

<p>General Information</p>	<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 The North Carolina School Improvement Planning Implementation Guide. 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>
<p>Reference Tabs – These tabs provide information to aid the planning process.</p>	<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>
<p>School Improvement Plan Tabs – The School Improvement Plan consists of these tabs.</p>	<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>
<p>Other SIP-related Requirements</p>	<p>Operational Requirements - Use this tab to confirm that your school meets the day-to-daySIP operational requirements contained in state law.</p> <p>Title I schoolwide Review - If your school is a Title I schoolwide school, use this tab to develop your Title I Plan. 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. 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 as specified in GS § 115C-105.26. These guidelines are listed in the SIP Implementation Guide.</p> <p>Safe Schools Plan – This template for the Safe Schools Plan is aligned to the previous state legislative requirements specified in § GS 115C-105.47. 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>

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 (insert district here)

District Goal 1:

Supports SBE Goal: Select an SBE Goal

Select an SBE Goal

District Goal 2:

Supports SBE Goal: Select an SBE Goal

Select an SBE Goal

District Goal 3:

Supports SBE Goal: Select an SBE Goal

Select an SBE Goal

District Goal 4:

Supports SBE Goal: Select an SBE Goal

Select an SBE Goal

District Goal 5:

Supports SBE Goal: Select an SBE Goal

Select an SBE Goal

School Vision and Mission Statements for Asheville Middle School

AMS
believes that through relevant, engaging, and collaborative efforts, students
will develop into life-long learners and critical thinkers.

Vision:

Mission:AMS develops inquisitive, knowledgeable, caring and innovative students who will be competitive in a global society.

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 AMO Reports (<http://ayp.ncpublicschools.org>)

Healthy Active Children Initiative (<http://www.nchealthyschools.org>)

School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying priority areas for improvement.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

EOG Data

Overall, 55.3% of AMS students were career and college ready on all subject areas tested

As evidenced by the 2014-2015 EOGs.

Percent Career and College Ready by Grade	African-American Students Scoring This Level	White Students Scoring This Level
6th Grade: 53.4%	15.40%	78.30%
7th graders: 60%	25.30%	81.50%
8th graders: 50.3%	16.90%	69.60%

2014-2015 Reading EOG: Career and College Ready

By Grade: Scored Career and College Ready	African-American students	White Students
6th Grade Reading	16.20%	81.10%
7th Grade Reading	23.30%	78.40%
8th Grade Reading	12.0%	67.80%

2014-2015 Math EOG: Career and College Ready

By Grade: Scored Career and College Ready	African-American students	White Students
6th Grade Math	14.70%	75.60%
7th Grade Math	27.40%	79.00%
8th Grade Math	12.0%	57.50%

2014-2015 Science EOG: Career and College Ready

Scored Career and College Ready	African-American students	White Students
8th Grade Science	26.70%	83.60%

2014-2015 Math 1 EOG: Career and College Ready

Scored Career and College Ready	African-American students	White Students
Math 1	87.5%	86.40%

EVAAS Data

6th Grade Reading

Did not make expected growth	Met Growth	Exceeded Growth
3rd Quintile	2nd Quintile	1st, 4th, and 5th Quintiles

7th Grade Reading

Did not make expected growth	Met Growth	Exceeded Growth
3rd Quintile	1st and 4th Quintiles	2nd Quintile

8th Grade Reading

Did not make expected growth	Met Growth	Exceeded Growth
3rd Quintile	2nd, 4th, and 5th Quintile	1st Quintile

6th Grade Math

Did not make expected growth	Met Growth	Exceeded Growth
	3rd, 4th, and 5th Quintiles	
7th Grade Math		
Did not make expected growth	Met Growth	Exceeded Growth
0	1st, 2nd, and 3rd Quintiles	4th and 5th Quintiles
8th Grade Math		
Did not make expected growth	Met Growth	Exceeded Growth
1st, 2nd, 3rd, 4th, and 5th Quintiles	0	0

