

ORANGE COUNTY
BOARD OF EDUCATION

AGENDA ITEM ABSTRACT

Meeting Date: January 13, 2014

AGENDA ITEM No. 14-01-10

ACTION ITEM: (Y/N) Y

SUBJECT: School Improvement Plans Review and Approval – Secondary Schools

INFO. CONTACT: Dr. Gerri Martin, Superintendent PHONE: 919-732-8126

- ATTACHMENTS:
1. 2013-2014 School Improvement Plan Executive Summaries
 2. School Improvement Plan Budgets
 3. School Improvement Plan Team Signatures
 4. Submission of School Improvement Plan and Staff Vote
 5. Board Policy #3430 School Improvement Plans

PURPOSE: To present to the Board of Education for their review and approval, the 2013-2014 Secondary Schools' 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 and staff votes represent the second year in the two-year school improvement cycle. The entire school improvement plan for each school will be posted on the district's website under Curriculum and Instruction, School Improvement Links and Resources and will be available after Board approval.

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 secondary schools this year are \$413,009.17.

RECOMMENDATION: The Superintendent recommends the Board of Education review and approve the 2013-2014 Secondary School Improvement Plans.



Orange County Schools
School Improvement Plan
 Executive Summary for 2013-14

Year 2 of 2

A.L. Stanback Middle School

Our School's 3 Most Significant Needs <small>(needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")</small>	Present Status <small>(score, percentage or other measure of these needs)</small>	Target Status <small>(score, percentage or other measure of needs – target may be for the first year or for both years of the plan)</small>	Most Promising Strategy (ies) to Address the Needs <small>(please indicate no more than three strategies per need)</small>
<p>1. ALS Goal 1a: ALS will increase student proficiency on all State required assessments so that 100% of state Annual Measurable Objectives' (AMOs) targets are met with confidence interval by June 2014.</p>	<p>ALS Reading and Math Composite: 48.9%</p> <p>Math Proficiency:</p> <ul style="list-style-type: none"> ● All Students (39.0%) ● White (51.8%) ● Hispanic (25.9%) ● Black (11.6%) ● Economically Disadvantaged (18.8%) ● Limited English Proficiency (5.0%) ● Students with Disabilities (7.3%) ● Academically/Intellectually Gifted (91.7%) 	<p>Annual Measurable Objectives (AMOs) for 2013-2014:</p> <p>Math AMO Targets:</p> <ul style="list-style-type: none"> ● All Students (48.1%) ● White (58.4%) ● Hispanic (39.4%) ● Black (30.0%) ● Economically Disadvantaged (34.9%) ● Limited English Proficiency (25.7%) ● Student with Disabilities (21.2%) ● Academically/ 	<p>1. Implement multiple opportunities using tutoring and mentoring programs during and after school focusing on student achievement for all students and with a specific focus on low performing subgroups (i.e., LEP, EDS).</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) ● Study Island, IXL Math, North Carolina



Orange County Schools

School Improvement Plan

Executive Summary for 2013-14

Year 2 of 2

	<p>All AMO targets met in Math with confidence interval except the subgroup of Economically Disadvantaged students.</p> <p>Reading Proficiency:</p> <ul style="list-style-type: none"> ● All Students (51.3%) ● White (67.4%) ● Hispanic (30.0%) ● Black (24.6%) ● Economically Disadvantaged(28.7%) ● Limited English Proficiency (6.7%) ● Students with Disabilities (13.6%) ● Academically/Intellectually Gifted 	<p>Intellectually Gifted (92.8%)</p> <p>Reading AMO Targets:</p> <ul style="list-style-type: none"> ● All Students (49.5%) ● White (60.9%) ● Hispanic (35.9%) ● Black (33.0%) ● Economically Disadvantaged (35.8%) ● Limited English Proficiency (18.5%) ● Students with 	<p>Virtual Public Schools (NCVPS), Apex Learning</p> <ul style="list-style-type: none"> ● Tutoring in identified areas of need (i.e., math, reading) ● Provide differentiated reading materials to students in the school media center ● Adolescent Literacy Grades 7 and 8 (AL7 and AL8) ● Academic Language Strategies ● Professional Learning Community meetings ● Marzano’s High Yield Strategies ● AIG Model <p>2. 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 and State assessment data in reading and math to make informed decisions about teaching and learning. ● Conduct classroom walkthroughs with emphasis on observing for rigor and differentiation of instructional strategies.
--	---	---	---



Orange County Schools

School Improvement Plan

Executive Summary for 2013-14

Year 2 of 2

<p>ALS Goal 1b: By June 2014, ALS will increase the number of technology learning opportunities for students across all disciplines.</p>	<p>(90.7%) All AMO targets met in Reading. Students in the Limited English Proficient subgroup did meet target with confidence interval.</p> <p>2012-13, the District's 1:1 laptop initiative was implemented schoolwide enhancing our integration and overall use of technology in all academic areas.</p>	<p>Disabilities (21.6%)</p> <ul style="list-style-type: none"> Academically/ Intellectually Gifted (91.7%) <p>Establish a culture of technology by requiring 100% of staff and students to utilize digital tools in teaching and learning.</p>	<p>Technology Boot Camp (for students and parents) focused on Google, Moodle, Science Techbook, websites, internet safety, optimal computer maintenance, and use of other digital tools.</p>
<p>ALS. Goal 2: By June 2014, ALS will increase ALS staff level of technology proficiency by 20%.</p>	<p>Recent staff survey in 2012-2013 and District-Level Technology Needs Assessment indicated that 50% of staff has currently received technology training. The survey revealed that there exists a range in levels of expertise and training needs.</p>	<p>Increase the number of staff receiving technology training by 20% and address needs in the use and integration of technology tools in instruction by end of 2014.</p>	<p>Provide ongoing 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.)</p>



