

How to Use This Template

General Information	<p>This school improvement plan template is designed to provide a step-by-step approach to planning. The template is aligned with the NCDPI-recommended model for school improvement planning as outlined in The North Carolina School Improvement Planning Implementation Guide. The template is aligned with the recommendations found in the Guide. For instance, space is provided for up to 5 goals for each school and drop-down menus reflect recommended guidelines such as quarterly, or at most semi-annual, review cycles. Each page of this template is designed to print neatly on an 8.5 inch-wide piece of paper, though the length may stretch to several pages. At certain locations, you will see a prompt to "select" an item from a drop-down menu. To use this feature, select the cell, then look to the far right of the cell for the drop-down button. Click the button to select the item for that cell.</p> <p>Please note the template has several tabs along the bottom of the Excel workbook. Each tab corresponds to an input and/or step of the planning process. For example, the tab named "Step 1 Cover Sheet" (see below) provides a location to input relevant school demographic data (we anticipate that the future on-line version will pre-populate this data) and school improvement team information as well as space for the principal and the local board of education chair to sign-off. Other tabs provide reference information for the school improvement team (SBE Goals, District Goals), a place for data analysis and summary, and of course, a place to identify and track school-level goals. Additional detail for each tab is provided below.</p>
Reference Tabs – These tabs provide information to aid the planning process.	<p>SBE Goals – This tab lists the five current State Board of Education goals for North Carolina. Use this as a reference as needed.</p> <p>District Goals – This tab provides space to input district level goals as well as the SBE goal supported by each. It is intended to provide an easy-to-access reference point for local district goals. Please note that the SBE goals may be selected by clicking on the cell and using the drop-down button at the end of the cell. Also, entering your district-level goals is a critical step because it builds one of the drop-down menus you will use in Steps 3 through 7, described below in greater detail. Please note this page contains at least one drop-down menu.</p> <p>Data Sources – This tab lists a variety of data sources for school improvement teams to consult as they work to establish an understanding of the current state at the school. Other data sources may be available locally as well and teams should not limit themselves to evaluating the sources listed in the template.</p> <p>School Vision and Mission – School improvement teams can input the school's mission and vision on this tab to provide an easy reference as needed during the planning process.</p>
School Improvement Plan Tabs – The School Improvement Plan consists of these tabs.	<p>Step 1 – Cover Sheet – Use this sheet to document school information. Identify all School Improvement Team members and whom they represent, as appropriate. This sheet also provides signature lines for the school principal and the person authorized to accept the plan on behalf of the local school board. Please note this page contains at least one drop-down menu.</p> <p>Step 2 – School Data Analysis Summary – This sheet provides guiding questions to help begin data analysis. It provides space to document findings and list priorities. Data sources for use with this tab are listed on the "Data Sources" tab; other available data locally available may also be used.</p> <p>Steps 3 through 7 – School Goals – These tabs provide space to record goals based upon the priorities resulting from data analysis. A separate tab is provided for each goal up to 5 goals (3-5 goals are recommended for each school). For each goal, several items can be recorded: the relevant area for improvement, the goal and the district-level goal it supports, measures, quantitative target, and milestone date. The school improvement team can also record the specific strategies to be implemented to achieve the goal along with action items for each strategy. The lower portion of each sheet provides a place to discuss potential interventions, to identify funding sources (using a drop-down menu) and team members, and to document the review cycle frequency for the goal (also using a drop-down menu). Please note that each of these pages contains multiple drop-down menus.</p>

Other SIP-related Requirements	Operational Requirements - Use this tab to confirm that your school meets the day-to-daySIP operational requirements contained in state law.
	Title I schoolwide Review - If your school is a Title I schoolwide school, use this tab to develop your Title I Plan. Please note that the form is designed to allow you to "X" the appropriate box and identify either an existing strategy associated with the federal requirement, or identify and describe a different program or strategy that will be used by you school to meet the requirement.
	Title I Targeted-assistance Review - If your school is a Title I Targeted-assistance school, use this tab to develop your Title I Plan. Please note that the form is designed to allow you to "X" the appropriate box and identify either an existing strategy associated with the federal requirement, or identify and describe a different program or strategy that will be used by you school to meet the requirement.
	For Schools in Title I Improvement - This tab is for use by any school currently in Title I School Improvement. Filling out this tab will ensure that these schools meet the additional federal requirements that go into effect when a school enters into this status.
	ABCs Waiver Request Form – ABCs waivers may be requested as specified in GS § 115C-105.26. These guidelines are listed in the SIP Implementation Guide.
	Safe Schools Plan – This template for the Safe Schools Plan is aligned to the previous state legislative requirements specified in § GS 115C-105.47. District-level Safe Schools personnel can use the information on this tab from each school in the district to understand the prevailing issues across the district and document appropriate strategies on the district-level Safe Schools Plan.

