

ORANGE COUNTY
BOARD OF EDUCATION

AGENDA ITEM ABSTRACT

Meeting Date: November 12, 2013

AGENDA
ITEM No. 13-11-15

ACTION: (Y/N) Y

SUBJECT: Partnership Academy School Improvement Plan and Local Option Review and Approval

INFO. CONTACT: Dr. Denise Morton/Dr. Paige Marsh **PHONE:** 919-732-8126

- ATTACHMENTS:**
1. 2013-2014 Partnership Academy School Improvement Plan Executive Summary
 2. School Improvement Plan Team Signatures
 3. Submission of School Improvement Plan and Staff Vote
 4. School Improvement Plan Budget
 5. Board Policy #3430 School Improvement Plans

PURPOSE: To present to the Board of Education for their review and approval, the 2013-2014 Partnership Academy School Improvement Plans and Local Option.

BACKGROUND: 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 22, 2013.

Partnership Academy will bring their safety plan to the Board for review and approval at a later date. Partnership Academy will add the safety plan as an addendum to their School Improvement Plan at that time.

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 allocation for Partnership Academy for 2013-2014 is \$94,782.22.

RECOMMENDATION: The Superintendent recommends the Board of Education review and approve the 2013-2014 Partnership Academy Local Option.



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Partnership Academy

Our School's 3 LOCAL OPTIONS for our ABC's accountability Plan are:	Most Promising Strategies to Address the Needs
<p>1. Seventy-four 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>1.a) Engage students in rigorous standards-based instruction making instructional shifts to the Common Core State standards (examples: project-based instruction, informational texts, interdisciplinary projects) and employ a variety of instructional technology strategies such as blended learning, multi-media, collaborative technologies (Google docs, PA 411 student blog); and single technologies (interactive whiteboards, laptops).</p> <p>1.b) Administer diagnostic and formative assessments to assess each student's academic progress and set individualized goals to mediate gaps in learning.</p> <p>1.c) Continue to employ the Pyramid of Interventions (POI) to address student needs and collaborate to remove barriers to students learning by activating the POI, ensuring timely completion of STEP reviews at the 3, 6, and 9 weeks mark each quarter.</p>
<p>2. Ninety-one 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 2013-2014 school year, as evidenced in meeting minutes, sign-in logs, and Student Transition Education Plans (STEP).</p>	<p>2.a) Meet face to face with parents regularly at required meetings such as orientations, quarterly report card meetings, student-led portfolio presentations, and STEP goal reviews.</p> <p>2.b) Communicate student progress toward academic and behavioral goals in person, by phone, and in writing.</p> <p>2.c) Invite parents to participate in a variety of school activities using the Connect Ed system, the PA 411 blog, Facebook, text messages, e-mail and the new school website.</p>



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3. Nine or more community members will be actively involved with the students and staff, at a minimum of **sixty-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).

3.a) Invite guest speakers to conduct monthly **character themed** seminars, such issues as pride, aspirations, responsibility, thankfulness, empathy, and resiliency. Plan educational field trips to increase students' cultural awareness, broaden their world views, and **expose them to post high school opportunities. Collaborate with Habitat for Humanity to provide community service club activity.**

3.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.

3.c) Coordinate efforts between school and community agencies to provide individual student services such as peer mediation and Family Team Planning.

2013-2014 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

LEA Name/Number: Orange County Schools/680
 Plan Year(s): 2013-2014

School Name: Partnership Academy
 Date Prepared: September 30, 2013

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>TC Porter</i>
Teacher	Jessica Hogan	<i>Jessica Hogan</i>
Teacher	Daryl Feldman	<i>Daryl O. Feldman</i>
Teacher	Bill Kenyon	<i>Kenyon</i>
Teacher	Lisa Kilsheimer	<i>Lisa Kilsheimer</i>
Teacher	Mary Jae Peterson	<i>Mary Jae Peterson</i>
Guidance Counselor	Susan Marshall	<i>Susan Marshall</i>
Data Manager	Christie Chestnut	<i>Christie L. Chestnut</i>
Teacher Assistant	Marsha Evans	<i>Marsha Evans</i>
EC Department	David Bouldin	<i>David Bouldin</i>
Social Worker	Wendy Stewart	<i>Wendy Stewart</i>
OCS Public Information Officer	Michael Gilbert	<i>Michael Gilbert</i>
OCS Director of Secondary Education	Claire Porter	<i>Claire Porter</i>

