

ORANGE COUNTY
BOARD OF EDUCATION

AGENDA ITEM ABSTRACT

Meeting Date: October 22, 2012

AGENDA
ITEM No. 12-10-(2)-10

ACTION: (Y/N) Y

SUBJECT: School Improvement Plans Review and Approval

INFO. CONTACT: Dr. Denise Morton PHONE: 919-732-8126

- ATTACHMENTS:
1. 2012-2013 School Improvement Plan Executive Summaries
 2. School Improvement Plan Team Signatures
 3. Submission of School Improvement Plan and Staff Vote
 4. School Improvement Plan Budgets
 5. Board Policy #3430 School Improvement Plans

PURPOSE: To present to the Board of Education for their review and approval, the 2012-2013 School Improvement Plans.

BACKGROUND: North Carolina statutes require School Improvement Plans be developed on a two-year cycle with annual updates. The School Improvement Plan Team must include administrators as well as elected representatives. Teachers are elected by staff vote and parents by vote of a parent group. The School Improvement Plan must be approved by a majority of the school staff with final approval by the local Board of Education. A copy of Board of Education Policy #3430 School Improvement Plans is attached.

The comprehensive school improvement process incorporates regular monitoring of progress at the building level and district level. The plan is a result of careful examination of existing goals, data, strategies, programs, and resources with appropriate evaluations built into the cycle.

The attached Executive Summaries, budgets, team signatures, staff votes represent the first year in the two-year school improvement cycle. The entire school improvement plan for each school can be viewed at http://www.orange.k12.nc.us/academic_dept_pages/SIP.html or from the district's website under Curriculum and Instruction, School Improvement Links and Resources after the Board of Education review on October 22, 2012.

Partnership Academy Local Option: In September 2003, the State Board of Education (SBE) approved revisions to HSP-C-013, the policy that incorporates alternative schools into the ABCs of Accountability Program. The revised policy requires local Boards of Education to adopt the options by which alternative schools will be evaluated. All alternative school plans must include two mandated student achievement measures and three self-selected goals from a menu of eight options. Partnership Academy's Local Options are attached along with their required School Improvement Plan which is due to NCDPI by November 1, 2012.

FINANCIAL IMPACT: Each School Improvement Plan team has developed a budget that details how the various sources of revenue that are appropriated to the school will be spent. School budgets are included with each School Improvement Plan. Total allocations for the schools this year are \$1,473,791.23. This is an increase of \$4,684.17 from the 2011-2012 school year.

RECOMMENDATION: The Superintendent recommends the Board of Education review and approve the 2012-2013 School Improvement Plans and the Partnership Academy Local Option.

PARTNERSHIP ACADEMY



Orange County Schools

School Improvement Plan

Executive Summary for 2012-13

Year 1 of 2

Partnership Academy

Our School's Three Local Options for the ABC Accountability Plan are:	Most promising strategies to address these goals are:
<p>1. Seventy-one percent of students enrolled in Partnership Academy for a minimum of one semester will improve their grades at the time of withdrawal grades by .5 Grade Point Average (GPA) points when compared to their final report card grades at the end of the semester or year.</p>	<p>a. Engage students in rigorous and relevant instruction making instructional shifts to the Common Core State standards (Examples: project based instruction, information texts, interdisciplinary projects) and using technology to employ a variety of instructional strategies such as blended learning, multi-media, collaborative technologies- Google docs, PA 411 student blog; and single technologies - interactive white boards and laptops.</p> <p>b. Administer diagnostic and formative assessments to assess each student's academic progress and set individualized goals to mediate gaps in learning.</p> <p>c. Continue to employ the Pyramid of Interventions (POI) to address student needs.</p>
<p>2. Eighty-eight percent of PA families will take an active role in their children's education by benefitting from or engaging in at least four meaningful interactions per semester in which their child is enrolled at PA during the 2012-2013 school year, as evidenced in meeting minutes, sign-in logs, and Student Transition Education Plans (STEP).</p>	<p>a. Meet face to face with parents regularly at required meetings such as orientations, quarterly report card meetings, and STEP goal reviews.</p> <p>b. Communicate student progress toward academic and behavioral goals in person, by phone, and in writing.</p> <p>c. Invite parents to participate in a variety of school activities using the Alert Now system, the PA 411 blog, e-mail and the school website.</p>



Orange County Schools

School Improvement Plan

Executive Summary for 2012-13

Year 1 of 2

Our School's Three Local Options for the ABC Accountability Plan are:	Most promising strategies to address these goals are:
<p>3. Nine or more community members will be actively involved with the students and staff, at a minimum of fifty-five total contacts, as evidenced in PA Advisory Board meetings and Family Team planning meeting agendas and minutes, sign-in logs, and Student Transition Education Plans (STEP).</p>	<p>a. Plan enrichment activities that promote and support students' emotional and behavioral growth and well-being such as hosting seminars addressing tobacco use, anti-bullying, pregnancy prevention, goal setting, and positive decision making; planning field trips that increase students' cultural awareness and broaden their world views; and provide team building and problem solving activities.</p>
	<p>b. Enhance college and career readiness program by conducting career days, planning visits to college campuses; and having the students create an academic and professional, electronic portfolio.</p>
	<p>c. Coordinate efforts between school and community agencies to provide individual student services such as providing peer mediation, and hosting Family Team Planning meetings.</p>

2012-2013 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

LEA Name/Number: Orange County Schools/680 School Name: Partnership Academy

Plan Year(s): 2012-2014 Date Prepared: October 1, 2012

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	TYPE/PRINT NAME	SIGNATURE
Principal	Paige K. Marsh	<i>Paige K. Marsh</i>
Lead Teacher	Stan Farrington	<i>Stan Farrington</i>
Teacher	Thomas Porter	<i>T.C. Porter</i>
Teacher	Jessica Hogan	<i>Jessica Hogan</i>
Teacher	Bill Kenyon	<i>Bill Kenyon</i>
Teacher	Candra Lyons	<i>Candra Lyons</i>
Teacher	Ilyssa Greene	<i>Ilyssa Greene 10/1/12</i>
Guidance Counselor	Susan Marshall	<i>Susan Marshall</i>
Data Manager	Christie Chestnut	<i>Christie Chestnut</i>
Teacher Assistant	Marsha Evans	<i>Marsha Evans</i>
Teacher Assistant	Edmond Curry	<i>Edmond J. Curry</i>
EC Facilitator	David Bouldin	<i>David Bouldin</i>
Social Worker	Wendy Stewart	<i>Wendy Stewart</i>
OCS School Board Chair	Donna Coffey	
OCS School Board Member	Brenda Stephens	
OCS Chief Operating Officer	George McFarley, Ed.D.	
OCS Public Information Officer	Michael Gilbert	<i>Michael Gilbert</i>

2012-2013 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

OCS Discipline Officer	Alex Herring	<i>Alex Herring</i>
OCS Director of Media and Technology	Angie Veitch	<i>Angie Veitch</i>
OCS Director of College and Career Readiness	Patricia Harris	<i>Patricia Harris</i>
EC Department Program Specialist	Patti Sproule	<i>Patti Sproule</i>
Factor Consulting	Dishon Cain	<i>Dishon Cain</i>
Duke Admissions/ Former Parent	Cynthia Robertson	
Kiwanis Club/ Retired teacher	Millie Hunter	<i>Millie Hunter</i>
Community Member	Susan Hallman	
Assistant District Attorney	Meredith Amador	<i>Meredith Amador</i>
Department of Juvenile Justice	Kristi Price	
Volunteers for Youth	Scott Dryer	
Boomerang	Tami Pfeifer	<i>Tami Pfeifer</i>
Parent Representative	Keith Green	<i>Keith Green</i>

**Add to list as needed. Each group may have more than one representative.*

2012-2013 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

A. School Approval

This school improvement plan has been developed in accordance with all statutory and local board requirements. This plan includes AdvancED School Improvement Plan, Title I, Safe Schools and Title II. The school staff approved the plan by a vote of 100%.

Principal Roger K. Mault Date 10/01/12

School Improvement Team Chair Stan Farrington Date 10/01/12

B. Superintendent's Recommendation

The plan meets all State requirements and is recommended for Board approval

The plan as submitted is recommended for Board rejection based upon the following reasons:

Superintendent's Signature D. P. Rhodes Date 10-17-12

C. Board Action

The plan is accepted

The plan is accepted with the following modifications

The plan is rejected based upon the following reasons

Board Chair Signature _____ Date _____

Orange County Schools
School Improvement Plan
School Improvement Budget for 2012-2013
Year 1 of 2

PARTNERSHIP ACADEMY

Category	At Risk Student Funding	Instructional Supplies/ Materials	Media	Title I	Alternative Program Funding	Local Technology	Total
Projected Allotment	\$ 6,331.08	\$ 825.00	\$ 1,000.00	\$ 17,964.22	\$ 75,816.18		\$ 101,936.48
Travel/ Subsistence/ Registration	\$ 1,000.00				\$ 1,000.00		\$ 2,000.00
Stipends							
Substitutes	\$ 400.00				\$ 500.00		\$ 900.00
Salaries Including Benefits				\$ 6,692.10	\$ 54,321.55		\$ 61,013.65
Non-capitalized equipment					\$ 400.00		\$ 400.00
Capitalized equipment							
Materials and Supplies	\$ 431.08	\$ 825.00		\$ 275.00	\$ 5,000.00		\$ 6,531.08
Tutoring	\$ 4,500.00			\$ 10,497.12	\$ 9,094.63		\$ 24,091.75
Professional Development					\$ 1,000.00		\$ 1,000.00
Other: Sub. Benefits					\$ 1,000.00		\$ 1,000.00
Other: Library Books			\$ 1,000.00		\$ 500.00		\$ 1,500.00
Other: Contracted Services				\$ 500.00	\$ 3,000.00		\$ 3,500.00
Totals	\$ 6,331.08	\$ 825.00	\$ 1,000.00	\$ 17,964.22	\$ 75,816.18	\$ -	\$ 101,936.48

HIGH SCHOOLS



Orange County Schools

School Improvement Plan

Executive Summary for 2012-13

Year 1 of 2

Orange High School

Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")	Present status (score, percentage or other measure of these needs)	Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).	
1.	<p>Improve academic support for targeted sub-groups taking EOC exams</p>	<p>OHS met 20 out of 21 AMO's (95.2%)</p> <p>OHS did not meet AMO for Black Males/Grade 10/Math (62.5%- actual/72%-target)</p> <p>OHS met AMO for Black Males/Grade 10/Reading, but only because of SH provision (71.4%- actual/77.8%-target)</p> <p>OHS met AMO for ED students due to the confidence</p>	<p>100% of AMO goals met</p> <p>At least 95% tested</p> <p>SWD, ED, and black males meet state targets</p> <p>Target 4-year graduation rates: All- 85.5% Black- 81.0% White- 87.1% ED- 74.6% SWD- 55.0%</p>	<p>a. Panther Period Committee- to create guidelines as a framework for academic assistance and enrichment during the school day, Crossroads program- provide academic assistance and transportation outside of the school day, APEX/Credit Recovery- provide online course recovery during and after the school day, Study Island- web-based software providing tutorials to students, SOCRATES- provide support to under represented students during the school day with AP and Honors courses.</p> <p>b. Teachers and Guidance Staff will utilize a variety of data sources (EVAAS, PLAN data, ACT) to target students at-risk of failing and provide additional service in the student's area of need.</p> <p>c. Staff development on Common Core and technology. Staff development will be delivered via Moddle and face-to-face interaction.</p>



