

How to Use This Template

General Information

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.**

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.

Reference Tabs – These tabs provide information to aid the planning process.

SBE Goals – This tab lists the five current State Board of Education goals for North Carolina. Use this as a reference as needed.

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.**

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.

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.

School Improvement Plan Tabs – The School Improvement Plan consists of these tabs.

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.**

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.

Steps 3 through 7 – School Goals – These tabs provide space to record goals based upon the priorities resulting from data analysis. A separate tab is provided for each goal up to 5 goals (3-5 goals are recommended for each school). For each goal, several items can be recorded: the relevant area for improvement, the goal and the district-level goal it supports, measures, quantitative target, and milestone date. The school improvement team can also record the specific strategies to be implemented to achieve the goal along with action items for each strategy. The lower portion of each sheet provides a place to discuss potential interventions, to identify funding sources (using a drop-down menu) and team members, and to document the reviewcycle frequency for the goal (also using a drop-down menu). **Please note that each of these pages contains multiple drop-down menus.**

Other SIP-related Requirements

Safe Schools Plan – This template for the Safe Schools Plan is aligned to the state legislative requirements specified in § GS 115C-105.47. Using this template to guide Safe School planning will ensure schools address the appropriate requirements. 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.

Title I School-wide Review - If your school is a Title I School-wide school, use this tab to develop your Title I Plan. This portion of the template was developed in conjunction with NC DPI Program Monitoring and offers space to address all federal requirements for this program. 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. This portion of the template was developed in conjunction with NC DPI Program Monitoring and offers space to address all federal requirements for this program. 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 according to the guidelines specified in GS § 115C-105.26. These guidelines are enumerated in the SIP Implementation Guide.

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 Randolph County Schools

District Goal 1:

Randolph County Schools will produce globally competitive students.

Supports SBE Goal: Goal 1 – North Carolina public schools will produce globally competitive students.

District Goal 2:

Randolph County Schools will be led by 21st Century Professionals.

Supports SBE Goal: Goal 2 – North Carolina public schools will be led by 21st Century professionals.

District Goal 3:

Healthy and Responsible Students.

Supports SBE Goal: Goal 3 – North Carolina Public School students will be healthy and responsible.

District Goal 4:

Leadership for Innovation.

Supports SBE Goal: Goal 4 – Leadership will guide innovation in North Carolina public schools.

District Goal 5:

Governed and supported by 21st Century Systems.

Supports SBE Goal: Goal 5 – North Carolina public schools will be governed and supported by 21st Century



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. 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)

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://ncreadyschools.org>)

Special Education Continuous Improvement Plan

Title I AYP (<http://ayp.ncpublicschools.org>)

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

School Vision and Mission Statements for Randolph Early College High School

Vision:

Raising Expectations and Creating Higher Standards

Mission:

"To empower students by maximizing their unique potential through a personalized, engaging academic experience"



LEA or Charter Name/Number: Randolph County Schools - 760
School Name/Number: Randolph Early College High School
School Address: 629 Industrial Park Ave. Asheboro, NC 27205
Plan Year(s): 2010 - 2012
Date prepared: Oct-10

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	Signature
Principal	Cathy Waddell	
Inst. Support Representative	Nancy Cross	
Parent Representative	Marty Frazier	
Teacher Representative	Bryan Haywood	
Teacher Representative	Debra McDowell	
Teacher Representative	Marie Milliner	
Teacher Representative	Juanita Ray	
Counselor Representative	Tina Trotter	
Student Information Rep	Tresa Hatchett	