Orange County Schools

School Improvement Plan

Executive Summary for 2013-14

Year 2 of 2

<p>ALS Goal 3a: By June 2014, ALS will continue to support positive behavior programs to improve the data on student behavior as reported on the Teacher Working Conditions Survey regarding school-wide discipline.</p>	<p>2012-2013 discipline data showed 91 Out-of-School suspensions comprising 7 reportable offenses.</p> <p>In the 2013 OCS Staff Climate Survey, staff responses indicated the following:</p> <p>A. 77% of staff perceive they have a moderate to great amount of influence setting standards for the students.</p> <p>B. 81% of staff perceive they have a moderate to great influence regarding disciplining students.</p> <p>C. 66% of staff perceive that students coming to school unprepared to learn is a moderate to serious problem.</p>	<p>30% positive increase in overall results regarding discipline on Teacher Working Conditions Survey</p> <p>20% decrease in discipline referrals resulting in reportable offenses.</p>	<ol style="list-style-type: none"> 1. Continue to enhance Positive Behavior Intervention and Support Program by use of A.L. Stanback's BARK Matrix and Positive Referrals. 2. Faculty and staff will examine District Climate Survey and focus on staff perceptions related to school wide discipline. 3. Design processes for getting regular staff, parent and student input on school culture (ex. corkboard, ALS Feedback Form, ALS Star Teacher). 4. Faculty and Staff will utilize the ALS Daily Discipline Report as continual communication to further support students that receive disciplinary consequences. 5. Reexamine our Pyramid of Interventions and make needed changes and additions. 6. Develop and monitor ongoing "Watch List" of at-risk students.
---	--	---	---



Orange County Schools
School Improvement Plan
Executive Summary for 2013-14

Year 2 of 2

<p>Goal 3b By June 2014 ALS will implement two programs that teach children the importance of leading healthy active lives.</p>	<p>Currently ALS is participating in the Alliance for a Healthier Generation. 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>	<ol style="list-style-type: none">1. Continue partnership with Healthy Schools Alliance.2. Form a School Health Advisory Council consisting of students, parents, community members and staff3. Create interdisciplinary opportunities for healthy living education and application.
--	---	---	--

SCHOOL IMPROVEMENT BUDGET 2013-2014

A.L. STANBACK MIDDLE SCHOOL

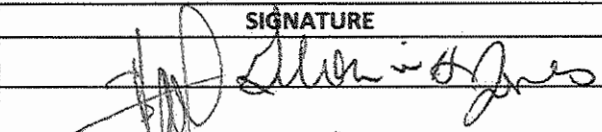
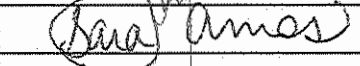
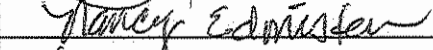
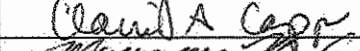
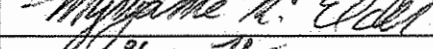

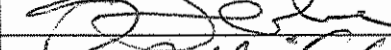
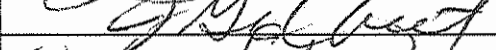
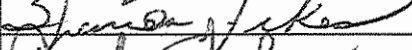

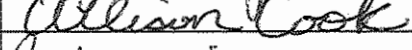
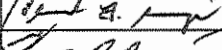


Category	At Risk Student Funding	Instructional Supplies/ Materials	Media	Title I	Disadvantaged Student Supplemental Funding	Local Technology	Total
Projected Allotment	\$34,967.91	\$22,668.35	\$4,326.00		\$6,459.00	\$9,570.00	\$77,991.26
Travel/ Subsistence/ Registration	\$2,000.00						\$2,000.00
Stipends							\$0.00
Substitutes	\$9,000.00						\$9,000.00
Salaries Including Benefits	\$7,562.98						\$7,562.98
Non-capitalized equipment						\$9,570.00	\$9,570.00
Capitalized equipment							\$0.00
Materials and Supplies	\$1,179.00	\$17,668.35	\$4,326.00				\$23,173.35
Tutoring	\$10,377.00				\$6,459.00		\$16,836.00
Professional Development							\$0.00
Other: CONTRACTED SERVICES	\$4,848.93						\$4,848.93
Other: SCIENCE LAB CONSUMABLES		\$5,000.00					\$5,000.00
Other:							\$0.00
Totals	\$34,967.91	\$22,668.35	\$4,326.00	\$0.00	\$6,459.00	\$9,570.00	\$77,991.26