SWIS Data

SWIS data shows	2013-2014	2014-2015
Percent of referrals written for black students	67%	73.69%
Percent of white students who received referrals	25.70%	32.00%
Percent of black students who received referrals	54%	61.00%
Percent of referrals written for white students	35.70%	20.00%
Referrals for disruption - major and minor offenses	334/1056	178/914
Referrals for physical aggression/contact - major and minor offenses	101/1056	176/914
Referrals for defiance - major and minor offenses	98/1056	98/914
Referrals for disrespect - major and minor offenses	145/1056	74/914
Approximate number of referrals noting the classroom as the location	600/1056	400/914
ISS assignments	504.5 days, 524 events, 210 student	638 days, 549 events, 214 students
OSS assignments	337.5 days, 178 events, 94 students	463 days, 215 events, 110 students

Attendance Data

Category	2013-2014	2014-2015
Tardies		
Tardies Excused Total	1,326	1,123
Tardies Unexcused	4,479	3,495
Total Tardies	5,805	4,618
Absences		
Absences Excused	3,036	2,520
Absences Unexcused	4,015	4,025
Total Absences	7,051	6,545

1. What does the data show to be the strengths of the school?

6th grade math for mid and high quintiles
 6th grade reading for all quintiles but mid
 7th grade math all quintiles met or exceeded growth
 7th grade reading all quintiles except mid met or exceeded growth
 8th grade reading all quintiles met or exceeded growth except mid
 We reduced our total number of referrals from 13-14 to 14-15 from 1056 to 914
 We made PLC and grade level meetings more efficient by creating and using note taking templates
 Positive referrals increased from 13-14 to 14-15.

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

6th grade math must strengthen instruction for our 1st, 2nd, 3rd quintile students

6th grade reading must strengthen instruction for our mid quintile students

7th grade reading must strengthen instruction for our mid quintile students

8th grade math must strengthen instruction for all students

8th grade reading must strengthen instruction for our mid quintile students

Our staff needs training in de-escalation strategies

Our staff needs training in relationship building and responding appropriately to behaviors that are culturally different

Our staff needs to examine discipline data and revise our strategies for working with students who make inappropriate behavioral decisions

We must use our PLC time effectively, following the meeting note-taking template - creating CFAs, use all data to plan effective lessons appropriate for various levels of learners, sharing successful strategies, tools, etc.

We must reduce the number of all referrals especially referrals written on our black students

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

Early check out data

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.

Student achievement in math, reading, and science

Decrease in referrals overall

Decrease in referrals for black students

Decrease in defiant and disruptive behavior

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

School Goal 2: [1]	AMS will assess and restructure class placement and discipline processes in an effort to address the needs of the whole child by providing opportunities to ensure all students graduate college and/or career ready.
Supports this district goal: [2]	ACS will assess and restructure operational systems in an effort to address the needs of the whole child by providing opportunities to ensure all students graduate college and/or career ready.
Target:	By June 15, 2016, we will reduce discipline referrals by 10%. By June 15, 2016 we will reduce classroom behaviors that result in referrals by 20%. By June 15, 2016, we will reduce referrals on black students by 30%. 80% of AMS students will respond successfully to core instruction.
Indicator:	SWIS data for discipline. Class lists for grouping data.
Milestone date:	6/1/2016

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

Strategy 1:	Revise PBIS plan to include daily, weekly, monthly, quarterly rewards, providing constant teaching and re-teaching expectations, different incentives, etc.		
	Action steps:		
	Plan monthly reward time whole school and grade level		Implement ROAR card quarterly for reaching attendance, behavior and academic criteria. Incentives will be obtained from business partners.
	Revise our PBIS plan with purpose to include more students in the reward time		Continue Student Council. Engage in Town Hall meetings with Erin Hill
	Revise wristbands and positive referral prizes		More visuals around the school about ROAR behaviors
	Weekly drawings for Cougar ROAR tshirts from positive referrals		One grade level meeting a month devoted to discussion about referrals written, successful strategies to use with students to prevent referrals
	All teachers have students fill out an information sheet about what they need to be successful, what triggers their behaviors, what calms them down, etc.		Administrators connect and build relationships with students through conversation, time interacting in the classrooms and hallways, etc.
	All teachers set up a chill out space in their classroom		Meetings with counselor (individual, whole class and small groups) to teach appropriate social skills
	Provide teachers a checklist of due dates for PBIS implementation details		Revise discipline procedures to include processes for teaching/practicing behaviors, reflection of student and teacher, use of strategies before writing an office referral, students and teachers process incidents and build relationships, discontinue silent lunch, replace with lunch in the classroom with the teacher to work on assignments, talk about goals, do a book study, etc.
	Implement goal setting for all students and staff - short term, constant reflection and goal revision, this is posted in each room		