Orange County Schools

School Improvement Plan

Executive Summary for 2012-13

Year 1 of 2

Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")	Present status (score, percentage or other measure of these needs)	Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).	
	<p>interval (70.5%- actual, 75.7%- target)</p> <p>Current 4-year graduation rate; All- 83.9% Black- 78.9% White- 86.8% ED- 72.9% SWD- 50%</p> <p>OHS had a composite score of 30.7% for SWD on EOC exams</p>			
2.	Increase student attendance rate	OHS had 263 students miss 10 or more days during the 2011-2012 school year	OHS will decrease the number of students missing 10 or more days by at least 10%	<p>a. Create attendance committee to address student absences and develop strategies to increase student attendance. PEPs will be written with a focus on attendance.</p> <p>b. Track attendance data per nine weeks and enforce tardy policy based on monthly data from NC Wise.</p> <p>c. Work with Guidance and Social Worker to check in with student once they have missed 3/6/10 days, as well as checking period absences. Student and parents will also be required to have a meeting with administration.</p>



Orange County Schools

School Improvement Plan

Executive Summary for 2012-13

Year 1 of 2

Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")	Present status (score, percentage or other measure of these needs)	Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).	
3. Ensure that every student graduating from OHS is prepared with the education and skills necessary for success in college and the workforce	56% of OHS students who took an AP exam in 2011-2012 received a 3/4/5 22% of OHS's population is African American, yet only 6% took AP exams Composite score for SAT is 1011 Composite score for ACT is 23.3	Increase enrollment in AP classes and encourage each student enrolled in AP courses to take at least one AP exam Increase number of minority students in AP classes by at least 10%	a. b. c.	Staff will continue to participate in professional development on Common Core and Essential Standards Students will be identified for additional resources(Crossroads program, tutoring, SAT prep, AP opportunities, SOCRATES) for enrichment and remediation OHS will develop a strategic College Readiness/AP plan to have enrollment in AP classes reflect overall student population.

2012-2013 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

LEA Name/Number: Orange County Schools/680 School Name: Orange High School

Plan Year(s): 2012-2013 Date Prepared: 9/13/12

School Improvement Team Membership


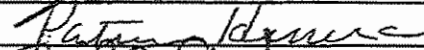


<i>From GS 115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team 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."</i>		
COMMITTEE POSITION	TYPE/PRINT NAME	SIGNATURE
Principal	Jason Johnson	<i>Jason Johnson</i>
Assistant Principal Representative	Carol Lee	<i>Carol Lee</i>
Teacher Representative- CTE	Christy Frye	<i>Christy Frye</i>
Teacher Representative- Cultural Arts	Mary Parker	<i>Mary Parker</i>
Teacher Representative- English	Sarah Hill	<i>Sarah Hill</i>
Teacher Representative- Guidance	C.A. Cabiness	<i>C.A. Cabiness</i>
Teacher Representative- Math	Hilary Bowers	<i>Hilary Bowers</i>
Teacher Representative- PE	Brian Grant	<i>Brian Grant</i>
Teacher Representative- Science	Beverly Confer	<i>Beverly Confer</i>
Teacher Representative- World Languages	Robert Griffin	<i>Robert Griffin</i>
Teacher Representative- SS	Suzanne Lantzy	<i>Suzanne K. Lantzy</i>
Teacher Representative- EC	Eliza Beasley-Bunnell	<i>Eliza Beasley-Bunnell</i>

Dave Gardner

2012-2013 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

Teacher Rep- Chair

Jared Taylor

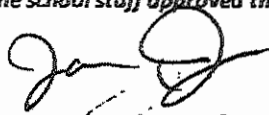
Teacher Representative- Tech	Tina Walker		
Parent Representative	Pat Herrera		
Parent Representative	Bill Andrews		
Teacher Assistant	Bessie Bean		

*Add to list as needed. Each group may have more than one representative.

A. School Approval

This school improvement plan has been developed in accordance with all statutory and local board requirements. This plan includes AdvancED School Improvement Plan, Title I, Safe Schools and Title II. The school staff approved the plan by a vote of 9490.

Principal



Date 10/15/12

School Improvement Team Chair



Date 10/15/12

B. Superintendent's Recommendation

The plan meets all State requirements and is recommended for Board approval ✓ SPR

The plan as submitted is recommended for Board rejection based upon the following reasons:

Superintendent's Signature



Date 10-17-12

C. Board Action

The plan is accepted

The plan is accepted with the following modifications

The plan is rejected based upon the following reasons

Board Chair Signature

Date



Orange County Schools
School Improvement Plan
 Executive Summary for 2012-2013
 Year 1 of 2

Cedar Ridge High School

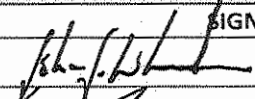


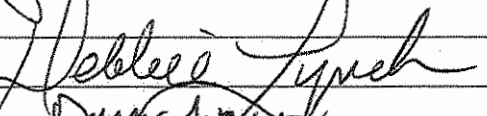

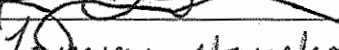




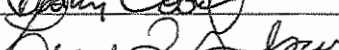
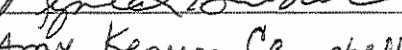
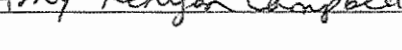
Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")		Present status (score, percentage or other measure of these needs)	Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).	
1.	Improve daily attendance	According to district personnel, 45.5% of CRHS students missed 10 or more days during the 2011-2012 school year	Reduce by at least 10% after year 1 of SIP, 25% after year 2 of SIP	a.	Teacher focus group implementation that will discuss, develop, and implement attendance improvement strategies
				b.	Daily communication to parents/guardians via AlertNow to disseminate immediate attendance information
				c.	Increase involvement of the school social worker and department of juvenile justice system, if necessary; data collection from district personnel
2.	Increase graduation cohort percentage	89.1% of CRHS students in the 2012 cohort graduated within 4 years	Increase this number to 92% after year 1 of the SIP, 94% after year 2 of the SIP	a.	Increase parent/guardian involvement through weekly AlertNow messages that discuss the variety of school-wide activities
				b.	Effective use and implementation of the Pyramid of Interventions, including targeted interventions that identify all 10 th grade students who should take both Algebra 1 and English 2 by the end of their sophomore year
				c.	School social worker and other support personnel will monitor drop-out status weekly
3.	Successfully implement 1:1 Laptop Initiative and Common Core curriculum	100% of CRHS teachers and approximately 97% of CRHS students have laptops	100% of CRHS classroom teachers will implement laptops into their daily instructional delivery	a.	Monthly CRHS staff development sessions and district-based staff development sessions that focus on effective Common Core and 1:1 laptop implementation strategies, including Moodle, Discovery Education, Study Island, and Edmodo; use of digital resources provided by the Director of Media and Technology
				b.	Monthly PLC Roundtable Discussions to receive feedback and best practices from teachers on their implementation, strategies, and successes for both initiatives
				c.	District-led staff development Moodle session on August 23

2012-2013 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

LEA Name/Number: Orange County Schools/680 School Name: Cedar Ridge High School
 Plan Year(s): 2012-2014 Date Prepared: October 1, 2012

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	TYPE/PRINT NAME	SIGNATURE
Principal	JOHN WHEELER	
Assistant Principal Representative	ERIC YARBROUGH	
Teacher Representative	Tanice Gilreath	
Inst. Support Representative	Debbie Lynch	
Teacher Assistant Representative	Donna Jones	
Teacher	ROGER ORSTAD	
Counselor	Tammy Haukeost	
Teacher	Patricia Hughes	
Teacher	Bon Kirby	
Teacher	Mintzy Paige	
Teacher	Kathy Cook	
Teacher	Lynne Gronback	
Parent	Amy Kenyon Campbell	

2012-2013 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

*Add to list as needed. Each group may have more than one representative.

A. School Approval

This school improvement plan has been developed in accordance with all statutory and local board requirements. This plan includes AdvancED School Improvement Plan, Title I, Safe Schools and Title II. The school staff approved the plan by a vote of 100%.

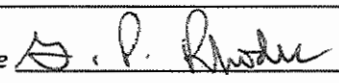
Principal  Date 10-16-12

School Improvement Team Chair  Date 10-16-12

B. Superintendent's Recommendation

The plan meets all State requirements and is recommended for Board approval

The plan as submitted is recommended for Board rejection based upon the following reasons:

Superintendent's Signature  Date 10-17-12

C. Board Action

The plan is accepted

The plan is accepted with the following modifications

The plan is rejected based upon the following reasons

Board Chair Signature _____ Date _____

Orange County Schools
 School Improvement Plan
 School Improvement Budget for 2012-2013
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CEDAR RIDGE HIGH SCHOOL

Category	At Risk Student Funding	Instructional Supplies/ Materials	Media	Title I	Disadvantaged Student Supplemental Funding	Other	Total
Projected Allotment	\$ 42,939.11	\$ 36,960.00	\$ 7,840.00				\$ 87,739.11
Travel/ Subsistence/ Registration							
Stipends	\$ 12,000.00						\$ 12,000.00
Substitutes	\$ 7,000.00						\$ 7,000.00
Salaries Including Benefits							
Non-capitalized equipment							
Capitalized equipment							
Materials and Supplies	\$ 9,939.11	\$ 36,960.00	\$ 3,920.00				\$ 50,819.11
Tutoring							
Professional Development	\$ 14,000.00						\$ 14,000.00
Other: Sub. Benefits							
Other: Library Books			\$ 3,920.00				\$ 3,920.00
Other: Contracted Services							
Totals	\$ 42,939.11	\$ 36,960.00	\$ 7,840.00	\$ -	\$ -	\$ -	\$ 87,739.11

MIDDLE SCHOOLS



Orange County Schools

School Improvement Plan

Executive Summary for 2012-13

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Gravelly Hill Middle School

Our School's Three Most Significant Needs Are:	Present status	Target status	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).
1. By the end of the 2012-2013 school year, Gravelly Hill Middle School will increase student achievement by at least 10% in math and reading for subgroups as measured by the Spring 2013 EOG scores.	Current Status Math: All: 79.60 % Black 66.30 % White 88.36 % ED 68.50 % EC 50.70 % Hispanic 80.00% Reading: All 73.90% Black 54.20% White 79.30% ED 59.70% EC 34.80% Hispanic 67.50%	State Targets Math: All: 85.20 % Black 74.00 % White 91.20 % ED 78.30 % EC 63.60 % Hispanic 82.00% Reading: All 75.40% Black 61.70% White 84.80% ED 64.90% EC 49.60% Hispanic 68.20%	a. Programs to provide instructional benefit to all students use the following: <ul style="list-style-type: none"> • 7th Grade Literacy Intervention • Advancement Via Individual Determination (AVID) • Communities in School After 3 (CIS After 3) • Pyramid of Success • Online Tutorial Programs (Study Island) • Tutoring for Identified Students (as per Student Assistance Team) • Increase direct support for Academically Gifted Students • Use World-Class Instructional Design and Assessment Data (WIDA) to make informed educational plans for ELL students • College and Career Readiness Committee b. Allow additional time for planning lessons, staff development, and other activities that increase rigor and levels of student engagement. <ul style="list-style-type: none"> • Address the implementations of the Common Core Instructional Shifts through professional development and classroom walk throughs • Use Essential Standards to increase student achievement • Schedule revision • Increase the use of Technology Tools as evidenced by walk