State Board of Education Goals – Future-ready Students for the 21st Century							
Goal 1 – North Carolina public schools will produce globally competitive students.							
Goal 2 – North Carolina public schools will be led by 21st Century professionals.							
Goal 3 – North Carolina Public School students will be healthy and responsible.							
Goal 4 – Leadership will guide innovation in North Carolina public schools.							
Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.							

District Goals for (Lexington City Schools)

District Goal 1:	Seniors will submit data each May indicating if they have been accepted to a two or four year post secondary institution.								
Supports SBE Goal:	Select an SBE Goal								
	North Carolina public schools will produce globally competitive students.								
District Goal 2:	100% of all teachers will actively engage in high quality and appropriate professional development.								
Supports SBE Goal:	Select an SBE Goal								
	North Carolina schools will be led by 21st Century professionals.								
District Goal 3:	Beginning with 2011-2012, all student disciplinary infractions shall be reduced a minimum of 5% compared to the previous year.								
Supports SBE Goal:	Select an SBE Goal								
	North Carolina Public School students will be healthy and responsible.								
District Goal 4:	Will track the discipline of student and teachers throughout the school year using ABE software.								
Supports SBE Goal:	Goal 3 – North Carolina Public School students will be healthy and responsible.								
	Leadership will guide innovation in North Carolina public schools.								
District Goal 5:	A four prong multi-media communication plan will be fully implemented for public relations. Each prong will be evaluated annually.								
Supports SBE Goal:	Select an SBE Goal								
	North Carolina public school will be governed and supported by 21st Century systems.								

Recommended Data Sources for Analysis by School Improvement Teams

Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.

Examine data from such areas as:

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified needs. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)

End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

School Report Card results: (www.ncreportcards.org)

North Carolina Teacher Working Conditions Survey results: (<http://ncteachingconditions.org>)

North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at <http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf>)

Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)

Career and Technical Education Local Plan

School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (<http://www.ncpublicschools.org/research/discipline/reports>)

School Demographic Information related to drop-out information and graduation rate data (<http://www.ncpublicschools.org/research/dropout/reports>)

School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (<http://www.ncreportcards.org> and locally-maintained data)

School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)

Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency

Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency

School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities

[Ready Schools Inventory/Ready Schools Plan \(http://www.ncreadyschools.org\)](http://www.ncreadyschools.org)

Special Education Continuous Improvement Plan

[Title I AMO Reports \(http://ayp.ncpublicschools.org\)](http://ayp.ncpublicschools.org)

[Healthy Active Children Initiative \(http://www.nhealthyschools.org\)](http://www.nhealthyschools.org)

School Vision and Mission Statements for Lexington Senior High School

Vision:

Lexington Senior High School strives to be an educational environment in which all students are challenged to reach their maximum potential on a daily basis, excellence is expected, and diversity is celebrated.

Mission:

To prepare students to become life-long learners, critical thinkers and productive citizens in today's global society. To foster value in service learning opportunities and build a sense of committment to their school and the community in which they live.

LEA or Charter Name/Number:	Select your school district/charter school		
School Name/Number:	Lexington Senior High School 291-335		
School Address:	26 Penry Street Lexington NC 27292		
Plan Year(s):	2016-2017		
Date prepared:	30-Aug-16		
Principal Signature:			
			Date
Local Board Approval Signature:			
			Date

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position*	Name	Committee Position*	Name
Principal	Monique Studevent Curry		
Assistant Principal Representative	Jihan Harvey		
Assistant Principal Representative	Holly Hinson		
Guidance Representative	Vickie Foye		
Central Office Representative	Nicole Piggott		
Parent Representative	Meredith Worley		
Parent Representative	Denise Hairston		
Teacher Representative	Dwayne Tate		
Teacher Representative	Amber VanLandingham		
Teacher Representative	Lourdes Vilalta		
Teacher Representative	Bryan Zellmann		
Teacher Representative	Mary Phillips		
Teacher Representative	Charles Henderson		
Teacher Representative	Ronnie Beverly		
Teacher Representative	Christopher Jessup		
Teacher Representative	Trisha Smith		
Teacher Representative	Cheron Smith		
Media Center Representative	Cheryl Chauncey		

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

School Data and Summary Analysis

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

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

1. What does the analysis tell you about your schools strengths?

Ours is a community of diversity. We portray a diversity of skin color, race, and ethnicity, but the most telling diversity is a deeper, more dividing one: a diversity of wealth. The Lexington City School System serves the 55th poorest set of school-age children living in the United States. At the turn of the century, Lexington, North Carolina was noted internationally for its production of quality furniture. Lexington Furniture could be found in the finest homes across America. And then the economy fell, taking with it the need for factory workers in a dissolving furniture market. What remains today is a community with a large percentage of working poor.