2013-2014 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

LEA Name/Number: Orange County Schools/680 School Name: A.L. Stanback Middle
 Plan Year(s): 2013-2014 Date Prepared: 12-9-2013

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	Dr. Gloria Jones	
Assistant Principal Representative	Mr. Jason Burt	
6 th grade Teacher Representative	Mrs. Sara Amos	
7 th grade Teacher Representative	Mrs. Nancy Edmisten	
8 th grade Teacher Representative	Mrs. Claire Capps	
Encore Teacher Representative	Ms. Myryame Elder	
Exceptional Children's Teacher Representative	Mr. Stephen Lester	
Student Support Representative	Ms. Sweet Flake	
Inst. Support Representative	Mrs. Joyce Gilbert	
Inst. Support Representative	Mrs. Sharon Fikes	
Inst. Support Representative	Ms. Angela Taylor	
Teacher Assistant Representative	Ms. Allison Cooke	
Parent Representative	Mrs. Chawanda Simpson	
Parent Representative	Mrs. Zelda Lockhart	
Parent Representative	Mrs. Donna Kimball	

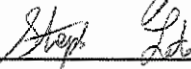
2013-2014 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

*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 46 to 0.


Principal Gloria H. Jones  Date 12-16-13

School Improvement Team Chair Stephen Lester  Date 12-16-13

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 1/9/14

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 2013 – 2014 (Year 2 of 2)**

C W Stanford Middle School

Our School's Three Most Significant Needs Are:	Present Status	Target Status	Most promising strategies to address the needs	
1. Provide differentiated instruction across all content areas to reduce the achievement gap and promote growth for all students.	<p><u>2012-13 Reading Proficiency</u> 65%-White; 37.9%-Black; 38.6%-Hispanic</p> <p><u>2012-13 Math Proficiency</u> 56.5%-White; 24.1% -Black; 25.0%-Hispanic</p> <p><u>2012-13 Science Proficiency</u> 68.5%-White; 42.6%-Black; 72.7%-Hispanic</p>	<p><u>2013 -14 Reading Proficiency</u> 69%-White; 44.9%-Black; 45.6%-Hispanic</p> <p><u>2013 - 14 Math Proficiency</u> 58.4%-White; 30% - Black; 39.4%-Hispanic</p> <p><u>2013 - 14 Science Proficiency</u> 72.5%-White; 48.6%-Black; 75.7%-Hispanic</p>	a.	All PLC's will specifically analyze data of the students they serve and use that data to design their instruction.
			b.	Use the EOG reading and math data to form literacy/math groups and have those grouped students work with study buddies or peer tutors, i.e lunch, afterschool and before school tutoring.
			c.	Personally contact each parent of students who would benefit from the additional help afforded through, AVID and after school, to extend a personal invitation for their students to attend citing the benefits.
2. Implement Problem Based Learning (PBL) with a focus on Science, Technology, Engineering and Mathematics (STEM) to support 21 st Century learning for all students.	<p>Addition of Bio-Technology class</p> <p>STEM Coordinator will work with teachers two days a week.</p> <p>Problem Based Learning strategies utilized throughout the curriculum.</p>	All Core Teachers will be engaged in problem based learning and integrating STEM strategies in their daily instruction.	a.	Utilize grade level PLC for integrating lesson planning.
			b.	Collaboration, problem solving, engineering design processes will be the focus of lesson planning. Utilization of the STEM Coordinator to help with planning and designing lessons that focus on engineering design process.
			c.	Utilize current data to drive the instruction and differentiating specific lessons.
3. With the 21 st Century Grant through CIS, Stanford will offer a STEM summer camp and also weave some of the STEM activities into Middle School 101 for rising sixth graders.	<p>STEM Advisory Board</p> <p>University Partnerships with Duke University and NC State.</p> <p>STEM afterschool program.</p>	<p>Increased enrollment in the STEM afterschool program.</p> <p>Increase participation of Engineering Leaders within the community.</p> <p>Increase use of the "design process" within all classroom instruction.</p>	a.	Focus on the Engineering Design Process using expertise from partnership with professionals within the community and the STEM Advisory Board.
			b.	Facilitate technology-enhanced experiences to address Common Core Standards. (Discovery Education, Science Techbook, Khan Academy, Study Island, Moodle)
			c.	STEM ambassadors will visit the elementary schools in the spring to talk about our opportunities in STEM at CWS.

Orange County Schools

School Improvement Plan

School Improvement Budget for 2013-2014

Year 2 of 2

C.W. STANFORD MIDDLE SCHOOL

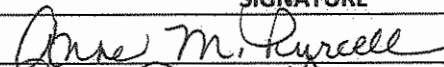
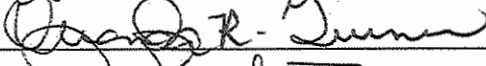
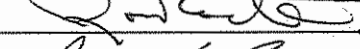
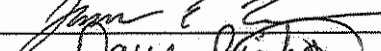

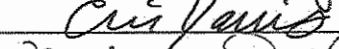
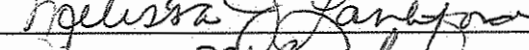

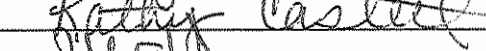
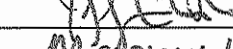