Strategy 2:	All staff with engage in appropriate PD needed to address the needs of our students in regards to behavior		
	Action steps:		
	All BT1s attend the Aimee Dean conference on classroom management		Collaboration about OLWEUS resources that are useful
	PD on relationship building, i.e., Love and Logic, verbal de-escalation, appropriately responding to various cultural groups		Staff participating in Instructional Rounds for classroom management techniques
	One grade level meeting a month devoted to discussion about referrals written, successful strategies to use with students to prevent referrals.		Implementation of RTI in all grade levels to include behavior with follow up in MTSS meetings
	Implement brain breaks during lessons		FBA/BIP developed and implemented for students with repeated inappropriate behaviors
			Staff participating in racial equity PD
			11 teachers participating in a book study on Love and Logic and implementation of learned strategies focusing on at risk learners -

Strategy 3:	Utilize community volunteers to mentor at-risk students		
	Action steps:		
	LINKS group meet with 12 black females weekly and provide STEM activities with them		Delta House after school program
	Boy's group meet with 8 black males weekly beginning September 18		IRL after school program
	Engage in the Middle School Success program in collaboration with United Way		Girls on Track
	Implement the Community Conversations through United Way		UNCA partnership with IRL
	Use the Early Warning System to target and monitor students' behavior, academics and attendance		Volunteer coordinator position recruiting and placing needed volunteers
	Project Empower through IRL		

Strategy 4:	Teach students the growth mindset		
	Action steps:		
	7th grade teachers engage students in growth mindset activities.		

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

Staff person or group [3]	Course name/title	Course provider	Date completed
BT1s, BT2s	Aimee Dean Workshop	Aimee Dean	10/19/2015
All staff	De-escalation strategies and Love and Logic	Terrance McAllister	Sept. 8 and October 13
All staff	Racial Equity Forum	Racial Equity Grant Recipients	
MTSS then all staff	Early Warning System	Company providing system	9/23/2015
All staff	Brain breaks	Principal	8/13/2015
All staff	teaching appropriate behaviors while building relationships	Michelle Perry	

Plan Do

Plan Do

	Targeted Staff/Volunteer	Love and Logic Book Study	Grant participants, Amanda Swartzlander, Kathryn Szumski	10/2015 - 5/2016																		
	<p>How will we fund these strategies and associated professional development?</p> <table data-bbox="175 281 1528 422"> <tr> <td>Funding source [4] Local district funds</td> <td>Funding amount:</td> <td>\$350 Aimie Dean</td> </tr> <tr> <td>Funding source [5] Local district funds</td> <td>Funding amount:</td> <td>EWRS</td> </tr> <tr> <td>Funding source [6] Local district funds</td> <td>Funding amount:</td> <td>\$4000 Volunteer Coordinator</td> </tr> <tr> <td>Funding source [7] Other</td> <td>Funding amount:</td> <td>\$550</td> </tr> <tr> <td>Funding source [8]</td> <td>Funding amount:</td> <td></td> </tr> <tr> <td colspan="2">Total initiative funding:</td> <td>#VALUE!</td> </tr> </table> <p>Review frequency: Quarterly</p> <p>Assigned implementation team Principal, Assistant Principals, Counselors, Grant participants, teachers</p>				Funding source [4] Local district funds	Funding amount:	\$350 Aimie Dean	Funding source [5] Local district funds	Funding amount:	EWRS	Funding source [6] Local district funds	Funding amount:	\$4000 Volunteer Coordinator	Funding source [7] Other	Funding amount:	\$550	Funding source [8]	Funding amount:		Total initiative funding:		#VALUE!
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Funding source [7] Other	Funding amount:	\$550																				
Funding source [8]	Funding amount:																					
Total initiative funding:		#VALUE!																				
Check	<p>What data will be used to determine whether the strategies were deployed with fidelity? Referral Data, student/teachers surveys, classroom observations monitoring use of checklist, brain breaks, appropriate teacher responses to various cultures</p>																					
	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) Referral Data, Grade level meetings focused on alternate strategies to deter inappropriate behaviors</p>																					
	<p>What does data show regarding the results of the implemented strategies?</p>																					
Act	<p>Based upon identified results, should/how should strategies be changed?</p>																					

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

School Goal 1: [9]

AMS will meet the needs of all learners by providing research-based interventions, enrichment, and core instruction.