Lexington Senior High School is not proud that 94% of our students qualify for free or reduced meals, but we are proud of 100% of our students. We are proud that when you walk into an Advanced Placement classroom you do not see a homogenous group of students. Instead you see students who are proud of their cultures, proud of their heritage, and most importantly, proud of themselves. Lexington Senior High School students understand that one need not push others down in order to rise to the top; one need not look on the outward to judge the inward; that one must not judge themselves by those who did not or could not meet the challenges in front of them. But instead, our students must use the unfair, sometimes unavoidable odds they find facing them to motivate, to drive their successes.

The family of educators at Lexington Senior High School is most proud of our students and their continuous improvement. Our North Carolina End of Course Tests, ACT, SAT tests, and the school's graduation rate have risen dramatically from 25% below state averages to 83.7%. We at Lexington Senior High School understand that differences in background and economics are not an excuse for failure, but an opportunity for success.

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

First Priority: Raise expectations and help students achieve success through an effort-based approach.

The following are cited as evidence of need:

1. Inconsistent use of rubrics;
2. Inconsistent classroom expectations;
3. High failure rate in the 9th grade;
4. Limited use of credit recovery

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

1. Specific numbers as it applies to the usage and fidelity of rubrics - this data will be gathered through teacher survey, walkthrough analysis and observations.
2. The response of teachers to student academic failure, misbehavior poor attendnace - teacher survey will be utilized to gather this information.
3. Reasons of why students from particular demographics do sign up for of are recommended for honor or AP courses - student and parent survey.

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

Cite relevant evidence from your analysis to support these priorities.

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Priority Goal 1 and Associated Strategies

Area for improvement and supporting data: Student Achievement

Raise our EOC composite score from 34% to 40%. Increase the percentage of students' proficient on their Math I EOC to above 25%. Increase the percentage of our ELP students proficient on their EOC tests to at least 25%. Raise the average ACT test score of our students by 3 points. The NC DPI Comprehensive Needs Assessment Study identified a need to improve the quality of teaching and learning by implementing practices identified in the strategies below.

School Goal 1: [1]

By the end of the 2016-2017 school year increase student achievement as reflected in the EOC composite score to 38% and raise ACT scores across the board by 3 points.

Supports this district goal: [2]

High Student Performance Data will reflect performance levels above state averages for all subgroups on EOC Tests as listed on the state report card. ACT composite scores will equal the state average.

Target:

Through targeted instruction raise the composite EOC composite score to 35% & increase ACT scores by 3 pts

Indicator:

State mandated tests and ACT Exam

Milestone date:

17-Jan-18

PI

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

Action steps: Increase Student Achievement across the curriculum		
Strategy 1:	1. Apply best practices, concepts, and strategies identified through Instructional Framework professional development across the curriculum and staff and every aspect of the school.	5. Engage students in more authentic opportunities to collaborate, explore, analyze, and create products that demonstrate an understanding of content at a deeper level.
	2. Increase technology objectives across the curriculum. Focus instruction for ninth through eleventh grade students utilizing the one to one laptop initiative to increase achievement.	6. Employ bench mark tests and unit assessments to improve test taking skills and evaluate skill levels.
	3. Provide workshops to demonstrate authentic assessments of student work and test results. Conduct rounds so that teachers can observe and give feedback on instructional strategies used in classes.	7. Implement LCS Personalized Education Plans

	4. Teacher support of new and novice teachers through monthly meetings and mentors.	8. Move instruction from teacher-centered to student-centered instruction, which requires students to engage in ongoing critical thinking.		
Strategy 2:	Action steps: Meet or exceed NC Standards for the EOC tests.			
	1. Raise the achievement level for EOC tests through focusing on SCOS, pacing guides, benchmarks, collaboration, PLC's, and EVASS data.	5. Ensure all instruction is truly aligned to the level of rigor required for students to master state standards.		
	2. Disaggregate data from EOC results from previous years to identify strengths and weaknesses among students.	6.		
	3. Develop PEP's for high risk students in all subjects. Implement, monitor and evaluate portfolios for designated students.	7.		
	4. Coordinated planning between subjects to effectively integrate reading and math across the curriculum.	8.		
Strategy 3:	Action steps: Implement ACT improvement plan			
	1. Provide ACT online test prep to students	5.		
	2. Provide incentives for students to complete test prep program.	6.		
	3. ACT Vocabulary development, ACT "Word of the Day"	7.		
	4. Make "ACT Bulletin Board" to keep staff and students up to date on ACT/SAT activities.	8.		
PI	Professional development - Identify the professional development required to successfully implement the strategie			
	[3]	Course name/title	Course provider	Date completed

Entire Staff	Instructional Framework Professional Development and follow up with school administration and DPI personnel.	DPI facilitator	Ongoing
Core Courses	Instructional Coaches working with teaching staff.	LCS	Ongoing
Entire Staff	Race on Poverty	Central Office Staff Members	27-May-17
Department Chairs	Culturally Responsive Leaders	NC DPI facilitator	Ongoing
Data Management Team	SREB	SREB facilitators	Ongoing
Core Staff Members	Technology Infusion in Instruction	Central Office Instructional Tech Staff	Ongoing

How will we fund these strategies and associated professional development?