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Our School's Three Most Significant Needs Are:	Present status	Target status	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).	
			<p>throughs (i.e. Science Techbook)</p> <ul style="list-style-type: none"> • Utilize benchmark and other student data to impact instruction • Professional Development Plans that address the evaluation framework of a highly effective teacher (Marzano). • Staff training on how to use Education Valued Added Assessment System (EVASS) to inform instruction • Literacy Learning Lab • Curriculum Maps <p>c. Improve Student Attendance</p> <ul style="list-style-type: none"> • Updated and improved Tardy Policy • Bi-monthly attendance discussions with support staff to target students who are consistently tardy • Individual Parent Meetings with administrative staff • Home Visits (Social Worker) • Alert Now Messages daily for attendance alerts • Letters addressing 3, 6, and 10 absences • Analysis of monthly attendance report from North Carolina Window of Information on Student Education (NCWISE) 	
2.	Gravelly Hill Middle School will increase teacher support through effective training and a support system which will decrease the teacher turnover rate by five percent.	+13%	8%	<p>a. Providing professional development to teachers that encourages professional growth.</p> <ul style="list-style-type: none"> • New Teacher Committee addresses most pressing needs of new teachers • New Teacher Feedback (informal & formal)



Orange County Schools

School Improvement Plan

Executive Summary for 2012-13

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Our School's Three Most Significant Needs Are:	Present status	Target status	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).
			<ul style="list-style-type: none"> • Frequent Administrative Feedback (formal & informal) • Additional Planning Time (from duty-free lunch) • Utilizing district support through Human Resources • Ensure 100% of Mentors receive training
			<p>b. Administration and teachers will provide technology training to the staff on a monthly basis to ensure they have the tools they need in the classroom.</p> <ul style="list-style-type: none"> • Discovery Education Techbook • Study Island • Moodle • Online Textbooks • Literacy Training & Readability Tools
			<p>c. Increase staff involvement in the school environment.</p> <ul style="list-style-type: none"> • Committees will be formed to address specific school needs (i.e. Hospitality, New Teacher, Student Leadership, School Improvement Team, Instructional Team, etc.) and teachers will select their own membership • Creating avenues to provide staff communication • Teacher Working Condition Survey • Activities during professional development that address student-specific needs



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Our School's Three Most Significant Needs Are:	Present status	Target status	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).				
3. Gravelly Hill Middle School will decrease student discipline infractions by 10% by the end of the 2012-2013 school year.			<table border="0"> <tr> <td data-bbox="1136 565 1188 971">a.</td> <td data-bbox="1188 565 1950 971"> Continuing the use of student clubs and organizations that encourage positive behavior. <ul style="list-style-type: none"> • Student Leadership Team • National Junior Honor Society • Anti-Bullying Club • Academic Clubs (i.e. Math Club) • Advancement Via Individual Determination • Student Peer Mediation Training through Dispute Settlement Center • Utilize Student Discipline Officers to identify patterns and strategies to address concerns. • Character Education (through 6th grade Social Studies) </td> </tr> <tr> <td data-bbox="1136 971 1188 1269">b.</td> <td data-bbox="1188 971 1950 1269"> Reduce unstructured time for students during the instructional day. <ul style="list-style-type: none"> • Revised Class Schedule to increase instructional time • Increase teacher supervision during transitions and afterschool • More rigorous and engaging activities in class by utilizing the 1:1 initiative • Providing professional development for staff bi-monthly on best instructional practices to maximize instructional time </td> </tr> </table>	a.	Continuing the use of student clubs and organizations that encourage positive behavior. <ul style="list-style-type: none"> • Student Leadership Team • National Junior Honor Society • Anti-Bullying Club • Academic Clubs (i.e. Math Club) • Advancement Via Individual Determination • Student Peer Mediation Training through Dispute Settlement Center • Utilize Student Discipline Officers to identify patterns and strategies to address concerns. • Character Education (through 6th grade Social Studies) 	b.	Reduce unstructured time for students during the instructional day. <ul style="list-style-type: none"> • Revised Class Schedule to increase instructional time • Increase teacher supervision during transitions and afterschool • More rigorous and engaging activities in class by utilizing the 1:1 initiative • Providing professional development for staff bi-monthly on best instructional practices to maximize instructional time
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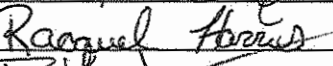


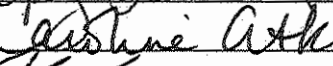

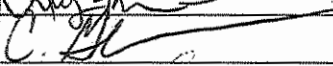



2012-2013 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

LEA Name/Number: Orange County Schools/680 School Name: Gravelly Hill Middle School

Plan Year(s): 2012-2014 Date Prepared: October 3, 2012

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	TYPE/PRINT NAME	SIGNATURE
Principal	Marcus Gause	
Assistant Principal Representative	Racquel Harris	
Teacher Representative	Richard Kryder	
Inst. Support Representative	Melissa Barnhouse	
Teacher Assistant Representative	Jay Frimmel	
Parent Representative	Caroline Atkinson	
Parent Representative	Christine Peckman	
Teacher Representative	Amy Richardson	
Inst. Support Representative	Cynthia Glenn	
Teacher Representative	Bridget Lang	

**Add to list as needed. Each group may have more than one representative.*

2012-2013 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

A. School Approval

This school improvement plan has been developed in accordance with all statutory and local board requirements. This plan includes AdvancED School Improvement Plan, Title I, Safe Schools and Title II. The school staff approved the plan by a vote of 8890

Principal [Signature] Date 10/12/12

School Improvement Team Chair [Signature] Date 10/12/12

B. Superintendent's Recommendation

The plan meets all State requirements and is recommended for Board approval

The plan as submitted is recommended for Board rejection based upon the following reasons:

Superintendent's Signature [Signature] Date 10-17-12

C. Board Action

The plan is accepted

The plan is accepted with the following modifications

The plan is rejected based upon the following reasons

Board Chair Signature _____ Date _____

Orange County Schools
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GRAVELLY HILL MIDDLE SCHOOL

Category	At Risk Student Funding	Instructional Supplies/ Materials	Media	Title I	Disadvantaged Student Supplemental Funding	Other	Total
Projected Allotment	\$ 29,648.70	\$ 15,477.00	\$ 3,283.00	\$ -	\$ 12,918.00		\$ 61,326.70
Travel/ Subsistence/ Registration							
Stipends	\$ 2,513.07						\$ 2,513.07
Substitutes	\$ 2,300.00						\$ 2,300.00
Salaries Including Benefits							
Non-capitalized equipment							
Capitalized equipment							
Materials and Supplies	\$ 22,967.32	\$ 15,477.00					\$ 38,444.32
Tutoring					12,918.00		\$ 12,918.00
Professional Development	\$ 1,500.00						\$ 1,500.00
Other: Sub. Benefits	\$ 368.31						\$ 368.31
Other: Library Books			\$ 3,283.00				\$ 3,283.00
Other: Contracted Services							
Totals	\$ 29,648.70	\$ 15,477.00	\$ 3,283.00	\$ -	\$ -	\$ -	\$ 61,326.70



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C W Stanford Middle School

Our School's Three Most Significant Needs Are:	Present Status	Target Status 2012 - 2013	Most promising strategies to address the needs	
1. C.W. Stanford Middle School will provide rigorous instruction across all content areas to reduce the achievement gap and promote growth for all students.	2011-12 Reading Proficiency 84.4% White; 56.5% Hispanic; 53.9% Black School: 82.3%	2012-2013 Reading Proficiency 90.8% White; 68.9 Hispanic; 61.7 Black School: 84.2%	a.	Identify students' strengths and weaknesses to provide more rigorous instruction based on their academic needs and the Common Core Curriculum.
	2011-12 Math Proficiency 89.4% White; 76.1% Hispanic; 71.3% Black School: 87.2%	2012-2013 Math Proficiency 91.8% White; 88.9% Hispanic; 74% Black School: 88.6%	b.	Utilize students' computers to increase engagement and accessibility to information and resources.
			c.	Work in PLC (Professional Learning Communities) to develop and continually assess Common Core aligned lessons and units. Continue district work with Common Core planning, lessons and guides.
2. The faculty and staff of C.W. Stanford Middle School will integrate technology to promote constructive change and continuous improvement.	Moodle 94% of teachers use the Moodle program in instruction.	100% of teachers using Moodle and SMART Boards on a regular basis for instructional purposes. Higher frequency of students being assessed on line.	a.	Integrate various forms of technology in classroom instruction to foster increased student engagement and mastery of skills. Technology should be academic based and focused on the Common Core Curriculum. Khan Academy, Study Island, "Discovery Education" Science Techbook and Moodle.
	69% of teachers use Moodle for Assessments		b.	Emphasize continuous academic improvement through rigorous skills practice.
	SMART Board 84% of teachers utilized the SMART board for instruction.		c.	Utilize technology to complete assessments and determine student proficiency. Utilize technology to enhance the Common Core Curriculum Utilize OCS District Formative Assessments and teacher based assessments.
3. C.W. Stanford Middle School will provide students and educators with the training and tools to support 21 st Century Skills.	All students and teachers have mini-laptops for daily usage.	Use of digital resources in all content areas.	a.	Provide every student with access to and training on lap tops to enhance student learning and in daily lessons.
			b.	Facilitate technology-enhanced experiences to address Common Core



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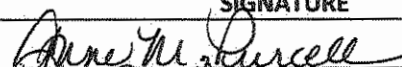




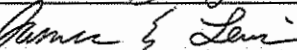






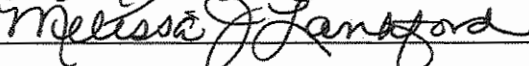
Our School's Three Most Significant Needs Are:	Present Status	Target Status 2012 - 2013	Most promising strategies to address the needs
			Standards. (Discovery Education Science Techbook, Khan Academy, Study Island, Moodle) c. Survey staff to determine future needs and to determine allocation of resources

2012-2013 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

LEA Name/Number: Orange County Schools/680 School Name: CWS Middle School
 Plan Year(s): 2012-2014 Date Prepared: 10/16/2012

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	TYPE/PRINT NAME	SIGNATURE
Principal	Anne Purcell	
Assistant Principal Representative	Quanda Turner	
Assistant Principal Representative	Ron Roche	
Teacher - Science	Jeff Faulkner	
Teacher - English Language Arts	Tracy Barger	
Instructional Support Representative	Jay Lewis	
Teacher - Exceptional Children	Nancy Barbee	
Teacher - Mathematics	Steve Wright	
Teacher - Social Studies	Maggie Holly	
Teacher - Mathematics	Kathryn Casteel	
Teacher Assistant - EC	Dawn Bishop	
Parent Representative	Dr. Eric Davis	
Parent Representative	Melissa Lankford	

**Add to list as needed. Each group may have more than one representative.*

2012-2013 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

A. School Approval

This school improvement plan has been developed in accordance with all statutory and local board requirements. This plan includes AdvancED School Improvement Plan, Title I, Safe Schools and Title II. The school staff approved the plan by a vote of 100%.