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

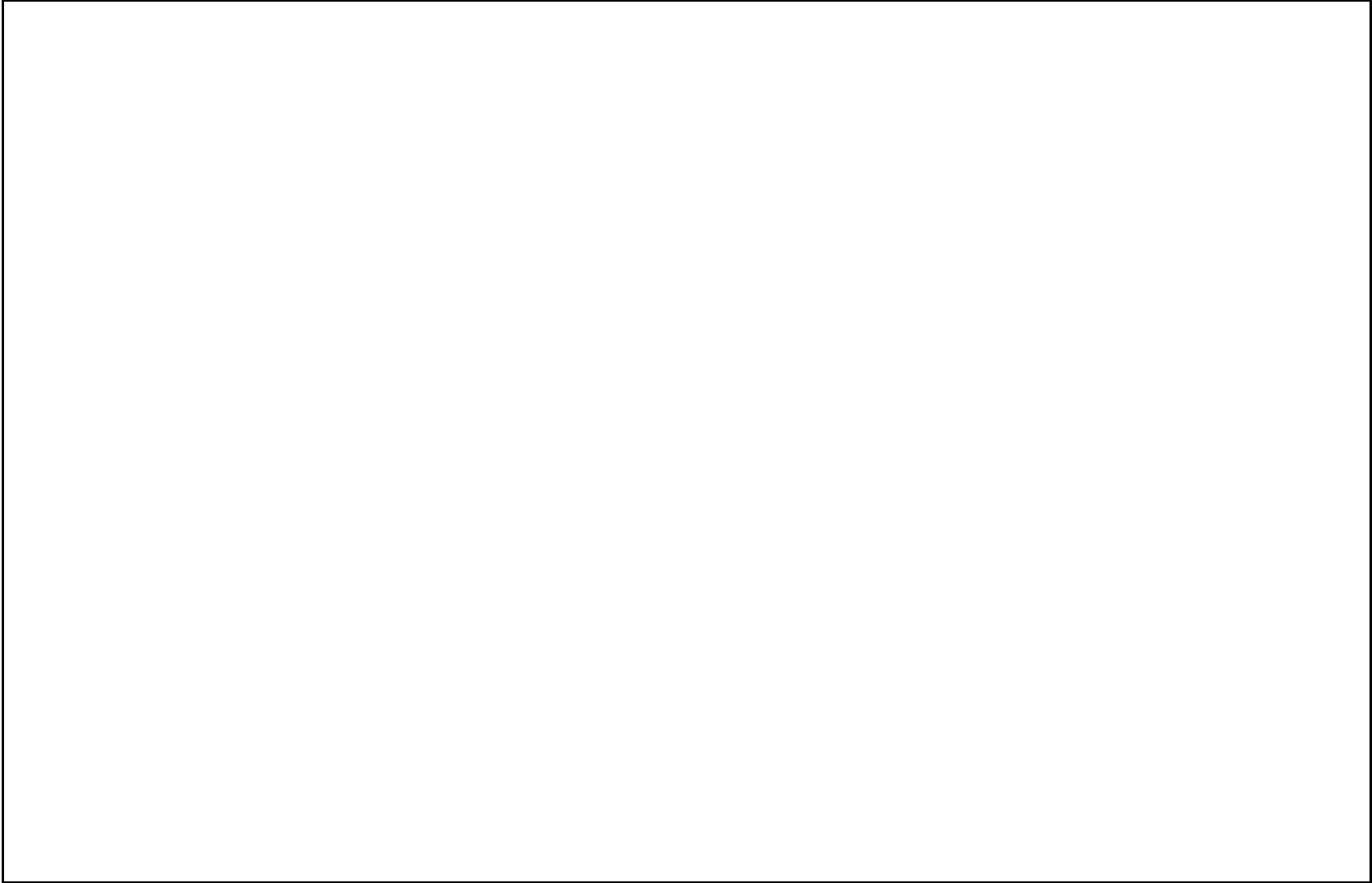
School Data and Summary Analysis

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