Funding source [4]	Local district funds	Funding amount:	\$1,000
Funding source [5]	Select a funding source	Funding amount:	\$0
Funding source [6]	Select a funding source	Funding amount:	\$0
Funding source [7]	Select a funding source	Funding amount:	\$0
Funding source [8]	Select a funding source	Funding amount:	\$0
		Total initiative funding:	\$1,000

Review frequency: Quarterly

Assigned implementation team

What does data show regarding the results of the implemented strategies?

ACT Test and EOC Exam Scores. Results from the Online Test Prep participation. Walkthrough Teacher Observations. Teacher Observations. Instructional Coaches' log of contacts with classroom teachers.

Ch

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Walkthrough Observations, teacher lesson plans, Practice ACT Test, Benchmark EOC Exams, EOC and ACT Test Scores

Ch **What does data show regarding the results of the implemented strategies?**

Marginal increase in scores for Algebra 1 and English 2. Slight decrease in scores for science.

Ac **Based upon identified results, should/how should strategies be changed?**

We need to continue to monitor for increased rigor in the classroom.

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data: School Climate

Decrease the number of days students are assigned to In-school Suspension from 1,570 to under 1000. Raise the percentage of teachers responding to the teacher working conditions survey that LSHS is a good place to work and learn from 75.6% to over 90%. Engage all stakeholders in the school improvement process as suggested in the NC DPI Comprehensive Needs Assessment.

School Goal 2: [9] Continue working to decrease the number of in class instructional days lost to disciplinary issues and improve the the percentage of positive survey responses concerning the learning environment at LSHS.

Supports this district goal: [10] Safe, Orderly, and Caring Schools: All student disciplinary infractions shall be reduced a minimum of 5% compared to the previous year.

Target: Reduction of school disciplinary actions, drop in crime incidents, positive feedback concerning school climate in s

Indicator: School disciplinary data, crime reports, student and parent surveys along with teacher working condition survey

Milestone date: 10-Jun-14

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

PI

Action steps: Improve school safety, and a positive school climate			
Strategy 1:	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>1. Develop social programs through the creation of clubs and organizations.</p> <p>2. Use a pyramid of interventions to more effectively redirect unwanted student behavior. Refine the disciplinary procedures, hall monitoring, bell system and school wide disciplinary procedures.</p> <p>3. Conduct parent, student, and teacher surveys that address the overall effectiveness of the school.</p> <p>4. Conduct various safety drills-fire, lock out, lock down and tornado</p> </td> <td style="width: 50%; vertical-align: top;"> <p>5. Engage all stakeholders in the school improvement planning process to ensure buy-in for school reform initiatives by collaboratively developing and implementing a shared vision and focused plan for increasing student learning.</p> <p>6. Conduct staff and parent sessions on gang and drug awareness</p> <p>7. Initiate academic and social rewards and incentive programs for students and faculty.</p> <p>8. Utilization of drug dog and metal detectors.</p> </td> </tr> </table>	<p>1. Develop social programs through the creation of clubs and organizations.</p> <p>2. Use a pyramid of interventions to more effectively redirect unwanted student behavior. Refine the disciplinary procedures, hall monitoring, bell system and school wide disciplinary procedures.</p> <p>3. Conduct parent, student, and teacher surveys that address the overall effectiveness of the school.</p> <p>4. Conduct various safety drills-fire, lock out, lock down and tornado</p>	<p>5. Engage all stakeholders in the school improvement planning process to ensure buy-in for school reform initiatives by collaboratively developing and implementing a shared vision and focused plan for increasing student learning.</p> <p>6. Conduct staff and parent sessions on gang and drug awareness</p> <p>7. Initiate academic and social rewards and incentive programs for students and faculty.</p> <p>8. Utilization of drug dog and metal detectors.</p>
<p>1. Develop social programs through the creation of clubs and organizations.</p> <p>2. Use a pyramid of interventions to more effectively redirect unwanted student behavior. Refine the disciplinary procedures, hall monitoring, bell system and school wide disciplinary procedures.</p> <p>3. Conduct parent, student, and teacher surveys that address the overall effectiveness of the school.</p> <p>4. Conduct various safety drills-fire, lock out, lock down and tornado</p>	<p>5. Engage all stakeholders in the school improvement planning process to ensure buy-in for school reform initiatives by collaboratively developing and implementing a shared vision and focused plan for increasing student learning.</p> <p>6. Conduct staff and parent sessions on gang and drug awareness</p> <p>7. Initiate academic and social rewards and incentive programs for students and faculty.</p> <p>8. Utilization of drug dog and metal detectors.</p>		
Strategy 2:	<p style="text-align: center;">Action steps: Improve school health, and well being among faculty and students</p>		

	1. Coordinate mental health services to provide services to students.		5.
	2. Use the nurse's services in a broader role to encourage healthy habits among students and faculty.		6.
	3. Use available resources to provide students with a pregnancy prevention program.		7.
	4.		8.
Strategy 3:	Action steps:		
	1.		5.
	2.		6.
	3.		7.
	4.		8.