District Goal: We will strengthen core instruction so that all subgroups will be successful without the need for supplemental instruction as measured by the number of students receiving interventions. [10]

Target:

AMS students will meet or exceed expected growth in reading and math predicted by EVAAS data.

Indicator:

Milestone date:

6/15/2015 - 6/15/2020

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

Strategy 1:

Implement math remediation for all targeted students.

Action steps:

Plan Cougar Time instruction for Math based on student need.	Math Counts 2 hours per week
IRL tutoring afterschool for Math	Target black students for Math Counts recruitment
Implement math remediation 15-16 school year for 6th, 7th and 8th grade (extra dose of math) during exploratory blocks	Observe teachers/schools successful in small group/Math Workshop implementation
Math PLCs looking at data to plan small group (centers and leveled groupings, etc.) and CT instruction	PD on Math Workshop/small group/centers
Continued use of the Eric Jensen text, Engaging Students with Poverty in Mind	Increase technology integration across grade levels and curriculum areas evidenced by use of DLT to plan and implement
Have AVID students bring math questions to AVID tutorials	Offering AVID prep class to at risk 8th graders for one semester
Continue staff PD on racial equity (grant funding from ACSF)	Student goal setting and self reflection
AVIDize 6th grade	Use of iReady diagnostic, benchmark and targeted lessons
Work with the district leadership to plan whole school implementation of AVID	

Strategy 2:

Align math instruction with the CCSS

Action steps:

Perform a curriculum audit for 6th, 7th and 8th grade math resources and strategies	Student goal setting and self-reflection
PLC work examining the CCSS and pacing guides	Use data to plan and implement small group instruction
Work with the Paideia Institute to plan and implement relevant math projects aligned with the CCSS and to choose appropriate Seminar math texts	Use of teachers observing teachers to share and enhance successful teaching strategies
Re-configure math classes heterogeneously to assure equity of opportunity and increase student achievement	Quarterly math vertical alignment meetings
Meet twice monthly with the Secondary District Learning Leader (Ian Nelson) during PLCs to discuss alignment, instruction, grouping ideas, problem solve differentiation issues, data, etc.	8th grade teachers will implement 1:1 so that students can access resources appropriate for their readiness level and to assure high engagement, collaboration, application and critical thinking. Students will use technology to engage in differentiated learning opportunities that will increase student achievement.
Staff seminar focusing on a text addressing math standards/concepts	Increase technology integration across grade levels and curriculum areas evidenced by use of DLT to plan and implement
Engage in PD concerning math teaching practices and connecting NC teacher evaluation standards with NCTM principles	7th grade Dollywood trip to reinforce math concepts
	7th grade to UNCA for math, science programming focus

Strategy 3:

Implement reading remediation for all targeted students.

Action steps:

Continue to provide Academic Literacy class based on specified reading criteria (extra dose of reading)	Lunchtime literary groups for AIG kids
Continue to implement Comprehension Toolkit strategies in all ELA, Science and Social Studies classes	Continued use of engagement strategies
Continue to implement small groups during Cougar Time for remediation and enrichment.	All new ELA teachers trained in how to give and analyze a running record. Running records done on below grade level students twice monthly
Continue use of Teacher's College Reading Workshop in all ELA classrooms	AIG specialist "pushes in" to provide services in general ed classroom.
Use of NewsELA - a guided reading tool in all classrooms	All staff engaged in PD on racial equity (ACSF)
AVID prep class for 8th grade	Student goal setting and self-reflection
Enforcement of Just Right Books, Reading logs, Reading notebooks	After school tutoring in IRL
Purchase books for homeless students with input from these students	Implementation of RTI in all grade levels with MTSS structure in place
PLC focus on data and instruction planning	Implementation of Paideia in all classrooms led by the NC Quest Grant recipients (8 teachers)
Teachers observing teachers to share and enhance successful teaching strategies	8th grade teachers will implement 1:1 so that students can access resources appropriate for their readiness level and to assure high engagement, collaboration, application and critical thinking. Students will use technology to engage in differentiated learning opportunities that will increase student achievement.
AVIDize 6th grade	Increase technology integration across grade levels and curriculum areas evidenced by use of DLT to plan and implement
Work with the district leadership to plan whole school implementation of AVID	Fellows Grant focusing to determine an appropriate reading intervention for students falling below the 30th percentile (4 teachers)
Implement iReady for diagnostic, benchmark and targeted lessons	