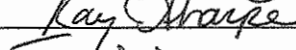
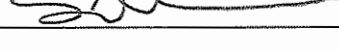
Category	At Risk Student Funding	Instructional Supplies/ Materials	Media	Title I	Disadvantaged Student Supplemental Funding	Local Technology	Total
Projected Allotment	\$26,253.83	\$22,640.70	\$4,291.00			\$9,540.00	\$62,725.53
Travel/ Subsistence/ Registration							\$0.00
Stipends							\$0.00
Substitutes							\$0.00
Salaries Including Benefits							\$0.00
Non-capitalized equipment						\$9,540.00	\$9,540.00
Capitalized equipment							\$0.00
Materials and Supplies	\$7,065.62	\$17,640.70	\$4,291.00				\$28,997.32
Tutoring	\$18,188.21						\$18,188.21
Professional Development							\$0.00
Other: Bus Transportation							\$0.00
Other: SCIENCE LAB CONSUMABLES	\$1,000	\$5,000.00					\$6,000.00
Other:							\$0.00
Totals	\$26,253.83	\$22,640.70	\$4,291.00	\$0.00	\$0.00	\$9,540.00	\$62,725.53

2013-2014 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

LEA Name/Number: Orange County Schools/680 School Name: C.W. Stanford Middle School
 Plan Year(s): 2013-2014 Date Prepared: December 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	Anne Purcell	
Assistant Principal Representative	Quanda Turner	
Assistant Principal Representative	Ron Roche	
Inst. Support Representative	James Lewis	
Teacher Assistant Representative - EC	Dawn Bishop	
Parent Representative	Dr. Eric Davis	
Parent Representative	Melissa Lankford	
Teacher	Nancy Barbee	
Teacher	Kathryn Casteel	
Teacher	Jeff Faulkner	
Teacher	Maggie Holly	
Teacher	Kay Sharpe	
Teacher	Steve Wright	

2013-2014 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 53 for / did not approve

Principal Anne M. Purcell Date December 16, 2013

School Improvement Team Chair [Signature] Date 12/16/2013

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:

Superintendent's Signature [Signature] Date 1/9/14

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 2013-14

Year 2 of 2

Gravelly Hill Middle School

Our School's 3 Most Significant Needs (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. Gravelly Hill will increase student achievement in math and reading for all subgroups by at least 10%.</p>	<p align="center">Current Status</p> <p>Math: Black - 18.3% White - 41.1% Hispanic - 30.6% Multi-Racial - 33.3% SWD - 7.6% AIG - 91.1% ED - 19.1% LEP - <5%</p> <p>Reading: Black - 37.6% White - 57.2% Hispanic - 47.9% Multi-Racial - 55.6% SWD - 13.1% AIG - 93.3% ED - 39.7% LEP - 12.5%</p>	<p align="center">Target Status</p> <p>Math: Black - 30% White - 58.4% Hispanic - 40.6% Multi-Racial - 47.8% SWD - 21.2% AIG - >95% ED - 34.9% LEP - 25.7%</p> <p>Reading: Black - 47.6% White - 67.2% Hispanic - 57.9% Multi-Racial - 65.6% SWD - 23.1% AIG - >95% ED - 49.7% LEP - 22.5%</p>	<p>1.a) The following programs will be used to provide instructional benefit to all students:</p> <ul style="list-style-type: none"> ● Use of World-Class Instructional Design and Assessment Data to make informed educational plans for English Language Learners. ● Use of Learning Lab to provide Whole to Part reading intervention to students not currently on grade level in reading comprehension, reading fluency, or vocabulary. ● Advancement Via Individual Determination (AVID) ● Communities in School After 3 (CIS After 3) ● Enrichment opportunities for AIG student during Learning Lab. ● Provide After-School Tutoring opportunities for all students and provide late bus transportation for students with that need. ● Use Study Island and IXL as tutoring programs. <p>1.b) Implement a quarterly planning day for core teachers. Teachers will use this time work in their Professional Learning Communities to...</p> <ul style="list-style-type: none"> ● determine the essential skills or understandings for each unit



Orange County Schools
School Improvement Plan
 Executive Summary for 2013-14

Year 2 of 2

			<ul style="list-style-type: none"> ● plan lessons based on the Common Core or Essential Standards ● create 2 to 3 common assessments per quarter ● review common assessment data to create a plan for students that need extra time and support to master the essential skill or understandings. <p>1.c) Continue to successfully implement the 1:1 Laptop Initiative by offering differentiated technology staff development on the following topics throughout the 2013 - 2014 school year.</p> <ul style="list-style-type: none"> ● Flipped Learning ● Moodle ● Discovery Education ● Google ● Web 2.0 Tools ● Study Island ● IXL ● Powerschool
<p>2. Gravelly Hill will support and retain a highly qualified teaching staff, specifically our exceptional children's department.</p>	<p>Teacher Retention = 81.5%</p> <p>EC Teacher Retention = 33.3%</p>	<p>Teacher Retention = 88%</p> <p>EC Teacher Retention = 83.3%</p>	<p>2.a) Create a teacher morale subcommittee to address the needs of the new teachers at GHMS through the use of mentors and beginning teacher meetings.</p> <p>2.b) Provide differentiated staff development through weekly grade level and monthly staff meetings.</p> <p>2.c) Increase teacher leadership by creating subcommittees that will give teachers a voice in the overall vision of the school.</p>