PI	Professional development - Identify the professional development required to successfully implement the strategie			
	Staff person or group [11]	Course name/title	Course provider	Date completed
	Designated Staff	CPI Student Restraint Training	LCS	Oct-13
	Entire Staff	Gang Awareness Training	LPD	Sep-13
	Entire Staff	Lockdown Training	LPD	Sep-13
	Designated Staff	Blood Bourne Pathogen Training	AmSan	Aug-13
	Custodians	MSDS Training	AmSan	Aug-13
	Critical Response Team	CPR Training	C. Chauncey	Aug-13

How will we fund these strategies and associated professional development?			
Funding sourc [12]	Local district funds	Funding amount:	unknown
Funding sourc [13]	Select a funding source	Funding amount:	\$0
Funding sourc [14]	Select a funding source	Funding amount:	\$0
Funding sourc [15]	Select a funding source	Funding amount:	\$0
Funding sourc [16]	Select a funding source	Funding amount:	\$0

						Total initiative funding:		#VALUE!
Review frequency:	Quarterly							

Assigned implementation team

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

Attendance, disciplinary, and academic reports generated through powerschool, Safety Drill Reports. Attendance sheets of professional development sessions.

Ch

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Decrease in disciplinary referrals and loss of instructional days due to disciplinary actions.
 Decrease gang related activity.
 Parent awareness of gang related behavior.
 Use of pyramid of interventions across the school.
 Increase number of clubs and organizations and increase number of student participation.
 Increase awareness of psafety procedures and protocols.
 Utilization of county services to provide instruction on sex education to sudents.

Ch

Based upon identified results, should/how should strategies be changed?

Ongoing - results will be reviewed at the end of the school year

Ac

Priority Goal 3 and Associated Strategies

Area for improvement and supporting data: School Attendance and Staff retention

Increase the yearly attendance rate for students from 94% to 96% and improve the teacher retention rate of teachers from 85% to 90%. Use strategies identified in the NC DPI Comprehensive Needs Assessment study to meet the developmental needs of teachers.

School Goal 3: [17] Improve the student yearly attendance rate to 96% and maintain quality instructional staff at a rate of 95%

Supports this district goal: [18] Safe, Orderly, and Caring Schools- The student attendance rate will meet or exceed 95%

Target: Increase the student attendance rate by 1% as measured monthly in the attendance report. Work to maintain quality teachers at a rate of 90%.

Indicator: Daily attendance counts, monthly attendance rate, attendance make-up participation, teacher survey, staff turnover rate.

Milestone date: Monthly

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

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Strategy 1:	Action steps: Improve school attendance	
	1. Identify high risk attendance students daily; refer absentees to attendance staff and social worker	5. Develop and implement a comprehensive guidance program to ensure all students and parents receive adequate advisement and information about student progress, college, career, and scholarship opportunities. This is information was derived from the CNA report.
	2. Monitor classroom tardiness and absenteeism; refer students to truancy officer.	6.
	3. Provide reward and incentives for good attendance - exam exemption policy	7.
	4. Quarterly awards for students with perfect attendance.	8.

Strategy 2:
Action steps: Recruit, employ, develop, and retain employees

1. Use committees as a part of the interview process.	5. Enhance the instructional monitoring process by providing all teachers with specific, descriptive, developmental feedback that encourages teachers to be reflective practitioners per CNA report.
2. Offer professional development that is catered toward the advancement in the teaching profession.	6. Morale building activities and incentives.
3. Support new and novice teachers.	7. Engage all staff in meaningful professional learning communities by establishing protocols for effective meetings, providing ongoing training based on student and teacher needs, and giving support and feedback to ensure meetings lead to improved instructional practices.
4. Assign quality mentors to new and novice teachers. Provide time monthly for meetings with the lead mentor.	8. Provide authentic professional development that engages teachers in best instructional practices aligned to the state standards to improve the level of rigor, collaboration, and engagement in all lessons by recommendation of the CNA report.

Strategy 3:	Action steps:	
	1.	5.
	2.	6.
	3.	7.
	4.	8.

P I a n / D o	Professional development - Identify the professional development required to successfully implement the strategies above.			
	Staff person or group [19]	Course name/title	Course provider	Date completed
	Entire Staff	Powerschool Staff Development and Training	NCDPI	Aug-16
	Beginning Teachers	Beginning Teacher Meetings and Support Groups	LCS	Ongoing-Monthly
	Entire Staff	Instructional Rounds	LCS	Ongoing
	Entire Staff	Instructional Framework	LCS	Ongoing
	Targeted Staff	Focused Lesson Plans	LCS	Ongoing
	Subject Specific Prof Devel	Best Teaching Practices	DPI	Varied

How will we fund these strategies and associated professional development?