Principal Ann M. Purcell Date October 16, 2012

School Improvement Team Chair Jaci Boyer JMCH Date October 16, 2012

B. Superintendent's Recommendation

The plan meets all State requirements and is recommended for Board approval

The plan as submitted is recommended for Board rejection based upon the following reasons:

Superintendent's Signature B. J. Rush Date 10-16-12

C. Board Action

The plan is accepted

The plan is accepted with the following modifications

 The plan is rejected based upon the following reasons

Board Chair Signature _____ Date _____

Orange County Schools
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C.W. STANFORD MIDDLE SCHOOL

Category	At Risk Student Funding	Instructional Supplies/ Materials	Media	Title I	Disadvantaged Student Supplemental Funding	Other	Total
Projected Allotment	\$ 29,293.93	\$ 20,229.00	\$ 4,291.00				\$ 53,813.93
Travel/ Subsistence/ Registration							\$ -
Stipends							\$ -
Substitutes	\$ 903.93						\$ 903.93
Salaries including Benefits	\$ 15,600.00						\$ 15,600.00
Non-capitalized equipment							\$ -
Capitalized equipment							\$ -
Materials and Supplies		\$ 20,229.00					\$ 20,229.00
Tutoring (PM)	\$ 5,600.00						\$ 5,600.00
Professional Development	\$ 390.00						\$ 390.00
Other: Sub. Benefits	\$ 2,000.00						\$ 2,000.00
Other: PLC/Vertical Planning	\$ 4,800.00						\$ 4,800.00
Other: Library Books			\$ 4,291.00				\$ 4,291.00
Other: Contracted Services							\$ -
Totals	\$ 29,293.93	\$ 20,229.00	\$ 4,291.00	\$ -	\$ -	\$ -	\$ 53,813.93

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A. L. Stanback Middle School

Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")	Present status (score, percentage or other measure of these needs)	Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy(ies) to address the needs (please indicate no more than three strategies per need).
<p>1a. A.L. Stanback will increase student proficiency on EOCs, EOGs, and MSLs so that 100% of state Annual Measurable Objectives' (AMOs) targets are met with safe harbor by June 2013.</p>	<p>ALS' ABC Composite Proficiency Score (Reading, Math, Science, Algebra I, English I): 81.4%</p> <p>Math Proficiency:</p> <ul style="list-style-type: none"> ● All Students (86.2%) ● White (92.9%) ● Hispanic (76.4%) ● Black (71.7%) ● Economically Disadvantaged (78.1%) ● Limited English Proficiency (LEP) (58.8%) ● Students with Disabilities (64.4%) <p>All AYP targets met in Math, however, Hispanic and LEP met target with</p>	<p>Annual Measurable Objectives (AMOs) for 2012-2013:</p> <p>Math AMO Targets:</p> <ul style="list-style-type: none"> ● All Students (87.7%) ● White (93.6%) ● Hispanic (82%) ● Black (74%) ● Economically Disadvantaged (78.3%) ● Limited English Proficiency (62.9%) ● Student with Disabilities (67.9%) 	<p>a. Implement new and restructure existing tutoring and mentoring programs during and after school focusing on Black, Hispanic, and AIG student achievement.</p> <ul style="list-style-type: none"> ● School-wide Literacy Block ● Advancement Via Individual Determination strategies (AVID) ● Middle School After School Programs with focused academic assistance ● Guidance Support Programs (ex. Girl Talk, Family Network, OWN the Turf, Where Everybody Belongs (WEB), Pet Pals ● Bulldog Beat (remediation and enrichment schedule) ● Pyramid of Interventions ● English Language Learners elective which focuses on strategies (i.e., Expediting Comprehension for English Language Learners (ExC-ELL), Sheltered Instruction Operational Protocol (SIOP) and reading strategies ● Study Island

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		<p>Safe Harbor.</p> <p>Reading Proficiency:</p> <ul style="list-style-type: none"> ● All Students (76.7%) ● White (86.1%) ● Hispanic (63.9 %) ● Black (56.7%) ● Economically Disadvantaged (65.2%) ● Limited English Proficiency (LEP) (38.2%) ● Students with Disabilities (51%) <p>All AYP targets met in Reading, however, Black and LEP met target with Safe Harbor.</p>	<p>Reading AMO Targets:</p> <ul style="list-style-type: none"> ● All Students (79.9%) ● White (87.5%) ● Hispanic (64.7%) ● Black (61.7%) ● Economically Disadvantaged (66.7%) ● Limited English Proficiency (44.4%) ● Students with Disabilities (55.9%) 	<ul style="list-style-type: none"> ● Tutoring in identified areas of need (i.e., math, reading) ● Adolescent Literacy Grade7 (AL7) ● Academic Language Strategies ● Connected Mathematics Program (CMP) ● Professional Learning Community meetings ● Marzano's High Yield Strategies
				<p>b.</p> <p>Focus classroom activities and teacher training on research-based instructional strategies, integration of digital tools, rigor and high student engagement.</p> <ul style="list-style-type: none"> ● Conduct EVAAS training for new staff ● Focus on Common Core Instructional Shifts ● Analyze district benchmark data in reading and math to make informed decisions about teaching and learning. ● Provide staff with book resource <i>Using</i>

Orange County Schools

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					<p><i>Technology with Classroom Instruction that Works. (Pitler, 2007)</i> and conduct book study</p> <ul style="list-style-type: none"> ● Conduct walk throughs protocol with emphasis on observing for rigor
1b.	By June 2013, A.L. Stanback will increase the number of technology learning opportunities for students across all disciplines.	Prior to 2012-13 technology was offered as an elective course as well as integrated into academics as deemed appropriate by staff.	Establish a culture of technology by requiring 100% of staff and students to utilize digital tools in teaching and learning.	a.	Technology Boot Camp focused on students navigating through Google, Moodle, Science Techbook, websites, internet safety, optimal computer maintenance, and use of other digital tools.
2.	By June 2014, A.L. Stanback will increase staff's level of technology proficiency by 20%.	Recent staff survey and 2011-2012 needs assessment indicated that 50% of staff has currently received technology training and a range in levels of expertise and training needs.	Increase the % of staff receiving technology training by 20% and address needs in the use and integration of technology tools in instruction by end of 2014.	a.	Provide variety of in-house staff development individualized to the specific needs of teachers (i.e., professional development on Common Core and Essential Standards, Own the Turf goal writing, Google, Moodle, Science Tech Book, creating web sites, curriculum maps, and other digital tools, etc.)
				b.	Provide regularly scheduled in-house technology staff development.
				c.	Optimum Practical Practices (OPP) (sharing best technology practices and digital resources)
				d.	Faculty creates bank of technology procedures that will benefit student learning and placed in an e-folder or drive accessible to all staff.

Orange County Schools

School Improvement Plan

Executive Summary for 2012-13

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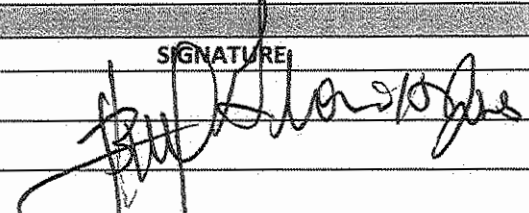

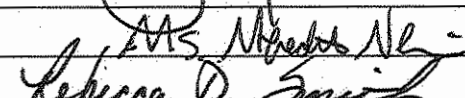


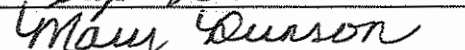








<p>3a.</p>	<p>By June 2014, A.L. Stanback will continue to support positive behavior programs to improve the data on the Teacher Working Conditions Survey regarding school-wide discipline.</p>	<p>2011-2012 discipline data showed seventeen Out-of-School assignments comprising 35 incidences. Also, according to the 2012 Teacher Working Conditions Survey, teachers responses indicated</p> <p>a. Students at this school understand expectations for their conduct. (73% agree and strongly agree)</p> <p>b. Students at this school follow rules of conduct. (42% agree and strongly agree)</p> <p>c. Policies and procedures about student conduct are clearly understood by the faculty. (82% agree and strongly agree)</p>	<p>30% increase in overall results regarding discipline on Teacher Working Conditions Survey</p> <p>20% decrease in discipline referrals resulting in out of school suspensions.</p>	<p>a. Continue to enhance Positive Behavior Intervention and Support Program by use of A.L. Stanback's BARK Matrix.</p> <p>b. Faculty and staff will examine Teachers Working Conditions Survey and focus on staff perceptions related to school wide discipline.</p> <p>c. Design processes for getting regular staff, parent and student input on school culture. (Ex. cork board, customer satisfaction survey)</p> <p>d. Faculty and staff will utilize the ALS Daily Discipline Report as continual communication to further support students that receive disciplinary consequences.</p>
<p>3b.</p>	<p>By June 2014 A.L. Stanback will implement two programs that teach children the importance of leading healthier active lives.</p>	<p>Currently ALS is participating in the Alliance for a Healthier Generation. Also, time is built into the daily master schedule to allow the students to engage in healthy activities.</p>	<p>Broaden our partnership with the Alliance through the Implementation of two additional programs.</p>	<p>a. Continue Partnership with Healthy Schools Alliance.</p> <p>b. Form a School Health Advisory Council consisting of students, parents, community members and staff.</p> <p>c. Create interdisciplinary opportunities for healthy living education and application (ex. garden club, organic farm field trips, walking club, and nutritional literacy).</p>

2012-2013 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

LEA Name/Number: Orange County Schools/680 School Name: A.L. Stanback Middle School
 Plan Year(s): 2012-2014 Date Prepared: October 10, 2012

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	TYPE/PRINT NAME	SIGNATURE
Principal	Dr. Gloria Jones	
Assistant Principal Representative	Mr. Jason Burt	
Teacher Representatives		
8 th grade ELA	Ms. Meredith Newlin	
7 th grade Math	Ms. Rebecca Smith	
6 th grade ELA	Mr. Nathaniel Glosson	
Exceptional Children	Mr. Stephen Lester	
English as a Second Language	Ms. Mary Dunson	
Instructional Support Representatives		
Guidance Counselor	Ms. Sweet Flake	
Literacy Coach	Ms. Joyce Gilbert	
Media Specialist	Mr. Chris Tovell	
Technology Specialist	Mr. Matthew Fry	
Classified Representative		
	Ms. Penny Flake	
Parent Representatives		
	Mr. Roger Green	
	Ms. Miranda Danku	

2012-2013 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

This school improvement plan has been developed in accordance with all statutory and local board requirements. This plan includes AdvancED School Improvement Plan, Title I, Safe Schools and Title II. The school staff approved the plan by a vote of 100% approval.