Orange County Schools
School Improvement Plan
 Executive Summary for 2013-14

Year 2 of 2

			<ul style="list-style-type: none"> ● Teacher Morale ● School Climate ● Behavior and Discipline ● Teacher and Administration Support
<p>3. Gravelly Hill Middle School will decrease overall student discipline by 10% with a focus on decreasing repeat discipline offenders by 10%.</p>	<p>2012-2013 Discipline Infractions - 204</p> <p>2012-2013 Repeat Offenders - 52</p> <p>Infractions resulting in Out of School Suspension = 100</p>	<p>2013-2014 Discipline Infractions - 184</p> <p>2013-2014 Repeat Offenders - 46</p> <p>Infractions resulting in Out of School Suspension = 90</p>	<p>3.a) Gravelly Hill will revise its student expectations for behavior in the classroom, hallway, bathroom, cafeteria, media center, and bus in order to be more consistent across the school.</p> <p>3.b) Gravelly Hill will provide staff training on positive behavior interventions and motivation techniques for middle school students.</p> <p>3.c) Gravelly Hill will implement peer and student leadership initiatives.</p> <ul style="list-style-type: none"> ● WEB Leaders (8th Graders) ● Lunch Buddies ● GHMS Leadership Club (All Students)

Orange County Schools
 School Improvement Plan
 School Improvement Budget for 2013-2014
 Year 2 of 2
 GRAVELLY HILL MIDDLE SCHOOL

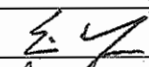
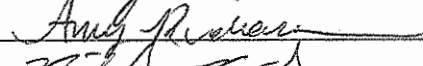
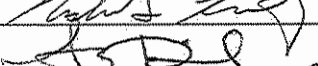
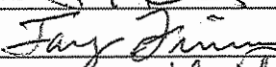
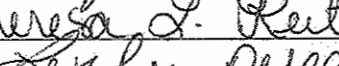

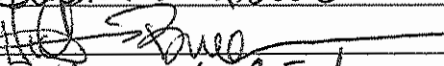
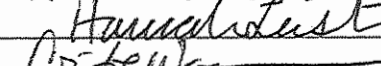
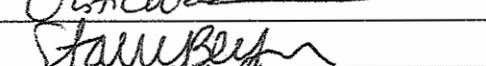
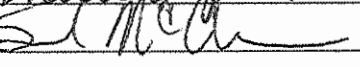

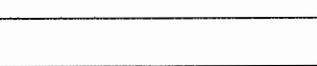

Category	At Risk Student Funding	Instructional Supplies/ Materials	Media	Title I	Disadvantaged Student Supplemental Funding	Local Technology	Total
Projected Allotment	\$26,305.87	\$18,354.95	\$3,283.00			\$7,170.00	\$55,113.82
Travel/ Subsistence/ Registration	\$2,995.00						\$2,995.00
Stipends							\$0.00
Substitutes	\$3,068.00						\$3,068.00
Salaries Including Benefits							\$0.00
Non-capitalized equipment						\$7,170.00	\$7,170.00
Capitalized equipment							\$0.00
Materials and Supplies	\$4,600.29	\$13,354.95	\$3,283.00				\$21,238.24
Tutoring	\$8,783.00						\$8,783.00
Professional Development							\$0.00
Other: CONTACTED SERVICES	\$2,625.00						\$2,625.00
Other: SCIENCE LAB CONSUMABLES		\$5,000.00					\$5,000.00
Other: Extended day bus driver	\$376.40						\$376.40
Other: Contracted Services-Interpreter	\$3,858.18						\$3,858.18
Totals	\$26,305.87	\$18,354.95	\$3,283.00	\$0.00	\$0.00	\$7,170.00	\$55,113.82

2013-2014 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

LEA Name/Number: Orange County Schools/680 School Name: Gravelly Hill Middle School
 Plan Year(s): 2013 - 2014 Date Prepared: December 16, 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	Eric Yarbrough	
Assistant Principal Representative	Amy Richardson	
Administrative Intern	Nicholas Kirby	
Teacher Representative	Andrea Bianchi	
Inst. Support Representative	Jay Frimmel	
Teacher Assistant Representative	Theresa Reitano	
Parent Representative	Leslie Peregoy	
Inst. Support Representative	Stephanie Pinkin	
Teacher Representative	Victoria Buckner	
Teacher Representative	Hannah Leister	
Teacher Representative	Cristie Watson	
Teacher Representative	Stacie Boyer	
Counselor Representative	Sandy McGuire	

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

2013-2014 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 AdvancedED School Improvement Plan, Title I, Safe Schools and Title II. The school staff approved the plan by a vote of 97%.