Funding source 1: [20]	Select a funding source	Funding amount:	\$0
Funding source 2: [21]	Select a funding source	Funding amount:	\$0
Funding source 3: [22]	Select a funding source	Funding amount:	\$0
Funding source 4: [23]	Select a funding source	Funding amount:	\$0
Funding source 5: [24]	Select a funding source	Funding amount:	\$0
		Total initiative funding:	\$0
Review frequency:	Quarterly		

Assigned implementation team:

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

Monthly attendance reports generated by truancy officer.
 3-6-10 day attendance letters that are mailed to parents/guardians
 Sign in forms in guidance to determine number of students and parents who visit guidance to receive services.
 Retention rate of staff.
 Attendance of profession development activities.
 Attendance of beginning teacher meetings.
 Mentor logs.
 CWT forms.
 TWC survey.

Check

Ch

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Student attendance rate.
Number of tardies.
Usage of guidance services by wider range of stakeholders.
Retention rate of quality staff.
Improved TWC results.
Implementation of best, higher quality teaching strategies on a consistent basis.
Retention and development of new teachers.
CWT log.

What does data show regarding the results of the implemented strategies?

Increase rigor in the classroom on a consistent basis.
Decrease number of tardies.
Increase attendance rate based on monthly reports.
Decrease number of tardies.

Based upon identified results, should/how should strategies be changed?

**Ac
t**

Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:

School Goal 1: [25]

Supports this district goal: [26]

Target:

Indicator:

Milestone date:

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

PI

Strategy 1:	Action steps:	
	1.	
	2.	5.
	3.	6.
	4.	7.
		8.
	Action steps:	
	1.	5.
	2.	6.
	3.	7.
	4.	8.
	Action steps:	
	1.	5.
2.	6.	
3.	7.	
4.	8.	

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

Staff person or group [27]	Course name/title	Course provider	Date completed

How will we fund these strategies and associated professional development?

Funding sourc [28]	Select a funding source	Funding amount:	\$0
Funding sourc [29]	Select a funding source	Funding amount:	\$0
Funding sourc [30]	Select a funding source	Funding amount:	\$0
Funding sourc [31]	Select a funding source	Funding amount:	\$0
Funding sourc [32]	Select a funding source	Funding amount:	\$0
		Total initiative funding:	\$0

Review frequency: Quarterly

Assigned implementation team

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

Ch

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Ch **What does data show regarding the results of the implemented strategies?**

Ac **Based upon identified results, should/how should strategies be changed?**

Priority Goal 5 and Associated Strategies

Area for improvement and supporting data:

School Goal 1: [33]

Supports this district goal: [34]

Target:

Indicator:

Milestone date:

Goal 5 Improvement Strategies – Identify research-based strategies whenever possible.

PI

PI	Strategy 1:	Action steps: 1. 2. 3. 4.
		5. 6. 7. 8.
	Strategy 2:	Action steps: 1. 2. 3. 4.
		5. 6. 7. 8.
	Strategy 3:	Action steps: 1. 2. 3. 4.
		5. 6. 7. 8.

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

Staff person or group [35]	Course name/title	Course provider	Date completed

How will we fund these strategies and associated professional development?

Funding sourc [36]	Select a funding source	Funding amount:	\$0
Funding sourc [37]	Select a funding source	Funding amount:	\$0
Funding sourc [38]	Select a funding source	Funding amount:	\$0
Funding sourc [39]	Select a funding source	Funding amount:	\$0
Funding sourc [40]	Select a funding source	Funding amount:	\$0
		Total initiative funding:	\$0

Review frequency: Quarterly

Assigned implementation team

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

Ch

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Ch

What does data show regarding the results of the implemented strategies?

Ac

Based upon identified results, should/how should strategies be changed?

Checklist of State-required On-going Operational Activities

All Schools

Does this school:

Implement strategies for improving performance of all students?

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

Plan use of staff development funds?

Plan for use of assessments to monitor student progress?

Provide daily duty-free lunch to teachers?

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

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

Amend the School Improvement Plan when one or more AMO targets is missed in the same subject area for two consecutive years?

K-8 Schools Only

Does this school:

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

Any required components not included as part of a school's 3-5 School Improvement Plan goals may be placed in an appendix.

Title I schoolwide Compliance Review and Plan

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1114(b) of Title I). Each required component is described below, with an explanation of how each contributes to the creation of a successful schoolwide program. The goals and strategies you've already developed may fulfill many of these requirements.

