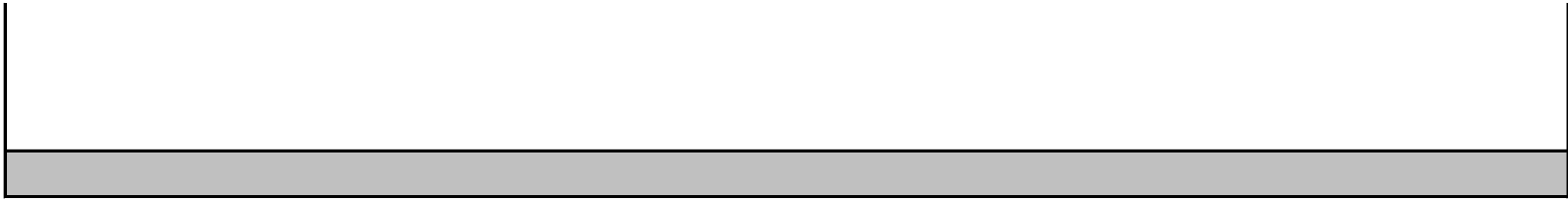
Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide 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**					
		Strategy 2					
		Strategy 3					
	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:						

High-quality and ongoing professional development: Teachers and other staff in schoolwide 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 schoolwide 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					
		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 attract highly qualified teachers to high-need schools. Although recruiting and retaining highly 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 schoolwide 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**					
		Strategy 2					
		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:						

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 schoolwide 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

|			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:						

Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide 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 schoolwide 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:						

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 schoolwide 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**					
		Strategy 2					
		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:						
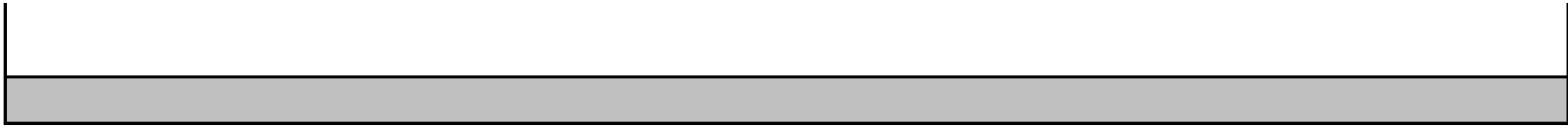
Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored 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**					
		Strategy 2					
		Strategy 3					
	Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:						

Coordination and integration of Federal, State, and local services and programs: Schoolwide 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, schoolwide 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

			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:						

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 useTitle 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 sudents 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
	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 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:						

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:
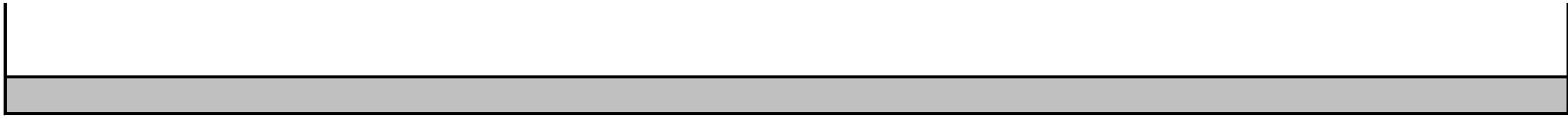
School, district and state agency responsibilities: Schools in Title I School Improvement are required to clearly define the responsibilities of the school, LEA, and SEA in implementing improvement strategies. LEAs are minimally required to offer technical assistance in the form of data analysis, budget 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.
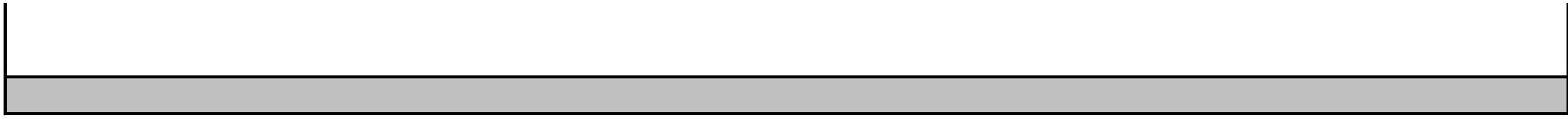
			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	**Strategy 1**					
		Strategy 2					
		Strategy 3					
	Our school, the school district, and the 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 (Porter Ridge Elementary)

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

Name and role of person(s) responsible for implementing this plan:	Dr. Mary Ellis

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

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

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

Statement of Responsibility for the School Principal

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

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

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

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

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

Assistant Principal(s): Nate Walbruch

Teachers: Donna Thompson

Teacher Assistants: Karen Lincomfelt

Other School Staff:

Services for At-risk Students

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

RtI teams, PEP's, Enrichment/Remediation Plans, Student Accountability during the school year, Peer Mentors - Peer Mediators, , School Intervention Teams, School Resource Officers (SRO's) interventions, Use NC WISE to identify attendance, academic and discipline concerns and patterns, Analyze EOG, 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, Behavior Scales, mentoring programs, Intervention Teams, Behavior Plans/Agreements, PEP's, IEP Goals, Benchmark Tests, Behavior Contracts

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.

Smaller class size - Lower Student/Teacher Ratio, Intensified Structure, Level Programs

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 OSS/ISS
Milestone Date:	30-Jun-13
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:	30-Jun-13
Target:	Customer Satisfaction
Indicator:	Parent, Teacher, Student Survey expressing satisfaction will be 85% or better.
Milestone Date:	30-Jun-13

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)	Planned					
Videos - Bloodborne Pathogens, Epi-Pen, Diabetes, Asthma	Completed					
Videos - Gang Awareness - Critical Incident Response	Completed					
Drill Training - Fire, Tornado, Lockdown	Planned	monthly, one per year, one per semester				
Anti-Bullying Program	Planned					
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.

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 (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		