Principal  Date 12/16/2013

School Improvement Team Chair  Date 12.16.13

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 1/9/14/

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 2013-2014
 Year 2 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, 30.6% of CRHS students missed 10 or more days during the 2012-2013 school year, a decrease of 14.9% from the previous school year.	Further reduce by 15% after year 2 of the current School Improvement Plan.	a.	Focus on group enhancements that will discuss, develop, and implement various attendance improvement strategies.
				b.	Daily communication to parents/guardians via automated phone messages 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. Emphasize use of Parent Portal with both parent/guardians and students. Monitor data on attendance
2.	Increase graduation cohort percentage	88.9% of the CRHS Class of 2013 graduated within 4 years; 90.9% of the CRHS Class of 2013 graduated within 5 years.	Increase the 4 year cohort rate to 92% after year 2 of the current School Improvement Plan; Increase the 5 year cohort rate to 93% after year 2 of the current School Improvement Plan.	a.	Increase parent/guardian involvement through weekly automated phone messages that discuss the variety of school-wide activities offered to engage students in school.
				b.	Effective use and implementation of the Pyramid of Interventions, including targeted interventions that identify all 10 th grade students who shall take both Common Math 1 and English 2 by the end of their sophomore year.
				c.	School administration, school social worker, school counselors, attendance focus group and other support personnel will monitor drop-out status weekly.
3.	Sustain status of "exceeds expected growth" for the 2013-2014 school year; improve End-of-Course (EOC) exam proficiency rates in Biology, Common Core Math 1 (CCM1), and English 2; exceed minimum ACT participation rate of 95%; improve ACT performance.	EVAAS Growth Status: 2012-2013: Exceeds Expected Growth 2012-2013 EOC Proficiency Rates: Biology: 61.6% CCM 1: 12.6%	EVAAS Growth Status: 2013-2014: Exceeds Expected Growth 2013-2014 EOC Proficiency Rates: Biology: 80% CCM 1: 50%	a.	Common Core Math 1: Students scoring 1 or 2 on their 8th grade math EOG assessment are placed in a yearlong Common Core Math 1 class to maximize instructional time; Biology and English 2: Students scoring a level 1 or 2 on their 8th grade reading EOG assessment are placed in a yearlong language arts competency or literacy studies class; English Language Learners (ELL) identified at the novice level will receive additional reading instruction (such as language arts competency or literacy studies class) in



Orange County Schools
School Improvement Plan
 Executive Summary for 2013-2014
 Year 2 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).
	English 2: 60.7% ACT Participation Rate: 94% ACT Proficiency Percentage: 73.5%	English 2: 80% ACT Participation Rate: 96% ACT Proficiency Percentage: 80.0%	<p>order to identify and improve basic foundation skills to better prepare students prior to taking English 2;</p> <p>PLUS Period will be utilized daily for re-teaching/remediation as needed;</p> <p>Access EVAAS data to determine students who may be at risk of not being successful on various assessments.</p> <p>b. Common formative assessments will be completed, assessed, and analyzed in PLC's to determine if students are mastering essential skills.</p> <p>c. Identify and test all eligible 11th students. Continue daily use of SAT/ACT Question of the Day and the use of the Study Island section focusing on SAT/ACT prep.</p>

Orange County Schools
School Improvement Plan
School Improvement Budget for 2013-2014
Year 2 of 2
CEDAR RIDGE HIGH SCHOOL

Category	At Risk Student Funding	Instructional Supplies/ Materials	Media	Title I	Disadvantaged Student Supplemental Funding	Local Technology	Total
Projected Allotment	\$41,908.36	\$33,879.50	\$7,840.00			\$17,070.00	\$100,697.86
Travel/ Subsistence/ Registration							\$0.00
Stipends							\$0.00
Substitutes	\$7,000.00						\$7,000.00
Salaries Including Benefits							\$0.00
Non-capitalized equipment						\$5,000.00	\$5,000.00
Capitalized equipment						\$10,000.00	\$10,000.00
Materials and Supplies	\$11,908.36	\$28,879.50	\$7,840.00			\$2,070.00	\$50,697.86
Tutoring	\$20,000						\$20,000.00
Professional Development							\$0.00
Other: Bus Transportation	\$3,000						\$3,000.00
Other: Science Lab Consumables		\$5,000.00					\$5,000.00
Other:							\$0.00
Totals	\$41,908.36	\$33,879.50	\$7,840.00	\$0.00	\$0.00	\$17,070.00	\$100,697.86

2013-2014 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 Revisions December 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	JOHN WHEELER	
Assistant Principal Representative	Latoia Valentine	
Teacher Representative	Janice Gilreath	
Inst. Support Representative	Matthew Fry	
Teacher Assistant Representative	Debbie Lynch	
Parent Representative	Amy Kenyon	
PARENT REPRESENTATIVE	Emmac. Wheeler	
Teacher Representative	Angie Pegram	
MEDIA SPECIALIST/INST. SUPPORT	ERIN BRADLEY	
Counselor	Tammy Hauke	
Teacher Representative	Volodymyr Babchenko	
Teacher Representative	Beth Moss	
Teacher Representative	ROGER ORSTAD	
Teacher Representative	Kirstin Emmert	
Teacher Representative	Daniel Lesosky	
Teacher Representative	Lynne Gronbach	

2013-2014 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 62-1.