Schoolwide reform strategies: Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

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

Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:

Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

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

Our school is addressing the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:

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High-quality and ongoing professional development: Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

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

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



Strategies to attract highly qualified teachers to high-need schools: Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

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

Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:

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Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

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

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:

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Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.

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

Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:

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Measures to include teachers in decisions regarding the use of academic assessments: In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

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

Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

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

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:



Coordination and integration of Federal, State, and local services and programs: Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.

This school improvement plan addresses this requirement.		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
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		Strategy 1					
		Strategy 2					
		Strategy 3					

Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:

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Title I Targeted Assistance Compliance Review and Plan

A targeted assistance school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1115 of Title I). Targeted assistance programs must use Title I resources to help school's most-at-risk children meet State academic achievement standards. Each required component is described below, with an explanation of how each contributes to the creation of a successful targeted assistance program. The goals and strategies you've already developed may fulfill many of these requirements.

Targeted assistance strategies: Instructional strategies and initiatives in the plan must be based on scientifically based research with a primary consideration for extending learning time and providing accelerated, high-quality curriculum for students identified as failing or most at-risk of failing the State's challenging student academic achievement standards.

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

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

Instruction by highly qualified teachers: Teachers and paraprofessionals working in targeted assistance programs must be highly-qualified. Instructional activities must be implemented by a teacher meeting the definition of highly-qualified for the core academic content area being taught in the targeted assistance program.

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

Our targeted assistance program addresses the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:



High-quality and ongoing professional development: All teachers and staff in targeted assistance program schools must be equipped to face the challenge of helping Title I targeted assistance students meet the State's academic achievement standards. To do this, they must be familiar with methods of identifying students who need additional assistance and they should receive sustained, high-quality professional development to help them implement student academic achievement standards in the classroom. Professional development may be extended, as appropriate, to those who partner with Title I teachers to support Title I participating students. This may include other classroom teachers, principals, paraprofessionals, and parents.

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

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

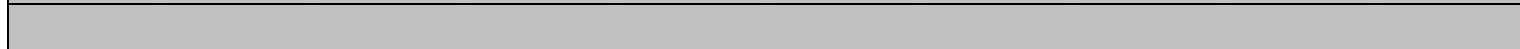


Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that targeted assistance programs develop strategies to involve parents of Title I students in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

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

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:

Empty response area for parental involvement strategies.



Coordination and integration of Federal, State, and local services and programs: Targeted assistance program schools are expected to coordinate and integrate services, with other Federal, State and local programs and services.

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

Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:

Empty response area for coordination and integration strategies.

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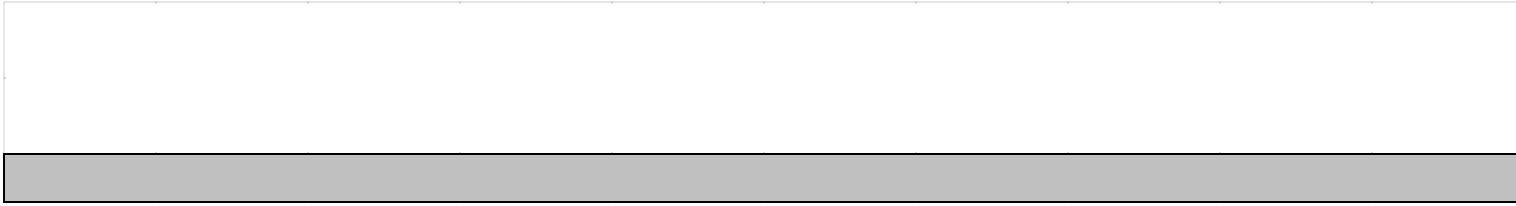


Plans must support and coordinate with regular education programs: Effective targeted assistance programs capitalize on strong support and coordination with regular education programs. This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. This may include transitioning students from early childhood programs such as Early Reading First and others to provide a foundation for later academic success.

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

Our school uses the following strategies to support and coordinate with the regular education program, in addition to our focus on the priority goals listed in this plan:

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Compliance Review and Plan for Schools in Title I School Improvement

Each school identified for Title I School Improvement must, no later than three months after notification that the school is in Title I School Improvement, develop or revise its school plan. This plan must be developed in consultation with parents, school staff, the local education agency serving the school, and outside experts. The plan must cover a two-year period.

Professional development requirements: Schools in Title I School Improvement must 1) provide assurance that the school will spend not less than 10 percent of its Title I funds each year for high quality professional development, 2) specify how these professional development funds will be used to remove the school from school improvement status, and 3) incorporate a teacher mentor program.

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

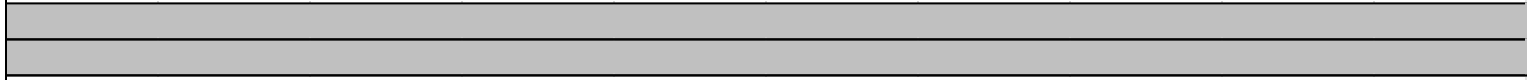
Our school is addressing these three additional professional development requirements in the following ways, in addition to our focus on the priority goals listed in this plan:

Notification to parents: Schools in Title I School Improvement must describe specifically how the school will provide written notice about the identification of the school as a Title I School Improvement school to the parents of each student enrolled in the school.