Gloria Jones, Principal *Gloria H. Jones* Date *10/16/12*

Beth Moss, School Improvement Team Chair & Encore Teacher Representative *Beth Moss* Date *10/16/12*

B. Superintendent's Recommendation

The plan meets all State requirements and is recommended for Board approval

The plan as submitted is recommended for Board rejection based upon the following reasons:

Superintendent's Signature *M. P. Ruder* Date *10-17-12*

C. Board Action

The plan is accepted

The plan is accepted with the following modifications

The plan is rejected based upon the following reasons

Board Chair Signature _____ Date _____

Orange County Schools
 School Improvement Plan
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A.L. STANBACK MIDDLE SCHOOL

Category	At Risk Student Funding	Instructional Supplies/ Materials	Media	Title I	Disadvantaged Student Supplemental Funding	Other	Total
Projected Allotment	\$ 37,283.81	\$ 20,394.00	\$ 4,326.00	\$ -	\$ 6,459.00		\$ 68,462.81
Travel/ Subsistence/ Registration							
Stipends							
Substitutes	\$ 9,000.00						\$ 9,000.00
Salaries Including Benefits	\$ 5,431.39						\$ 5,431.39
Non-capitalized equipment							
Capitalized equipment							
Materials and Supplies	\$ 1,000.00	\$ 20,394.00					\$ 21,394.00
Tutoring	\$ 10,000.00				\$ 6,459.00		\$ 16,459.00
Professional Development	\$ 7,450.00						\$ 7,450.00
Other: Sub. Benefits							
Other: Library Books			\$ 4,326.00				\$ 4,326.00
Other: Contracted Services	\$ 4,402.42						\$ 4,402.42
Totals	\$ 37,283.81	\$ 20,394.00	\$ 4,326.00	\$ -	\$ 6,459.00	\$ -	\$ 68,462.81

ELEMENTARY SCHOOLS



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Year 1 of 2

Pathways Elementary School

Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")	Present status (score, percentage or other measure of these needs)	Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).						
<p>1. Pathways should focus on obtaining high growth in reading in both 4th and 5th grade.</p> <p>Supporting reading in 4th grade for low achieving students.</p> <p>Closing the Achievement Gap between our minority and non-minority students.</p>	<p>Current Status: 2011-2012</p> <p>-3rd grade reading: 80.0%</p> <p>-3rd grade math: 90%</p> <p>-4th grade reading: 74.7%</p> <p>-4th grade math: 90.1%</p> <p>-5th grade reading: 75%</p> <p>-5th grade math: 80.1%</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">-</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">African American Students Over Time</td> <td style="text-align: center;"><u>2005-2006</u></td> <td style="text-align: center;"><u>2011-2012</u></td> </tr> </table>	-			African American Students Over Time	<u>2005-2006</u>	<u>2011-2012</u>	<p>Goal #1: By the year 2013, students in grades 3-5 will hit the following target goals for the end of the year test.</p> <p>-3rd grade reading 82.0%</p> <p>- 3rd grade math 90.1</p>	<p>a. Strategy #4: Teachers in grades K-5 will conduct a minimum of two common assessments in literacy and math each nine weeks and utilize these assessments to form remediation groups for 30 minute daily intervention times. Action steps: 1) Create a schedule that supports daily 30 minute intervention times for literacy and math 2) Utilize Professional Learning Community time to create common assessments to determine mastery of grade level skills 3) Utilize district quarterly assessments, Teacher College Assessments, Whole To Part, etc. 4) Record common assessments on spreadsheet and analyze results for student mastery and teacher strength 5) Design intervention groups based on analysis of common assessments 6) Re-teach concepts to students for mastery.</p> <p>b. Teacher assistants in grades 2-5 will be utilized as math and reading interventionist to address gaps in student learning. Action steps: 1) Participate in training offered by the district 2) Build a 30 minute math intervention time into the schedule</p>
-									
African American Students Over Time	<u>2005-2006</u>	<u>2011-2012</u>							



Orange County Schools

School Improvement Plan

Executive Summary for 2012-13

Year 1 of 2

Pathways Elementary School

Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")	Present status (score, percentage or other measure of these needs)			Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).
	3rd grade reading	40%	78.6%	-4th grade reading 77.33%	that can be for Assessing Math Concepts implementation 3) Create a schedule that will allow interventionists to help during that 30 minute math intervention time 4) Utilize Professional Learning Community teams to analyze data to determine student need c. Strategy #3: Teachers in grade K-5 will implement new common core standards in their classrooms while focusing on the six major shifts in instruction. Action Steps: 1) Participate in staff development provided by the school and the district focused on the implementation of the common core standard 2) Produce at least one product for each shift in instruction to be shared at mid-year conferences 3) Utilize Professional Learning Community time to discuss common core standards and best strategies for implementation.
	3rd grade math	57.1%	78.6%	-4th grade math 91.11%	
	4th grade reading	40%	35.7%	-5th grade reading 82.0%	
	4th grade math	42.9%	71.4%	- 5th grade math 82.0%	
				Goal #2: By the	



Orange County Schools

School Improvement Plan

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Pathways Elementary School

Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")	Present status (score, percentage or other measure of these needs)			Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).
	5th grade reading	44.4%	63.6%	year 2013, 90% of students in grade K-2 will be on grade level as measured by Assessing Math Concepts (AMC) and Teacher College Assessment. Goal #3: By June 2013, 80% of our minority students will make at least one year's growth in	
	-85.7% of our African American students made at least one year growth in math and 67.68% of our African American students made at least one year growth in reading. 100% of our Hispanic students made at least one year growth in both reading and math. 100% of our multi-racial students made at least one year growth in math and 71.4% of our multi-				



Orange County Schools

School Improvement Plan

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Year 1 of 2

Pathways Elementary School

Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")	Present status (score, percentage or other measure of these needs)	Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).
	<p>racial students made at least one year growth in reading. (Due to the small numbers of multi-racial students, the disaggregated data is not listed as to protect the identity of the students.)</p>	<p>reading and 90% of our minority students will make at least one year's growth in math as measured by the end of year test in grades 4-5.</p>	
<p>2. Pathways will provide excellent instruction in order to maximize student achievement and prepare college and career ready students.</p>	<p>Current Status: 2011-2012</p>	<p>Goal #1: Each staff member will obtain a minimum of 1.0 CEU credit on the common core</p>	<p>a. Strategy #3: Each PLC Team will continue to explore and refine their Professional Learning Communities by assessing data and developing data driven interventions to address the needs of all students. Action steps 1) Utilize two staff meetings every quarter to analyze common assessment either given by the teacher or by the district to determine both student need as well as teacher strengths 2) Share data collection methods</p>



Orange County Schools
School Improvement Plan
 Executive Summary for 2012-13
 Year 1 of 2

Pathways Elementary School

Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")	Present status (score, percentage or other measure of these needs)	Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).
			<p>implementation through the use of Professional Learning Communities and at least 0.7 CEU credit in technology to support the upcoming 1:1 initiative.</p> <p>a. during that staff meeting 3) Post data spreadsheets in Professional Learning Community folders 4) Discuss and post most effective teaching strategies to be used in remediation efforts in Professional Learning Community minutes 5) Discuss in staff meetings results of common assessments after remediation occurs 6) Continue to refine the process using different content areas.</p> <p>b. Strategy #6: All staff will continue to participate in staff development targeted at implementing common core standards and focusing on the six major shifts in instruction. Action steps: 1) Utilize ½ days, common core workdays, and staff meetings to provide staff development aimed to increase staff knowledge of the common core and the six major shifts in instruction 2) Provide opportunities for staff to share common core lessons with others 3) Provide visual examples of the 6 major shifts in instruction by using examples found in the building 4) Create a staff resource for common core website 5) Monitor common core implementation by including</p>



Orange County Schools

School Improvement Plan

Executive Summary for 2012-13

Year 1 of 2

Pathways Elementary School

	Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")	Present status (score, percentage or other measure of these needs)	Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).
				<p>discussion about 6 shifts in instruction in mid-year conferences.</p> <p>c. Strategy #2: Design a technology staff development plan that supports different levels of users, provides choice, but provides teachers with opportunities to explore ideas for the 1:1 initiative to be implemented in the school year 2013-2014. Action Strategies: 1) Conduct a needs assessment with staff to determine topics for staff development 2) Recruit staff to teach technology staff developments during the year based on expertise 3) Develop a calendar of staff development opportunities 4) Include technology staff development opportunities at staff meetings 5) Create a Goggle spreadsheet to track staff participation 6) Enter in information into NC Storm.</p>
3.	Pathways will continually seek ways to collect continuous feedback in order to promote a healthy	This year would be used to establish a baseline from a parent survey.	Goal #1: By June 2013, Pathways will create two	a. Strategy #1: A parent survey will be created using google forms and posted on our website. Data will be collected and analyzed each quarter. Action steps: 1) Create google form to post on website 2) Advertise to parents 3) Analyze data at



Orange County Schools

School Improvement Plan

Executive Summary for 2012-13

Year 1 of 2

Pathways Elementary School

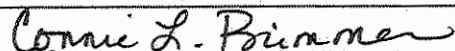

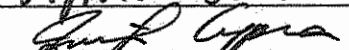


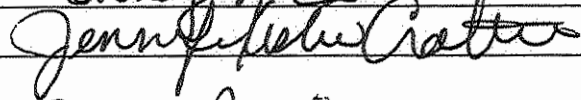


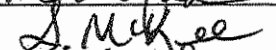
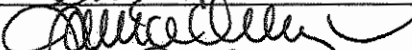
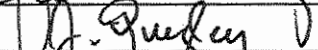


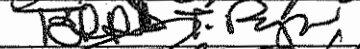
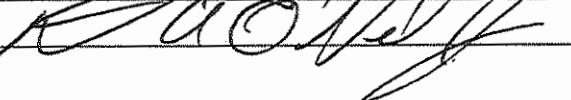
Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")	Present status (score, percentage or other measure of these needs)	Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).
learning environment.		avenues to collect continuous feedback from at least 50% of parents. Goal #2: By June 2013, Pathways will create two avenues to collect continuous feedback from 100% of staff.	<p>School Governance meetings 4) Share data with staff 5) Create strategies to address issues that might surface.</p> <p>b. Strategy #2: Create a discussion forum for parents on our school website. Action Steps: 1) Utilize our school website to create a questions / answer board for the Principal 2) Advertise to parents 3) Review topics of interest in School Governance meetings 4) Respond by providing information for all parents.</p> <p>c. Strategy #3: A mid-year conference will be conducted by administrators with each Professional Learning Communities team to monitor school improvement strategies as well as discuss school improvement initiatives for the future. Action steps: 1) Create mid-year conference checklist 2) Schedule one hour block for each Professional Learning Communities team to meet with administrators 3) Create mid-year conference minutes to share with others 4) Create action plan to address any issues that arise.</p>

2012-2013 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

LEA Name/Number: Orange County Schools/680 School Name: Pathways Elementary School
 Plan Year(s): 2012-2014 Date Prepared: 10-15-12

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	TYPE/PRINT NAME	SIGNATURE
Principal	Connie Brimmer	
Assistant Principal Representative	Lynn Brown	
Teacher Representative	Jennifer Cypra	
Inst. Support Representative	Nan Lujan	
Teacher Assistant Representative	Wendy Michaelson	
Parent Representative	Jennifer Crabtree	
Jean Bain	Kindergarten	
Carol Wolford	1 st grade	
Sara McKee	2 nd grade	
Janice Albaugh	3 rd grade	
Joann Quigley	4 th grade	
Jennifer Cypra	5 th grade	
Tamara Sharpe	EC	
Terri Pope	Media	
David O'Neal	Technology	

**Add to list as needed. Each group may have more than one representative.*

2012-2013 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

A. School Approval

This school improvement plan has been developed in accordance with all statutory and local board requirements. This plan includes AdvancED School Improvement Plan, Title I, Safe Schools and Title II. The school staff approved the plan by a vote of 100%.