OCS Director of Media and Technology	Angie Veitch	Angie Veitch
EC Department Director	Connie Crimmons	Connie Crimmons
Factor Consulting	Dishon Cain	DJ Cain
Assistant District Attorney	Meredith Amador	Meredith Amador
PA Parent	Erika McKinley	Erika McKinley
PA Student Ambassador	Natalie Zelaya	Natalie Zelaya

**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% , 12 of 12

Principal Patsy K Marsh Date September 30, 2013

School Improvement Team Chair Stan Farrington Date September 30, 2013

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:

_____ Date _____ Superintendent's Signature

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 _____

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 School Improvement Plan
 School Improvement Budget for 2013-2014
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 PARTNERSHIP ACADEMY

Category	At Risk Student Funding	Instructional Supplies/ Materials	Media	Title I	Alternative Program Funding	Other	Total
Projected Allotment	\$6,093.42	\$1,457.55	\$1,000.00	\$10,848.33	\$75,816.18		\$95,215.48
Travel/ Subsistence/ Registration					\$1,500.00		\$1,500.00
Stipends							\$0.00
Substitutes				\$150.00	\$600.00		\$750.00
Salaries Including Benefits				\$3,000.00	\$61,865.69		\$64,865.69
Non-capitalized equipment					\$2,000.00		\$2,000.00
Capitalized equipment					\$2,000.00		\$2,000.00
Materials and Supplies	\$1,093.42	\$1,457.55	\$1,000.00	\$3,774.32	\$3,547.31		\$10,872.60
Tutoring	\$1,858.05			\$3,090.75	\$3,303.18		\$8,251.98
Professional Development							\$0.00
Other: Bus Transportation	\$2,141.95						\$2,141.95
Other: Field Trips	\$1,000.00						\$1,000.00
Other: contracted services				\$633.26			\$633.26
Other: Parent Involvement				\$200.00			\$200.00
Other: telephone					\$1,000.00		\$1,000.00
Totals	\$6,093.42	\$1,457.55	\$1,000.00	\$10,848.33	\$75,816.18	\$0.00	\$95,215.48

SCHOOL IMPROVEMENT PLAN

Date Reviewed/Approved: 03/25/2013 Policy Number: 3430

Rescinds Policy Number:

Issued: 10/18/2010

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 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.
- (4) 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.
- (5) A plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the SIP team.
- (6) A school-wide attendance improvement plan.
- (7) As part of the school system's efforts to maintain safe and orderly schools, the school improvement plan must address safety and discipline concerns. The concerns include any special conditions at the school. The plan should include the components of any positive behavior management or positive behavior support programs that have been adopted at the school.
- (8) In accordance with Policy 1310, Parental Involvement, the plan must identify the goals and strategies for parents to be involved in their child's education and in the educational program of the school.

Process

All SIPs should be data-driven and contain clear, unambiguous targets, explicit indicators, actual measures, and clear time frames for meeting the goals. School improvement teams should review student performance data from the preceding school year in developing the school improvement plan. Based on the availability of data and when specific school standards are established by the State Board, the Superintendent shall establish the date by which school improvement plans must be submitted.

The Superintendent or designee shall review the plans and seek legal review as necessary prior to presenting the plans with recommendations to the Board. If the Superintendent intends to recommend that a plan be rejected, the Superintendent shall notify the principal of the school and explain the reasons for the decision. The school improvement team may then submit a modified plan to the Superintendent. The Superintendent should submit all school improvement plans to the Board at the earliest possible date.

After review, the Board will accept or reject each school improvement plan. If a plan is rejected, the Board will explain the reason(s) for the rejection. Any plan modified by the school improvement team after being rejected by the Board must be submitted to the Superintendent for review. The Superintendent shall resubmit the modified plan to the Board with his or her recommendations as soon as is practical. The Board will review the modifications along with any recommendations from the Superintendent and accept or reject the plan.

A school improvement plan may be in effect for no more than two years. The plan must be reviewed at least annually by the school improvement team in accordance with the review process established in the school's plan. If a school does not meet its expected growth standard as established by the State Board or if more than 25% of the students performed below grade level, the principal must submit to the Superintendent and the Board a report of the school improvement team. The report must explain the reasons for the standard(s) not being met and describe any modifications that will be made in the school improvement plan. After considering any recommendations of the Superintendent, if the Board is not satisfied with the response of the school improvement team, the Board may suggest modifications to the plan or may vacate those portions of the plan that impede student performance and require the school improvement team to revise the plan.

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.

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

Cross Reference: Policy 1310 Parental Involvement