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

		Strategy 2					
		Strategy 3					

Our school is providing written notification to parents in the following manner:



School, district and state agency responsibilities: Schools in Title I School Improvement are required to clearly define the responsibilities of the school, LEA, and SEA in implementing improvement strategies. LEAs are minimally required to offer technical assistance in the form of data analysis, budget analysis, and identification and implementation of improvement strategies. State-level assistance may include provision of a state-wide system of support, including allocation of funding and other technical assistance.

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

Our school, the school district, and the state education agency are supporting improvement of our school in the following ways:

School:

LEA:

SEA:



Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that targeted assistance programs develop strategies to involve parents of Title I students in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

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

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:

Coordination and integration of Federal, State, and local services and programs: Targeted assistance program schools are expected to coordinate and integrate services, with other Federal, State and local programs and services.

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

Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:



Plans must support and coordinate with regular education programs: Effective targeted assistance programs capitalize on strong support and coordination with regular education programs. This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. This may include transitioning students from early childhood programs such as Early Reading First and others to provide a foundation for later academic success.

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

Our school uses the following strategies to support and coordinate with the regular education program, in addition to our focus on the priority goals listed in this plan:



**School-based Management and Accountability Program
 Summary of School-based Waiver Requests
 Program Years: 2016-2017**

LEA or Charter School Name/Number: Lexington City Schools - 291

School Number(s)	Request for Waiver
336	<p>1. Please describe the waiver you are requesting. Request the EOC Flexible Testing Wavier so that students recovering credit can be tested when the course work has been completed.</p> <p>2. Identify the law, regulation, or policy from which exemption is requested. EOC Testing window requires that all students must test within the last 5 days of each semester.</p> <p>3. State how the waiver will be used. It will be used to test students recovering credit at the time they complete the necessary class work.</p> <p>4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan. Helps to maintain students on course to graduate on time and meet performance goals.</p> <p style="text-align: center;">(Please duplicate this sheet as needed for additional waivers.)</p>

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

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

Name and role of person(s) responsible for implementing this plan:

Statement of Responsibility for the School District Superintendent

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

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

Statement of Responsibility for the School Principal

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

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

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

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

Assistant Principal(s):

Teachers:

Teacher Assistants:

Other School Staff:

Services for At-risk Students

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

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Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

--

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.

In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.)

Goal:	
Target:	
Indicator:	
Milestone Date:	
Goal:	
Target:	
Indicator:	
Milestone Date:	

Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.

Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs

Program or Strategy Being Funded	Amount of Funding	Source of Funding

- [1] The school goal should be an overall goal based upon the priorities you identified following data analysis.
- [2] Identify the supported district goal here.
- [3] Input individual names (i.e., "Mary Johnson") or the name of a group (i.e., "7th grade social studies teachers")
- [4] Select a funding source from the drop-down list.
- [5] Select a funding source from the drop-down list.
- [6] Select a funding source from the drop-down list.
- [7] Select a funding source from the drop-down list.
- [8] Select a funding source from the drop-down list.
- [9] The school goal should be an overall goal based upon the priorities you identified following data analysis.
- [10] Identify the supported district goal here.
- [11] Input individual names (i.e., "Mary Johnson") or the name of a group (i.e., "7th grade social studies teachers")
- [12] Select a funding source from the drop-down list.
- [13] Select a funding source from the drop-down list.
- [14] Select a funding source from the drop-down list.
- [15] Select a funding source from the drop-down list.
- [16] Select a funding source from the drop-down list.
- [17] The school goal should be an overall goal based upon the priorities you identified following data analysis.
- [18] Identify the supported district goal here.
- [19] Input individual names (i.e., "Mary Johnson") or the name of a group (i.e., "7th grade social studies teachers")
- [20] Select a funding source from the drop-down list.
- [21] Select a funding source from the drop-down list.
- [22] Select a funding source from the drop-down list.
- [23] Select a funding source from the drop-down list.
- [24] Select a funding source from the drop-down list.
- [25] The school goal should be an overall goal based upon the priorities you identified following data analysis.
- [26] Identify the supported district goal here.
- [27] Input individual names (i.e., "Mary Johnson") or the name of a group (i.e., "7th grade social studies teachers")
- [28] Select a funding source from the drop-down list.
- [29] Select a funding source from the drop-down list.
- [30] Select a funding source from the drop-down list.
- [31] Select a funding source from the drop-down list.
- [32] Select a funding source from the drop-down list.
- [33] The school goal should be an overall goal based upon the priorities you identified following data analysis.

[34] Identify the supported district goal here.

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

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

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

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

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

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