Principal Connie L. Brimmer Date 10-15-12

School Improvement Team Chair EDDIE T. Bign Date 10/15/12

B. Superintendent's Recommendation

The plan meets all State requirements and is recommended for Board approval

The plan as submitted is recommended for Board rejection based upon the following reasons:

Superintendent's Signature M. P. Rhodes Date 10-16-12

C. Board Action

The plan is accepted

The plan is accepted with the following modifications

The plan is rejected based upon the following reasons

Board Chair Signature _____ Date _____



Orange County Schools

School Improvement Plan

Executive Summary for 2012-13

Year 1 of 2

New Hope Elementary

Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")	Present status (score, percentage or other measure of these needs)	Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).	
1.	<p>Developing our Literacy program to meet the needs of our changing demographics.</p>	<p>All reading goals were met during the 2011-2012 school year with safe harbor or confidence interval</p> <p>Our reading scores on the 2011-2012 End of Grade (EOG) testing were 67.6%</p> <p>52% of our 2nd graders were proficient on our 2nd grade "pre EOG" end of year assessment.</p>	<p>To have 70% of our second grade students on grade level in reading by the end of the 2 year cycle.</p> <p>To have 90% of our fifth grade students on grade level in reading by the end of the 2 year cycle.</p>	<p>a. Creating a master schedule that allows for increased co-teaching opportunities with all support services (Exceptional Children {EC}, English Language Learners {ELL}, Academically and Intellectually Gifted {AIG}, Reading, and Literacy Coach) with students below and above grade level in an effort to increase differentiation and rigor.</p> <p>b. Increase in targeted support during literacy with at least two highly qualified adults in each room during reading instruction to increase small group opportunities of instruction based off of common district assessments from Whole to Part and Teachers' College data.</p> <p>c. Hire a K/1 Literacy Interventionist, Kindergarten reading tutor, and additional ESL teacher to provide literacy support in our lower grades to help increase the level of competency in 2nd grade.</p>
2.	<p>Reaching Annual Measurable Outcome (AMO) goals for each subgroup present in our school.</p>	<p>New Hope met 25 out of 25 AMO's for the 2011-2012 school year.</p>	<p>All AMO targets met for each subgroup during both years of the School</p>	<p>a. Utilize technology in the classroom to both increase student achievement and provide data for directing instruction through formative software (Study Island, Reading Eggs, Discovery Techbook, Tumble Books, Case 21, Google Docs, Time for Kids, Reading A to Z, and ITouch applications.)</p>



Orange County Schools
School Improvement Plan
 Executive Summary for 2012-13
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Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")	Present status (score, percentage or other measure of these needs)	Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).	
	<p>New Hope met 16 out of 23 Average Yearly Progress (AYP) subgroup goals in the 2010-2011 school year.</p> <p>Made High Growth in all groups except 4th grade reading</p>	Improvement Plan cycle.	b.	To allow for more targeted interventions and support for students through ½ day PLC discussions on both formative and summative assessment data.
3.	<p><i>Bridging Achievement Gap</i></p> <p>Ethnicity Proficiency in Reading Overall 63.3% Black 51.8% Hispanic 81.2% White</p> <p>Ethnicity Proficiency in Math Overall Black 80 % Hispanic 80.7% White 89.1%</p>	To show at least a year's worth of growth in all subgroups and meet AMO targets as well.	a.	Continue to employ a parent involvement specialist to provide support between the school and community (i.e. literacy courses for parents, community awareness nights, translating conferences).
			b.	Increase the amount of curriculum nights to two a year per grade level, along with an arts evening, and science night.
			c.	Create tutoring opportunities on campus throughout the school year for at-risk students through the Community Learning Center, Homework Haven, hiring a ½ time math interventionist, hiring a 3-5 th grade reading and math tutor, and after school grade level tutoring opportunities throughout the year.

2012-2013 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

LEA Name/Number: Orange County Schools/680

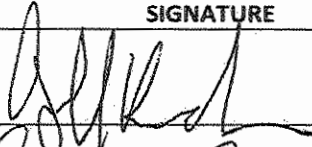

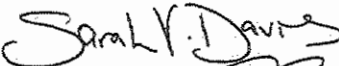
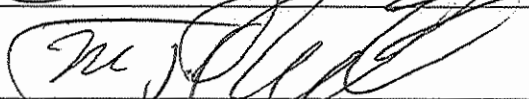
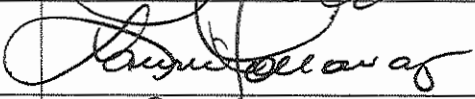


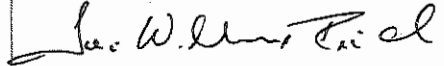
School Name: New Hope Elementary

Plan Year(s): 2012-2014

Date Prepared: 9/17/12

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 an 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	TYPE/PRINT NAME	SIGNATURE
Principal	Jeff Rachlin	
Assistant Principal Representative	Leslie Armistad	
Specialist	Sarah Davies	
Specialist Technology Teacher	M.S. Rosasweet	
Teacher Assistant	Laurie Holloway	
Parent Representative	Laura Ballenger	
Parent Representative	Amy Cole	
Parent Representative	Tori Williams Reid	

2012-2013 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

Parent Representative	Jeanette Sims	<i>Jeanette Sims</i>
Parent Representative	Tammy Brown	<i>Tammy Brown</i>
<i>Media Teacher</i>	<i>Megan Gitt</i>	<i>Megan Elizabeth Gelp</i>
Parent Representative	Kristin Merrill	<i>Kristin Merrill</i>
Kindergarten Teacher	<i>Emily Wirth</i>	<i>Emily Wirth</i>
First Grade Teacher	Kristen Lovette	<i>Kristen Lovette</i>
Second Grade Teacher	Cassandra Davis	<i>Cassandra Davis</i>
Third Grade Teacher	Tracy Rettig	<i>Tracy Rettig</i>
Fourth Grade Teacher	Anna Gustaveson	<i>Anna Gustaveson</i>
Fifth Grade Teacher	Amy White	<i>Amy White</i>

**Add to list as needed. Each group may have more than one representative.*

2012-2013 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

A. School Approval

This school improvement plan has been developed in accordance with all statutory and local board requirements. This plan includes AdvancED School Improvement Plan, Title I, Safe Schools and Title II. The school staff approved the plan by a vote of 100%.

Principal  Date 10/8/12

School Improvement Team Chair Laura Ballenger Date 10/8/12

B. Superintendent's Recommendation

The plan meets all State requirements and is recommended for Board approval

The plan as submitted is recommended for Board rejection based upon the following reasons:

Superintendent's Signature  Date 10-15-12

C. Board Action

The plan is accepted

The plan is accepted with the following modifications

The plan is rejected based upon the following reasons

Board Chair Signature _____ Date _____



Orange County Schools
School Improvement Plan
 Executive Summary for 2012-13
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Hillsborough Elementary School

Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")	Present status (score, percentage or other measure of these needs)	Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).
1. As measured by 3 rd -5 th Grade EOGs, each subgroup will meet or exceed annual pace to reduce non-proficiency by 50% in 6 years. The targets for Reading would be 74% for Black students, 90% for White, 64.9% for ED and 63% for EC. The targets for Math would be 84% for Black, 96% for White, 75% for ED and 79% for EC.	Reading EOG: Blacks 70.59% Whites 88.02% Math EOG: Blacks 82.35% Whites 95.21%	Reading EOG: Blacks 74.0% Whites 90.0% Math EOG: Blacks 84.0% Whites 96.0%	a. Utilize data from teacher-created and district common formative assessments to monitor student progress and adjust instruction to meet the needs of all students.
			b. Recruit and retain minority teachers and staff.
			c. Increase literary resources that include incidental characters from each of the Hillsborough Elementary School subgroups, as well as literature with main characters or topics that focus on these subgroups.
2. As measured by the Teacher Working Conditions Survey and the school survey, 95% or more staff members will respond favorably about use of time and daily schedule.	Teacher Working Conditions Survey (2012): Time Available to Collaborate 85.7% Agree	Teacher Working Conditions Survey (2014): Time Available to Collaborate will improve to 90% Agree	a. Teachers will be provided with time to analyze data from the district common formative assessments and Fountas and Pinnell Benchmark Assessment System to inform whole class, small group, and individualized reading instruction.
			b. Teachers will develop a yearlong professional development plan around the Six Instructional Shifts outlined in the Common Core State Standards and appropriate time will be devoted to implementing the plan.
			c. Teachers will be asked to play a larger role in developing schedules, offer recommendations on how to increase the amount of non-instructional time provided for teachers, and how to structure Professional Learning Communities (PLCs) in order to improve teaching and learning.



Orange County Schools
School Improvement Plan
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 Year 1 of 2


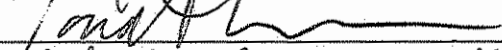
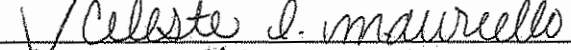
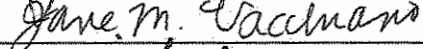


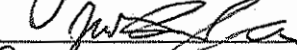

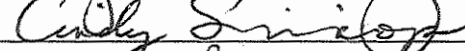


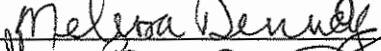
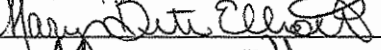


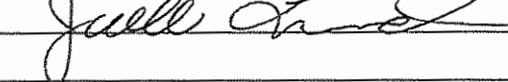
Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")	Present status (score, percentage or other measure of these needs)	Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).
	Teacher Working Conditions Survey (2012): Non-Instructional Time Provided for Teachers in My School is sufficient 42.9% Agree	The results of the next Teacher Working Conditions Survey (2014) for Non-Instructional Time will improve to 60%	
3. As measured by the 3 rd -5 th Annual Measurable Objectives, least 90% of the "all students" subgroup will be proficient in Reading and at least 95% of the "all students" sub-group will be proficient in math.	Reading EOG: All 87.0% Math EOG: All 93.5%	Reading EOG: All 90.0% with 100% showing Growth Math EOG: All 94.2% with 100% showing Growth	a. In-house professional development will be led by teachers and the Literacy Coach in collaboration with the Reading Specialist in the Orange County Language and Literacy Framework areas of Reading Workshop, Writer's Workshop and Language and Word Study. Special emphasis will be given this year to small group reading instruction and the infusion of additional grammar instruction K-5. b. Teachers will complete the Literacy Moodle Course developed by the Orange County Schools Literacy Department titled, "Teaching Grammar in Context." c. Continued use of Professional Learning Community (PLC) time for student work analysis and identification of best practices. Teacher teams will develop intervention and support based on student needs.

2012-2013 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

LEA Name/Number: Orange County Schools/680 School Name: Hillsborough Elementary School
 Plan Year(s): 2012-2014 Date Prepared: October 2, 2012

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	TYPE/PRINT NAME	SIGNATURE
Principal	Steven Weber	
Assistant Principal Representative	Jon Corcoran	
Teacher Representatives	Celeste Mauriello, Kindergarten	
	Jane Vacchiano, 1 st grade	
	Julia Workman, 2 nd grade	
	John Nelson, 3 rd grade	
	Justin Jones, 4 th grade	
	Casey Nunnery, 5 th grade	
	Cindy Sinicropo, AIG Teacher	
	Tracy Shopmyer, Media Specialist	
	Dena Stanly, Literacy Coach	
Inst. Support Representative	Melissa Denney, Guidance Counselor	
Teacher Assistant Representative	Mary Beth Elliott, Teacher Assistant	
Parent Representatives	Macy Calderon	
	Jon Bemis	
Teacher	Janelle Leonard	

2012-2013 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

**Add to list as needed. Each group may have more than one representative.*

A. School Approval

This school improvement plan has been developed in accordance with all statutory and local board requirements. This plan includes AdvancED School Improvement Plan, Title I, Safe Schools and Title II. The school staff approved the plan by a vote of 100%.