Strategy 4:

Ensure that AIG students are appropriately challenged in areas of strength

Action steps:

Plan Do

Conduct professional development that focuses on differentiating curriculum and instruction with a focus on depth and complexity.	Implement push-in model for Math in seventh grade Math 1 and eighth grade Math 2 in order to differentiate curriculum and instruction while providing direct support to students in content area.
Utilize joint planning to support teachers in ongoing differentiation.	Use Paideia principles in all models of AIG support.
Implement six enrichment-focused field trips per year in order to extend content into a real-world context.	Use enrichment study groups (ESG) and transition study groups (TSG) to teach the 21st Century skills of critical thinking and creative thinking within an interdisciplinary context.
Implement the "push-in" model for ELA in order to differentiate curriculum and instruction while providing direct support to students in a content area.	Staff conducting teacher observations of teachers in order to increase achievement
AVIDize 6th grade	Use CSG, ESG, and TSG, to implement explicit lessons focused on motivation and growth mindset. Use self-reflection strategies to gauge student mindset and awareness of motivation.
Support classroom teachers in ensuring that AIG students are appropriately challenged so that they have the opportunity to develop perseverance.	Continue to support accelerated online coursework in areas of strength and interest.
Support students in understanding and demonstrating perseverance when faced with appropriate challenge.	Offer co-curricular activities such as NJHS, Debate, MathCounts, and GeoBee in order to extend learning and increase challenge.

Strategy 5:	Focus on increased achievement of our EC population
Action Steps:	
Teachers observing teachers of best inclusion practices	Incentivize academic growth
Provide PD on effective inclusion practices then monitor the implementation	Identifying the level of support needed based on IEP goals and scheduling appropriate placement and instruction

Staff person or group [11]	Course name/title	Course provider	Date completed
All staff	Racial Equity	AMS PD committee	
All staff	Engagement Strategies	AMS PD committee	
New staff	Paideia	Terry Roberts, Laura Billings, Melissa Hedt, NCQuest Grant Participants	
ELA, Science, Social Studies teachers	Comprehension Toolkit	Vicki Holcomb	
All staff (with focus on 6th grade for 15-16 school year and 7th and 8th in 16-17, 17-18 respectively)	AVID strategies	AVID site team, Smith, Sheeler, district leadership	
ELA, Math teachers	iReady training	Curriculum Associates	10/5/2015
Math teachers	Math alignment, math teaching practices, small group/centers/differentiation	District leaders, principal, math curriculum specialist, others identified as year progresses	
8th grade teachers and others on voluntary basis	1:1 Chromebooks, technology integration	Teachers in ACS, others as identified	
All staff	How to implement small groups in middle school	Principal, district staff, outside providers	
Staff providing inclusion	Effective inclusion practices	District leaders, principal, math curriculum specialist, others identified as year progresses	

How will we fund these strategies and associated professional development?

Funding source 1: Paideia training for n [12]	Local district funds	Funding amount: \$437.00 for stipends	\$0
Funding source 2: Paideia training for n [13]	Local district funds	Funding amount: \$437.00 for stipends, \$350 for materials	\$0
Funding source 3: Comprehension Tool [14]	Local district funds	Funding amount: \$4000	\$0
Funding source 4: iReady training [15]	Local district funds	Funding amount: \$21,000	\$0
Funding source 5: AVID training [16]	Local district funds	Funding amount: \$2000 for Summer Institute	\$0
Funding source 6: 1:1 training	Local district funds		\$0
Funding source 7: Small groups for middle scho	Local District funds	Funding amount: \$500 for outside PD	\$0
Funding source 8: IRL tutoring	State funds for at-risk	\$13,000 for tutor salaries	\$0