Principal [Signature] Date 12-16-13

School Improvement Team Chair [Signature] Date 12/16/13

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 1/9/14

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 2013-14

Year 2 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).
<p>1. Improve academic support for targeted sub-groups taking EOC exams (to increase overall performance composite of OHS):</p> <p>English Language Learners Exceptional Children Minority Subgroups AIG Subgroup</p>	<p>OHS met 25 out of 28 AMO's (89.3%)</p> <p>OHS had a composite score of 42.1% on EOC exams Common Core Math I -10.8% Bio – 44% Eng II – 52%</p>	<p>100% of AMO goals met</p> <p>At least 95% tested</p> <p>Target EOC scores: CCI – 44.6% Bio – 55.9% Eng II – 57.1%</p>	<p>a. Minority Achievers Program (MAP)- provide support to under represented students during the school day with AP and Honors courses; 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; ACT/SAT question of the day for review and enrichment; one-to-one laptop computer initiative for student online enrichment, remediation and test taking practice; every student provided with ACT/SAT site passwords student led peer tutoring groups (Todos Unidos) for scaffolded intervention strategies.</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. An administrator will be assigned to each of the targeted subgroups for additional support. Personal Education Plan (PEPs) will be written for targeted students outlining additional support.</p> <p>c. Staff development on literacy strategies, and technology. Staff development will be delivered in half-day inservice sessions and face-to-face interaction. PLCs will be utilized by staff to collaborate on curriculum, data, and classroom strategies to improve instructional practices.</p>
<p>2. Increase student ACT performance and participation in AP test</p>	<p>OHS met 4 of 7 targeted test groups</p>	<p>95% of students will participate in taking</p>	<p>a. Students will have the opportunity to review the ACT/SAT released Question of the Day utilizing 1:1 technology; teachers will have 10 minutes</p>



Orange County Schools

School Improvement Plan

Executive Summary for 2013-14

Year 2 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).
opportunities	56% of OHS students who took an AP exam in 2011-12 received a 3/4/5	the ACT Increase enrollment in AP classes and encourage students to take AP exams	<ul style="list-style-type: none"> a. of additional time at the beginning of 2nd block to actively review test taking strategies pertaining to the ACT b. OHS will better inform students and parents of ACT and AP testing benefits and opportunities c. Panther Period will be used to review for ACT and AP testing in the spring
3. Implement strategies to increase the 4 year cohort graduation rate	Current 4-year graduation rate; All- 81.7% Black- 83.1% White- 80.3% ED- 74.7%	Target 4-year graduation rates: All- 85.5% Black- 86.0% White- 87.1% ED- 77.6%	<ul style="list-style-type: none"> a. Staff will continue to participate in professional development on Common Core, literacy strategies and Essential Standards and implement skills and management strategies in their classrooms b. Students will be identified for additional resources(Crossroads program, ACE tutoring, 21st Century, SAT prep, AP opportunities, Minority Achievers Program) for enrichment and remediation; PEPs will be written for all identified students outlining additional support and intervention to aid with the student's academic success c. OHS will develop a strategic credit recovery intervention plan to ensure students have the opportunity to progress towards graduation requirements and stay with their cohort after being unsuccessful in one or more core curriculum classes.

Orange County Schools
 School Improvement Plan
 School Improvement Budget for 2013-2014
 Year 2 of 2
 ORANGE HIGH SCHOOL

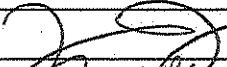
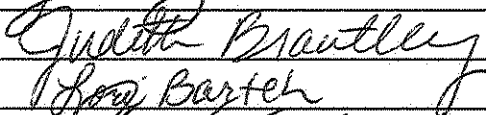

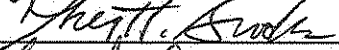
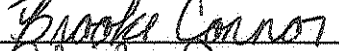
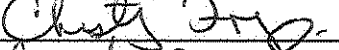
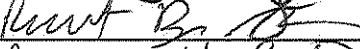

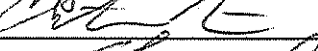
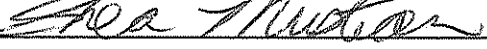
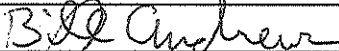

Category	At Risk Student Funding	Instructional Supplies/ Materials	Media	Title I	Disadvantaged Student Supplemental Funding	Local Technology	Total
Projected Allotment	\$52,767.50	\$35,613.20	\$9,065.00			\$19,035.00	\$116,480.70
Travel/ Subsistence/ Registration	\$1,000.00						\$1,000.00
Stipends	\$4,977.09						\$4,977.09
Substitutes	\$500.00						\$500.00
Salaries Including Benefits							\$0.00
Non-capitalized equipment							\$0.00
Capitalized equipment							\$0.00
Materials and Supplies	\$22,290.41	\$30,613.20	\$9,065.00			\$19,035.00	\$81,003.61
Tutoring	\$23,000.00						\$23,000.00
Professional Development	\$1,000.00						\$1,000.00
Other: Bus Transportation							\$0.00
Other: Science Lab Consumables		\$5,000.00					\$5,000.00
Other:							\$0.00
Totals	\$52,767.50	\$35,613.20	\$9,065.00	\$0.00	\$0.00	\$19,035.00	\$116,480.70