Principal *[Signature]* Date 10-16-12

School Improvement Team Chair *Casey G. Munnery* Date 10-16-12

B. Superintendent's Recommendation

The plan meets all State requirements and is recommended for Board approval

The plan as submitted is recommended for Board rejection based upon the following reasons:

Superintendent's Signature *[Signature]* Date 10-17-12

C. Board Action

The plan is accepted

The plan is accepted with the following modifications

 The plan is rejected based upon the following reasons

Board Chair Signature _____ Date _____



Orange County Schools

School Improvement Plan

Executive Summary for 2012-13

Year 1 of 2

Grady Brown Elementary School

Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")	Present status (score, percentage or other measure of these needs)	Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).
1. Grady A. Brown Elementary will increase Math achievement for current 5 th Graders to 85% proficiency or higher on the state End of Grade Tests.	4 th Grade 2012 Scores = 76.3% (82.2% on retest) proficient and met growth standards	5 th Grade 2013 Scores = 85% proficient and will meet high growth standards.	a. 4 th and 5 th Grade Professional Learning Communities will analyze subgroup data to target and provide intervention services to address students' strengths and weaknesses in Math. b. Pre and post test data on common assessments will be utilized to form flexible groups to accelerate students' performance across the grade levels. c. Assess Math Concepts (AMC) trained tutors will provide tutoring services to remediate the students that are below grade level in Math.
2. Grady A. Brown Elementary will increase Reading proficiency by Professional Learning Community Smart Goal Measures by using the Teachers' College Reading Assessment.	Scores are still being calculated at this time.	By June 2014, all students will have increased three reading levels as measured by the Teachers' College Reading Assessment	a. Instructional programs such as Daily Five, Reading Café, and Whole To Part will be implemented with a high degree of fidelity. b. Use clustering and flexible grouping to provide instructional pacing and delivery methods based on the reading levels. c. A retired reading specialist will provide early intervention support in second grade.
3. Grady A. Brown Elementary will reflect a positive response on the Time Satisfaction Section of the Teacher Working Conditions Survey.	71.4% of the staff agree that they have time to collaborate with their colleagues.	By 2014, 80% of the staff will agree that they have time to collaborate with their colleagues.	a. Extend monthly Professional Learning Community times to two hours. b. Provide coteaching pairs an hour of TA coverage a week for planning to support the district's coteaching model of instruction. c. Provide duty free lunch for all teachers as agreed upon by the school improvement plan.

2012-2013 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

LEA Name/Number: Orange County Schools/680 School Name: Grady A. Brown Elementary
 Plan Year(s): 2012-2014 Date Prepared: October 2, 2012

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	TYPE/PRINT NAME	SIGNATURE
Principal	Fay Jones	<i>Fay Jones</i>
Assistant Principal Representative	Tiffany Faison-Bullock	<i>Tiffany Faison-Bullock</i>
3 rd Grade Teacher and SIP Chair	Ashley Hamlett	<i>Ashley Hamlett</i>
Kindergarten Teacher Representative	Anthony Folden	<i>Anthony Folden</i>
1 st Grade Teacher Representative	Hope Albertson	<i>Hope Albertson</i>
2 nd Grade Teacher Representative	Mary Therese Deegan	<i>Mary Therese Deegan</i>
5 th Grade Teacher Representative	Beth Quick	<i>Beth Quick</i>
EC Teacher Representative	Linda Hill-Wise	<i>Linda Hill-Wise</i>
ESL Teacher Representative	Margaret Noble	<i>Margaret Noble</i>
Specialist Teacher Representative	Trena Jones	<i>Trena Jones</i>
Inst. Support Representative (Literacy Coach)	Cynthia Lewis	<i>Cynthia Lewis</i>
Teacher Assistant Representative	Darlene Moore	<i>Darlene Moore</i>
Parent Representative	Edward Mann	<i>Edward Mann</i>
Parent Representative	Erin Haygood	<i>Erin Haygood</i>
Parent Representative	Jennifer Carson	<i>Jennifer Carson</i>

2012-2013 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

*Add to list as needed. Each group may have more than one representative.

A. School Approval

This school improvement plan has been developed in accordance with all statutory and local board requirements. This plan includes AdvancED School Improvement Plan, Title I, Safe Schools and Title II. The school staff approved the plan by a vote of 100%.

Principal Jay Jones Date 10-2-12

School Improvement Team Chair Ashley Shultz Date 10-15-12

B. Superintendent's Recommendation

The plan meets all State requirements and is recommended for Board approval

The plan as submitted is recommended for Board rejection based upon the following reasons:

Superintendent's Signature B. P. Rhodes Date 10-16-12

C. Board Action

The plan is accepted

The plan is accepted with the following modifications

The plan is rejected based upon the following reasons

Board Chair Signature _____ Date _____

Orange County Schools
 School Improvement Plan
 School Improvement Budget for 2012-2013
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GRADY A. BROWN ELEMENTARY SCHOOL

Category	At Risk Student Funding	Instructional Supplies/ Materials	Media	Title I	Disadvantaged Student Supplemental Funding	Other	Total
Projected Allotment	\$ 27,369.60	\$ 13,827.00	\$ 2,933.00		\$ 10,765.00		\$ 54,894.60
Travel/ Subsistence/ Registration							
Stipends	\$ 2,000.00						\$ 2,000.00
Substitutes							
Salaries Including Benefits							
Non-capitalized equipment							
Capitalized equipment							
Materials and Supplies	\$ 4,000.00	\$ 13,827.00					\$ 17,827.00
Tutoring	\$ 21,369.60						\$ 21,369.60
Professional Development							
Other: Sub. Benefits							
Other: Library Books			\$ 2,933.00				\$ 2,933.00
Other: Contracted Services					\$ 10,765.00		\$ 10,765.00
Totals	\$ 27,369.60	\$ 13,827.00	\$ 2,933.00	\$ -	\$ 10,765.00	\$ -	\$ 54,894.60



Orange County Schools
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Efland-Cheeks Elementary School

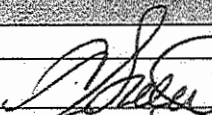
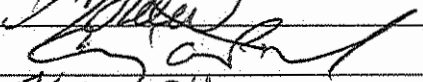
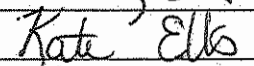
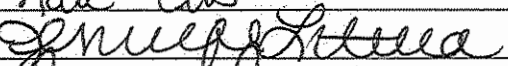
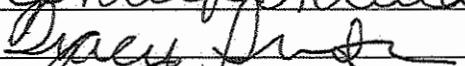
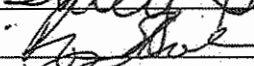
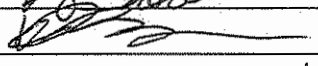

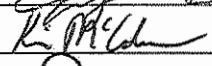

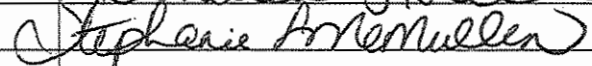
Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")	Present status (score, percentage or other measure of these needs)	Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).	
1. Strengthen early literacy development to ensure students promoted to grade 2 are reading on grade level.	31% of grade 1 is at or above grade level 30% of grade 2 is at or above grade level According to the Teachers College Reading Assessment	75% of students reading on grade level as measured by the Teachers College Reading Assessment and for Grade 2 TE 21 EOG Benchmark	a.	Ensure all students are provided with a predictable and reliable reading and writing workshop.
			b.	At each grade level co-teaching pairs have been put in place to increase student achievement through a push-in model.
			c.	Provide staff with ongoing high quality professional development based on instructional needs and requests/surveys of certified staff.
2. Increase mathematics early number sense and development.	K: 70% on grade level 1: 51% on grade level 2: 66% on grade level At the end of the 2012 school year based on appropriate AMC test data	K-2 goal is 90% for each grade level based on the appropriate AMC assessment and for Grade 2 TE 21 EOG Benchmark	a.	Teachers will use instructional strategies that align with the Common Core practices of increasing depth of knowledge and understanding by using models, manipulatives, student-created strategies, math questions stems, and cognitively guided instruction.
			b.	Teachers will collaborate within their professional learning communities to analyze student data and determine student needs throughout the grade level.
			c.	Provide staff with ongoing high quality professional development based on instructional needs and requests/surveys of certified staff.
3. Develop and strengthen student self-responsibility, resilience, and stamina.	46% of students are in tier one as assessed by the Student Risk Screening Scale	75% of students will be in tier 1 based on the Student Risk Screening Scale	a.	Implementation of the 7 Habits of Highly Effective People using 'The Leader in Me' model developed by Franklin Covey Education.
			b.	Incorporate Positive Behavior Interventions and Supports (PBIS) as our school-wide model for supporting positive student engagement.
			c.	Implement The Peaceful School Bus program in order to decrease bus discipline referrals by creating a sense of community within each bus route.

2012-2013 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

LEA Name/Number: Orange County Schools/680 School Name: Efland-Cheeks Elementary
 Plan Year(s): 2012-2014 Date Prepared: 9/21/12

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	TYPE/PRINT NAME	SIGNATURE
Principal	Crystal Scillitani	
Assistant Principal Representative	Craig Paul	
Teacher Representative 3-5	Kate Ellis	
Inst. Support Representative/Literacy Coach	Jennifer Litwa	
Teacher Assistant Representative	Tracy Smith	
Parent Representative	Ron Sheehee	
AIG Teacher	Kristin Bedell	
Teacher Representative K-2	Jennifer Kennedy	
Inst. Support Representative/Math Lead Teacher	Kim McColman	
Inst. Support Representative/Instructional Facilitator	Andrea Lorelli	
Media Specialist	Stephanie McMullen	

**Add to list as needed. Each group may have more than one representative.*

2012-2013 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

A. School Approval

This school improvement plan has been developed in accordance with all statutory and local board requirements. This plan includes AdvancED School Improvement Plan, Title I Safe Schools and Title II. The school staff approved the plan by a vote of 98%.

Principal [Signature] Date 10/3/12

School Improvement Team Chair [Signature] Date 10/3/12

B. Superintendent's Recommendation

The plan meets all State requirements and is recommended for Board approval

The plan as submitted is recommended for Board rejection based upon the following reasons:

Superintendent's Signature [Signature] Date 10-16-12

C. Board Action

The plan is accepted

The plan is accepted with the following modifications

The plan is rejected based upon the following reasons

Board Chair Signature _____ Date _____



Orange County Schools
School Improvement Plan
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Central Elementary School

Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")		Present status (score, percentage or other measure of these needs)	Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).
1.	Central Elementary School will increase student achievement in reading.	55.1%	Target Goal: 75.4% Safe Harbor: 60.7%	a. Utilize the Community Learning Center free after-school intervention. b. Utilize the Whole to Part (WTP)/literacy block for targeted instruction/intervention. c. Administer and analyze benchmark assessments from TE21.
2.	Central Elementary School will use data for instructional grouping and progress-monitoring.	Individual growth data for 4 th and 5 th grade students	At least 1 year of growth over the course of the school year.	a. Meet with UNC partners to analyze intervention data- WTP and Assessing Math Concepts (AMC). b. EVAAS Data c. Common formative assessments (CFAs) and TE21 benchmark assessments.
3.	Central Elementary School will improve the home-school connections to build true partnerships for student learning.	Teacher Working Conditions Survey 58.8% for parent support	At least 75%	a. Family nights and events focusing on academic rigor. b. Build and nurture existing community partnerships. c. 4 Title 1 family events.