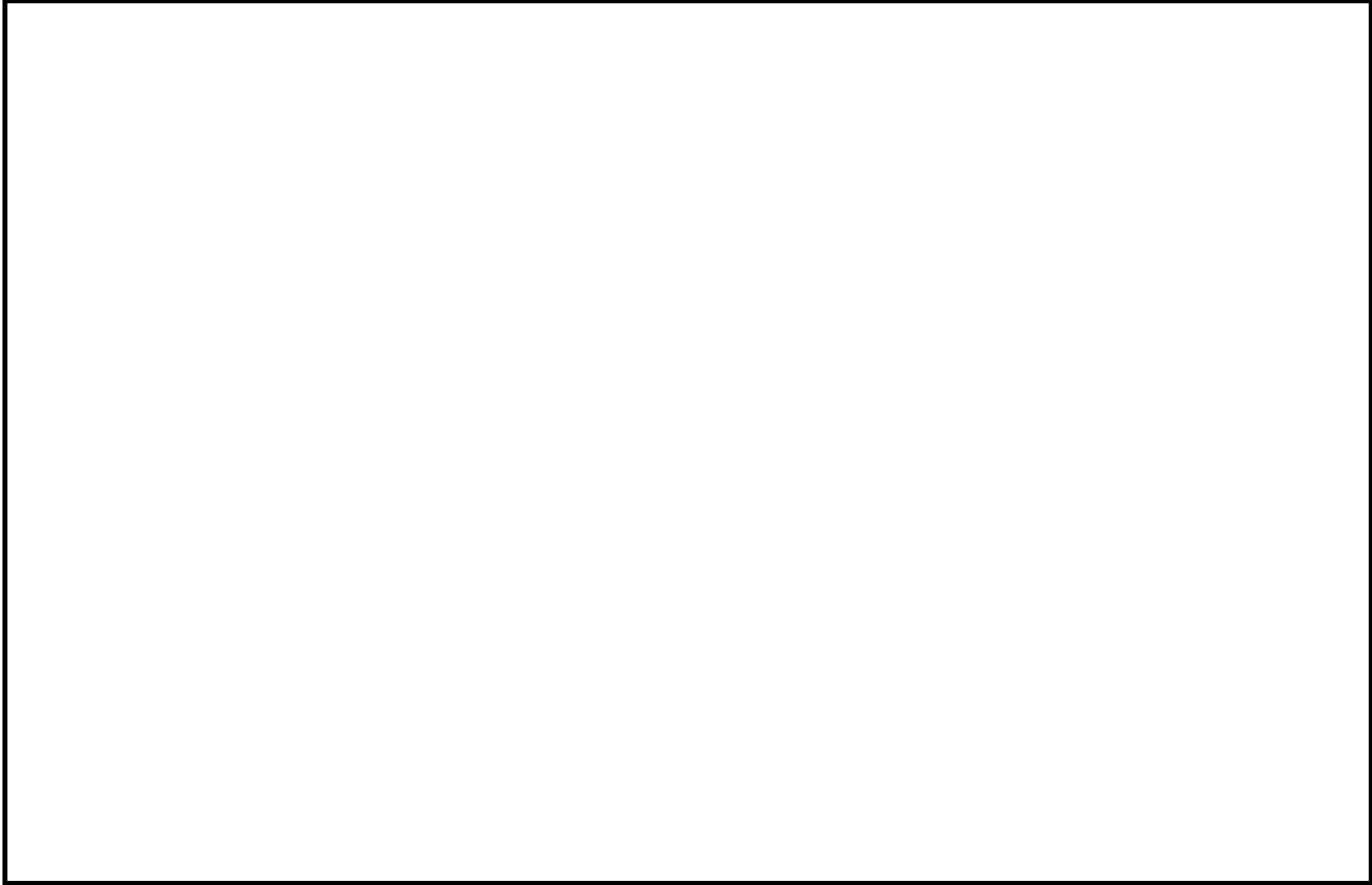
Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well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