Review frequency: Quarterly

Assigned implementation team: Principal, assistant pri

Check	What data will be used to determine whether the strategies were deployed with fidelity?
	Classroom walkthroughs and observations by administration, PLC data analysis of formative and summative assessments, PLC meeting notes reflecting collaboration focusing on 4 guiding questions, CFAs monitored by turning in to the principal, EOG reading and test data broken down by subgroups
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	PLC analysis of formative and summative assessments, iReady diagnostics/benchmarks test scores, analysis of student works
	What does data show regarding the results of the implemented strategies?
	CT groups have been made based on multiple data points, AVID has been implemented in all 6th grade core classrooms, AVID PD occurs every month in 6th grade, IRL math tutoring is in place for fall and spring sessions (tutoring by AMS teachers), Math PLCs look at data to plan small group instruction, centers have been implemented in 6th grade, small groups continue in 7th and have been implemented in 8th, AVID students are bringing math questions to tutorial, Love and Logic book study in place as part of racial equity grant, new discipline procedures have been in place since beginning of year and revised based on staff survey, AVID district team met 2/8/16 to make future AVID implementation plan (AMS principal was present), Math Counts occurs 1 hour per week, African-American students were targeted for this group but they did not remain consistent, AIG and gen ed have been working together to make a plan for next year, need to schedule times for observations among math teachers, PD has occurred around math workshop, small groups, centers (led by the principal), technology integration has been increased, AVID prep class was implemented for 1st semester (approximately , most teachers are consistently working with students setting goals and providing self-reflection time, iReady diagnostics, benchmarks and targeted lessons from this is being used

Act	Need to ask grade level/department about use of Jensen text
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Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

EOG scores show an area of improvement in student growth in all academic areas, especially for our mid quintile students and our 8th grade math students

School Goal 3: [17] With our One to World implementation in 8th grade, professional development activities will be planned, implemented and evaluated to align to at least two of the digital competencies for educators: 1) Technology tools and resources to support personalized student learning; 2) content area-specific strategies for integrating digital learning into the curriculum

Supports this district goal: [18] We will strengthen core instruction so that all subgroups will be successful without the need for supplemental instruction as measured by the number of students receiving interventions..

Target: All AMS students will meet or exceed predicted growth based on EVAAS data

Indicator: EOG data, iReady diagnostic and benchmark data, CFAs, running record

Milestone date: 6/15/2016

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

Strategy 1: Provide blended learning opportunities to students across content areas

Action steps:

- | | |
|--|---|
| 1. Provide PD for all staff, with an emphasis on 8th grade staff, for teachers to learn about new resources, best practices to deliver technology infused instruction, for students to show their learning, so students are engaged in personalized, differentiated, authentic digital learning experiences. | 4. Following the PD, the teacher will determine what strategies/tools will be incorporated into their plans as a result of this PD. The teacher will share this information with their supervising administrator. This will be reflected in the teacher's lesson plans. |
| 2. Establish a new cohort of Digital Learning Team to invest in and develop teacher leaders over time | |
| | 7. |
| 3. Offer appropriate PD opportunities to staff, including state and national conferences | 8. |

Strategy 2: Integrate One to World with other school initiatives, i.e., Paideia, AVID

Action steps:

- | | |
|---|----|
| Collaborate with school and district leaders in these areas to plan and implement ways to integrate | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

Strategy 3:

Action steps:

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

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

Staff person or group [19]	Course name/title	Course provider	Date completed
8th grade staff and other voluntary staff	Summer Technology PD including introduction to Canvas	ACS teachers	August 6, 7, 2015
All staff	Digital Learning Sharing during grade level PD and after school monthly PD (some content specific, i.e., math)	AMS/AHS teachers	Ongoing beginning Nov, 2015
All staff	Gmail/Calendaring	DLT	Ongoing beginning August, 2015
All staff	Canvas Introduction for 6th and 7th and exploratory	DLT	Sept. 24 for 6th and 7th and Oct. 1 for exploratory
All staff	Digital Toolbox	DLT	Ongoing during DL share
All staff	Staff-wide Paideia Seminar with technology integration	DLT, Terry Roberts	10/1/2015
All staff	Tools/Resources/Best Practices in blended Learning	Digital Learning Teams	February ER and March ER
7th/8th grade staff/other voluneer staff	Summer Technology PD including introduction to Canvas	ACS teachers and DL teams	8/1/2016