2013-2014 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

LEA Name/Number: Orange County Schools/680 School Name: Orange High School
 Plan Year(s): 2013-2014 Date Prepared: December 16, 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	Jason Johnson	
Assistant Principal Representative	Judith Brantley	
Teacher Representative	Lori Bartch	
Teacher Representative	Greg Brooks	
Teacher Representative	Brooke Connor	
Teacher Representative	Christy Frye	
Teacher Representative	Robert Griffin	
Teacher Representative	Suzanne Lantzy	
Teacher Representative	Chris Limer	
Inst. Support Representative	Shea Mustian	
Teacher Assistant Representative		
Parent Representative	Bill Andrews	
Parent Representative	Pat Herrera	

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

2013-2014 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 42 to 2.

Principal Jason J. [Signature] Date 12/16/2013

School Improvement Team Chair Brooke Connor [Signature] Date 12/16/2013

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:

Superintendent's Signature [Signature] Date 1/9/14

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 _____

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

Issued: 10/10

PROCEDURE FOR SCHOOL IMPROVEMENT PLAN

The School Improvement Team must consider all school based data in the development of strategies for improving student performance. The school team must include a plan for the following:

- improved instruction and student outcomes, including targeted instructional strategies that meet the needs of all subgroups for AYP and ABC growth;
- the use of staff development funds aligned to specific and measurable goals;
- K-2 reading strategies (in schools serving those populations);
- school climate, which includes student health, safety and discipline;
- strategies to collect and address feedback from students, staff (including working conditions), and parents;
- planning time for all teachers with a goal of up to five hours per week during the instructional day;
- a duty free lunch period for all teachers on a daily basis or “as otherwise approved by the school improvement team.”

The plan shall be presented to the faculty (assistant principals, instructional personnel, instructional support personnel, and teacher assistants) by the principal and reviewed with the faculty and endorsed through a secret ballot vote.

School Improvement Team Duties

The School Improvement Team, while not directly involved in the day-to-day operations of the school, is involved in a number of tasks that affect the smooth operation of the school. Those tasks include:

- facilitating the development of the School Improvement Plan, usually updated in July or as state and local data are available
- monitoring, assessing, and amending the School Improvement Plan
- advancing policies and procedures that enhance achievement and meet educational, safety, and parent involvement goals related to school improvement
- collaborating on budgetary, staff development, and instructional issues as they relate to school improvement planning.

School Improvement Team Membership

The School Improvement Team composition, as defined in 115C-105.27, consists of the following:

- school principal
- representatives from assistant principals
- instructional staff
- instructional support staff, and
- teacher assistants
- parents

These groups are elected in secret ballot to two year terms by their respective peer groups. Parent representatives are also elected and must reflect the racial, geographical, and socio-economic composition of students in that school. Individual schools should have a goal of including a minimum of two parent

Issued: 10/10

representatives on the School Improvement Team. A maximum of 30% of the Team should be comprised of parents. Teachers who have children attending the school are not eligible to serve as parent representatives. The team may also include student representatives to serve in an advisory or non-voting capacity.

Election Process

The election process is designed to secure varied points of view by securing the broadest cross section of the school. Principals and parent organizations must provide information to teachers and parents pertaining to the duties and responsibilities of the School Improvement Team. In that same communication, it is also recommended that suggestions be solicited regarding individuals whom the respondent believes would be willing to devote the time, energy, objectivity, and creativity required to fulfill the responsibilities of a team. It is recommended that an open meeting be conducted in late April or early May to inform parents of the School Improvement Team's roles and responsibilities.

School-Based Personnel: Representatives of assistant principals, instructional personnel, instructional support, and teacher assistants must be elected by their respective groups via secret ballot.

Parent Membership: Parent representatives serving on the team must be parents of students currently enrolled in the school and shall be elected annually by the largest parent/teacher organization formed within the school. That group will present a slate of nominees representative of the racial composition and the socioeconomics of the school population for election by that body to the school improvement team. Schools may seek a waiver to the membership requirements by submitting a written request to the assigned Instructional Improvement Officer (IIO). The election process shall be completed no later than June 1st for the upcoming school year.

Terms of Service

Each member shall serve a minimum of one year and a maximum of a two consecutive years. To ensure consistency of membership from year-to-year, it is recommended that at least one-half of the composition of the team remain each year, while approximately one-half of the members rotate off the team. Schools may seek a waiver to the terms of service requirements by submitting a written request to the assigned Instructional Improvement Officer (IIO).

Meeting Information and Notification Procedures

School Improvement Teams should meet at least once a month. Schools must schedule meetings that will accommodate the participation of parent representatives. As the needs of each team are unique, the scheduling and frequency should be determined by the School Improvement Team. Regular meetings/planning sessions should result in more thorough monitoring of the School Improvement Plan.

It is essential that all members of a school are fully aware of the ongoing direction and work of the team. Members should be notified of meetings at least one week in advance. Minutes of meetings should be public record, and posted within one week in a prominent location and/or on the website. Copies of the minutes must be given to all team members and sent to the school's Instructional Improvement officer and staff members via e-mail.

Legal reference: 115C-105.27