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

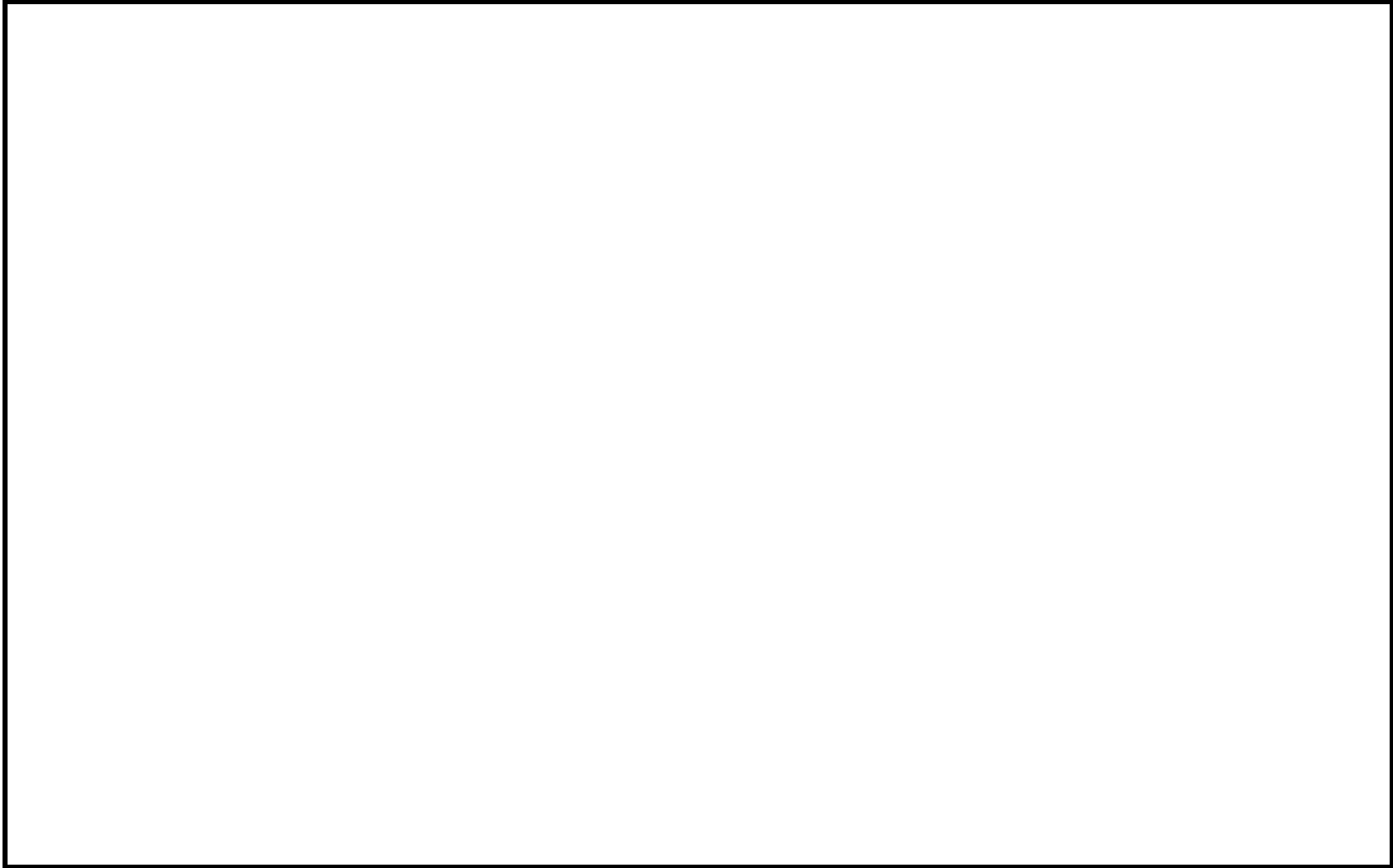
2. What does the analysis tell you about your schools gaps or opportunities for improvement?



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



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.



Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

For the past two years, the percentage of ninth grade students earning GPAs of less than 2.0 has increased. Last year, the percentage reached an all-time high of 38%. Students need to be successful with their ninth grade college experience in order to increase their chances of completing a two-year degree. Additionally, students must stay in good academic standing with the community college to access courses that satisfy their high school elective requirements.

School Goal 1: To increase the percentage of students earning college GPAs of 2.0 or higher to at least 85% of the freshmen class.

Supports this district goal: Randolph County Schools will produce globally competitive students

Target: increase number of students with a GPA of 2.0 or higher in college classes to 85% or more

Indicator: end of semester data: Dec 2010 and May 2011

Milestone date: end of ninth grade year - May 2011

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

Plan/Do

Strategy: Ninth grade Academic Lab teachers will receive grade feedback from students after all major assignments.

Action steps:

Strategy 1:	1. record college grades on major assignments as reported by students	5.
	2. teacher conference with students who are failing assignments	6.
	3. CIS 110 grades collected by email from instructor	7.
	4. conference will be held with ALL students in the fall	8.

Strategy: Students who are struggling in college classes will be guided to utilize additional support resource: study groups, Smarthinking, meetings with professors, writing lab, Campus Cruiser and tutoring with high school teachers

Action steps:

Strategy 2:	1. struggling students are directed to meet with college instructors to develop an academic plan.	5.
	2. students are required to use Campus Cruiser accounts to stay informed about available assistance and access Smarthinking.	6.
	3. all freshmen will attend ACA 122 - a freshmen orientation course offered by RCC.	7.