2012-2013 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

LEA Name/Number: Orange County Schools/680 School Name: Central Elementary School
 Plan Year(s): 2012-2014 Date Prepared: October 9, 2012

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	TYPE/PRINT NAME	SIGNATURE
Principal	Myron Wilson	<i>Myron D. Wilson</i>
Instructional Facilitator/Admin. Intern	Jayne Bell-Williams	<i>Jayne E. Bell-Williams</i>
Literacy Coach	Amanda Boleratz	<i>Amanda Boleratz</i>
STEM Coach	Liz Day	<i>Liz Day</i>
Counselor	Jill Lowe	<i>Jill Lowe</i>
Inst. Support Representative	Sharon Whitmore	<i>Sharon Whitmore</i>
Teacher Assistant Representative	Robin Barnhill	<i>Robin Barnhill</i>
Parent Representative	Phyllis Portie-Ascott	<i>Phyllis Portie-Ascott</i>
Parent Representative	Honey Jones	<i>Honey Jones</i>
Teacher Representative	Teresa Milton	<i>Teresa Milton</i>
Teacher Representative	Sarah Roney	<i>Sarah Roney</i>
Teacher Representative	Kari Mashburn	<i>Kari Mashburn</i>
Teacher Representative	Brandi Burroughs	<i>Brandi Burroughs</i>
Teacher Representative	Jane McIver	<i>Jane McIver</i>
Teacher Representative	Matthew Sullivan	<i>Matthew R. Sullivan</i>
Teacher Representative	Jessica Porterfield	<i>Jessica Porterfield</i>
Teacher Representative	Terry Wickwire	<i>Terry Wickwire</i>

**Add to list as needed. Each group may have more than one representative.*

2012-2013 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

A. School Approval

This school improvement plan has been developed in accordance with all statutory and local board requirements. This plan includes AdvancED School Improvement Plan, Title I, Safe Schools and Title II. The school staff approved the plan by a vote of 100%.

Principal Myron D. Wilson Date 10-15-12

School Improvement Team Chair JAMES S. McIVER Date 10-15-12

B. Superintendent's Recommendation

The plan meets all State requirements and is recommended for Board approval

The plan as submitted is recommended for Board rejection based upon the following reasons:

Superintendent's Signature D. P. Brady Date 10-17-12

C. Board Action

The plan is accepted

The plan is accepted with the following modifications

The plan is rejected based upon the following reasons

Board Chair Signature _____ Date _____



Orange County Schools

School Improvement Plan

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Cameron Park Elementary School

Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")	Present status (score, percentage or other measure of these needs)	Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).
1. Increase reading proficiency by "safe harbor" in all subgroups in grades 3-5.	2011 – 2012 proficiency in reading was: Grade 3 – Black 37.5%, Hispanic 20%, and White 88%; Grade 4 – Black 64.7%, Hispanic 68.8%, and White 90.2%; Grade 5 – Black 76.9%, Hispanic 55.6%, and White 91.4%.	The target status for each subgroup below 90% in reading is: Grade 3 – Black 43.8%, Hispanic 28%, and White 92.4%; Grade 4 – Black 68.3%, Hispanic 72%; Grade 5 – Black 79.3%, Hispanic 60.1%. Maintain high growth in reading for grades 3-5.	<ul style="list-style-type: none"> a. Utilize CAFÉ (Comprehension, Accuracy, Fluency and Expand Vocabulary) strategies for: deeper reading comprehension, building stamina through independent reading, matching appropriate books with readers, varying student response to texts, and providing evidence of text understanding. b. Provide daily small group reading instruction based on strategies and needs of individual students so that students are able to better comprehend for meaning in a variety of genres. c. Effectively use common assessments (Teacher College, Whole to Part intervention, and Common Core quarterly assessments) to guide, inform, and refine reading instruction. d. Train teachers new to teaching at the 2nd grade level in Whole to Part instruction. e. Use Common Core curriculum maps, Essential Learning Outcomes, and "I Can" statements to teach all components of reading.
2. Increase math proficiency by "safe harbor" in all subgroups in grades 3-5.	2011 – 2012 proficiency in math	The target status for each subgroup below	a. Provide tutoring for academic at-risk students (K-5) and AMC (Assessing Math Concepts) to help struggling students master specific skills in grades



Orange County Schools
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Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")	Present status (score, percentage or other measure of these needs)	Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).
	was: Grade 3 – Black 62.5%, Hispanic 50%, and White 95%; Grade 4 – Black 88.2%, Hispanic 93.8%, and White 96.4%; and Grade 5 – Black 92.3%, Hispanic, 88.9%, and White 100%.	90% in math is: Grade 3 – Black 66.3%, Hispanic 55%; Grade 4 – Black 89.4%; and Grade 5 - Hispanic 90.1%. Maintain high growth in math for grades 3-5.	K-3. Utilize math compacting (pre-assessing and post-assessing) and differentiation strategies in grades 4-5. b. Provide math instruction through a math workshop model to better meet the needs of all students. c. Improve instructional emphasis and conceptual understanding through the use of CGI (Cognitively Guided Instruction), math talk, math notebooking/math journals, and increase fluency with math facts practice.
3.	Create baseline data for writing proficiency using the new district formative common assessments and rubrics in an effort to focus more attention on writing and writing instruction.	Establish a baseline in October 2012.	Monitor and compare data every quarter. a. Focus instruction on designated writing genres while emphasizing Words Their Way, grammar, mechanics, and conventions, as well as high frequency spelling lists. b. Incorporate writers workshop to include mini lessons, conferences with students, and strategy lessons. c. Utilize writing samples to guide instruction and inform strategy groups.

2012-2013 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

LEA Name/Number: Orange County Schools/680 School Name: Cameron Park Elementary
 Plan Year(s): 2012 - 2014 Date Prepared: October 9, 2012

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	TYPE/PRINT NAME	SIGNATURE
Principal	Dr. Julie Vandiver	<i>Dr. Julie Vandiver</i>
Assistant Principal Representative	Fran Hall	<i>Fran Hall</i>
Teacher Representative - Kindergarten	Rachel Roberson	<i>Rachel Roberson</i>
Teacher Representative - 1 st grade	Wandra Whitford	<i>Wandra Whitford</i>
Teacher Representative - 2 nd grade	Ellen Haver	<i>Ellen Haver</i>
Teacher Representative - 3 rd grade	Kelly Lazarus	<i>Kelly Lazarus</i>
Teacher Representative - 4 th grade	Yvonne Wahlers	<i>Yvonne Wahlers</i>
Teacher Representative - 5 th grade	Celine Stinnett	<i>Celine Stinnett</i>
Inst. Support Representative - EC	Cheryl Mitchell	<i>Cheryl Mitchell</i>
Inst. Support Representative - School Counselor	Rebecca Atkins	<i>Rebecca Atkins</i>
Inst. Support Representative - Literacy Coach	Sandy Lindley	<i>Sandy P. Lindley</i>
Inst. Support Representative - Art Teacher	Laura Casey	<i>Laura Casey</i>
Teacher Assistant Representative	Kim Berini	<i>Kim Berini</i>
Parent Representative	Dr. Eric Davis	<i>Eric Davis</i>
Parent Representative	Rob Cordone	<i>Rob Cordone</i>
Parent Representative	Lin Kerns	<i>Lin Kerns</i>
Parent Representative	Karen Coulombe	<i>Karen Coulombe</i>

2012-2013 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

**Add to list as needed. Each group may have more than one representative.*

A. School Approval

This school improvement plan has been developed in accordance with all statutory and local board requirements. This plan includes AdvancED School Improvement Plan, Title I, Safe Schools and Title II. The school staff approved the plan by a vote of 100%.

Principal Dr. Julie Vaudreuil Date 10/9/12

School Improvement Team Chair Celina Stennett Date 10/9/12

B. Superintendent's Recommendation

The plan meets all State requirements and is recommended for Board approval

The plan as submitted is recommended for Board rejection based upon the following reasons:

Superintendent's Signature D. P. Ruddy Date 10-17-12

C. Board Action

The plan is accepted

The plan is accepted with the following modifications

The plan is rejected based upon the following reasons

Board Chair Signature _____ Date _____

Orange County Schools
 School Improvement Plan
 School Improvement Budget for 2012-2013
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CAMERON PARK ELEMENTARY SCHOOL

Category	At Risk Student Funding	Instructional Supplies/ Materials	Media	Title I	Disadvantaged Student Supplemental Funding	Other	Total
Projected Allotment	\$ 30,796.37	\$21,945.00	\$ 4,655.00				\$ 57,396.37
Travel/ Subsistence/ Registration							\$ -
Stipends							\$ -
Substitutes							\$ -
Salaries Including Benefits							\$ -
Non-capitalized equipment							\$ -
Capitalized equipment							\$ -
Materials and Supplies	\$2,096.37	\$21,945.00					\$ 24,041.37
Tutoring	\$25,000.00						\$ 25,000.00
Professional Development							\$ -
Other: Books, Magazines, Reference Items			\$4,655.00				\$ 4,655.00
Other: Technology	\$3,000.00						\$ 3,000.00
Other: Staff Development	\$700.00						\$ 700.00
Totals	\$ 30,796.37	\$21,945.00	\$ 4,655.00	\$ -	\$ -	\$ -	\$ 57,396.37

*Rescinds Policy Number:**Issued:*

In order to improve student performance, each school shall create a school improvement team to develop a school improvement plan (SIP) in accordance with state law, State Board of Education policy, and Department of Public Instruction guidelines.

The SIP team shall be comprised of: the principal, representatives from the assistant principals, instructional personnel, instructional support personnel, teacher assistants assigned to the school and parents of children enrolled in the school. Schools shall encourage parental participation so that parent representatives reflect the racial and socioeconomic composition of the students enrolled in the school. Likewise, schools should make every effort to ensure that the staff members elected to the SIP team represent a variety of grade levels and/or subject areas.

The SIP team should assess the current program and needs at the school, design strategies for improving student performance, and continually evaluate the results of its decisions and the effectiveness of the plan. The plan should take into consideration the annual performance goal for that school set by the State Board and the goals set out in the mission statement adopted by the State Board of Education (SBOE). In addition, SIP teams must use the Education Value Added Assessment System (EVASS) or a compatible and comparable system approved by the SBOE when analyzing student data for root causes for problems and to determine actions to address them. The SIP must include at a minimum the following elements:

- (1) A plan for the use of staff development funds that may be made available to the school by the Board of Education.
- (2) If the school serves students in kindergarten or first grade, a plan for preparing students to read at grade level by the time they enter second grade. The plan shall require kindergarten and first grade teachers to notify parents or guardians when their child is not reading at grade level and is at risk of not reading at grade level by the time the child enters second grade.
- (3) A plan to address school safety and discipline concerns in accordance with the safe school plan.
- (4) A plan that specifies the effective instructional practices and methods to be used to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school.
- (5) A plan to provide duty-free instructional planning time for every teacher, with the goal of providing an average of at least five hours of planning time per week.
- (6) A plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the SIP team.
- (7) A school-wide attendance improvement plan.

All SIPs should be data-driven and contain clear, unambiguous targets, explicit indicators, actual measures, and clear time frames for meeting the goals.

The principal of the school shall present the proposed SIP to all of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for their review and vote by secret ballot. A majority vote of the staff who voted on the plan is required to approve the plan at the school level. Once the SIP has been approved at the school level, it shall be submitted to the Board of Education for acceptance or rejection as provided by statute.

The SIP plan should remain in effect for no longer than two years and may be revised as often as necessary.

Legal References: G.S. 115C-47(38), -81, -84.2, -98, -105.21, -105.25, -105.26, -105.27, -105.32, -105.35, -105.47, -301.1; 143 art. 33C