Plan Do

Plan Do

	Identified staff	Using data to determine needs and plan technology integration to address these. Revision of pacing guides included in this process.	ACS teachers and DL teams	Summer, 2016
	State/National Conferences	NcTIES/FETC	State and national presenters	January, 2016/March, 2016
	Identified Staff	Visit to Richland County Schools	Teachers from this district	TBD
How will we fund these strategies and associated professional development?				
Funding source [20]		Local district funds	Funding amount:	\$450 per person for state PD
Funding source [21]		Local district funds	Funding amount:	\$1200 for national PD
Funding source [22]		Local district funds	Funding amount:	\$500
Funding source [23]		Local district funds	Funding amount:	\$1250 stipend for summer 1:1
Funding source [24]		Local district funds	Funding amount:	\$1000 for summer 1:1 present
			Total initiative funding:	#VALUE! \$22,000
Review frequency:		Quarterly		
Assigned implementation team				
Check	What data will be used to determine whether the strategies were deployed with fidelity?			
	lesson plans, CFAs, student products, iReady assessments, EOGs, walk throughs, teacher eval instrument, student surveys			
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)			
see above				
What does data show regarding the results of the implemented strategies?				
Act	Based upon identified results, should/how should strategies be changed?			

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 one or more AMO targets is missed in the same subject area for two consecutive years?**

K-8 Schools Only

Does this school:

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

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:

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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.

	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 highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:

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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, paraprofessionals, and parents.

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

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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:

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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 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:

--

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.

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 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.

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 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.

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 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 schoolwide 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 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 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 achievement standards.

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

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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.

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 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:

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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 teachers, principals, paraprofessionals, and parents.

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 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					
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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.

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 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.

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 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.

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, 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.

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 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.

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 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.

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 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:

**School-based Management and Accountability Program
Summary of School-based Waiver Requests
Program Years: 2012-2014**

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

School Number(s)	Request for Waiver
	<p>1. Please describe the waiver you are requesting.</p> <p>2. Identify the law, regulation, or policy from which exemption is requested.</p> <p>3. State how the waiver will be used.</p> <p>4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.</p> <p style="text-align: center;">(Please duplicate this sheet as needed for additional waivers.)</p>

Signature of Superintendent/Designee _____	Date _____
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Safe School Plan for (insert school name)

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:

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)

Statement of Responsibility for the School Principal

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

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

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):

Teachers:

Teacher Assistants:

Other School Staff:

Services for At-risk Students

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

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.

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.

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:

Target:

Indicator:

Milestone Date:

Goal:

Target:

Indicator:

Milestone Date:

[1] The school goal should be an overall goal based upon the priorities you identified following data analysis.

[2] Identify the supported district goal here.

[3] Input individual names (i.e., "Mary Johnson") or the name of a group (i.e., "7th grade social studies teachers")

[4] Select a funding source from the drop-down list.

[5] Select a funding source from the drop-down list.

[6] Select a funding source from the drop-down list.

[7] Select a funding source from the drop-down list.

[8] Select a funding source from the drop-down list.

[9] The school goal should be an overall goal based upon the priorities you identified following data analysis.

[10] Identify the supported district goal here.

[11] Input individual names (i.e., "Mary Johnson") or the name of a group (i.e., "7th grade social studies teachers")

[12] Select a funding source from the drop-down list.

[13] Select a funding source from the drop-down list.

[14] Select a funding source from the drop-down list.

[15] Select a funding source from the drop-down list.

[16] Select a funding source from the drop-down list.

[17] The school goal should be an overall goal based upon the priorities you identified following data analysis.

[18] Identify the supported district goal here.

[19] Input individual names (i.e., "Mary Johnson") or the name of a group (i.e., "7th grade social studies teachers")

[20] Select a funding source from the drop-down list.

[21] Select a funding source from the drop-down list.

[22] Select a funding source from the drop-down list.

[23] Select a funding source from the drop-down list.

[24] Select a funding source from the drop-down list.