	4.	8.
Strategy 3:	Strategy: The Liaison will seek formal feedback on ninth grade college performance twice each semester instead of once as with upper classmen.	
	Action steps:	
	1. grades will be requested during the first half of the semester and again during the second half	5.
	2. conferences will be held with struggling students to determine suitable resources	6.
	3.	7.
4.	8.	



Plan/Do	Strategy 4:	Strategy: Parents will be informed and counseled via personal contact when student reports a failing grade in a college class to their Academic Lab teacher.	
		Action steps:	
		1. ninth grade team will divide list of names and make phone calls	5.
		2.	6.
		3.	7.
	4.	8.	
Plan/Do	Strategy 5:	Strategy: Additional time and resources will be devoted to teaching ninth graders college-success skills.	
		Action steps:	
		1. all ninth graders will take ACA 122 – “College Transfer Success”	5.
		2. time will be devoted to building skills to support college success	6.
		3.	7.
	4.	8.	
Funding source 5: other		Funding amount:	\$1,500
		Total initiative funding:	\$1,500
Review frequency: Quarterly			
Assigned implementation team: Ninth Grade teachers, Liaison, Counselors, Support Staff			
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Evidences of Action Steps: Academic lab log; track referral log for resources; grade reports; phone logs; ACA attendance roster		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
By comparing academic success of students using interventions against those who did not.			

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

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

Act

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Many students at RECHS struggle to perform basic arithmetic without the aid of a calculator. The Asset test that is used to place our students into community college math courses has shown an 81% passing rate on the elementary algebra test which allows the use of a calculator, but only a 60% passing rate on the numerical skills test which is calculator inactive. This has limited students' ability to show mastery of new concepts in both high school and college math and science courses. Students can often see the big idea, but are unable to arrive at the correct answer due to errors in arithmetic. Even though RECHS has a high proficiency level on EOC tests, our school failed to meet high growth in math.

School Goal 2: For RECHS to meet HIGH GROWTH status for the 2010-2011 school year in Algebra I and Algebra II while also increasing proficiency percentages on the End-of-Course tests

Supports this district goal: To produce Globally Competitive Students

Target: Algebra I EOC scores 90% proficient; Algebra II EOC scores 90% proficient; meet HIGH GROWTH category in Algebra I and Algebra II

Indicator: EOC scores, EVAAS Data, Asset Test Data

Milestone date: End of December 2010 and end of May 2011

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

Plan/Do

Strategy 1: **Strategy:** Students will be given formative assessments three times during each math course to gauge mastery and retention. The data will facilitate further instruction and review.

Action steps:

1. Teachers administer both teacher-made and district-made benchmark assessments.
- 2.
- 3.
- 4.

- 5.
- 6.
- 7.
- 8.

Strategy 2: **Strategy:** Students who do not show mastery will be provided opportunities outside of class to improve their ability to comprehend and solve problems related to topics lacking in proficiency.

Action steps:

1. academic lab
2. before/after school tutoring
3. personal education plans between teachers, students and parents
4. focused intervention during lunch

- 5.
- 6.
- 7.
- 8.

Strategy: Fundamental arithmetic skills such as addition, subtraction, multiplication tables and fractions will be reviewed.

Action steps:

Strategy 3:	1. in class review	5.
	2. review during academic lab	6.
	3. review during junior seminar	7.
	4.	8.

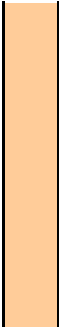


Plan/Do

Strategy 4:	Strategy: Vertical alignment of high school and community college math courses will ensure that student are prepared for future math courses.		
	Action steps:		
	1. Review class syllabi and student work in math department meetings		5.
	2. Meet with community college math faculty		6.
		7.	
		8.	
Strategy 5:	Strategy: Use EVAAS data to identify students who lack basic skills and who have not performed well on standardized tests.		
	Action steps:		
	1. EVAAS data training		5.
	2.		6.
		7.	
		8.	
Review frequency: Quarterly			
Assigned implementation team: All RECHS teachers			

Check

What data will be used to determine whether the strategies were deployed with fidelity?			
Evidence of Action Steps: diagnostic assessments; formative assessments; tutoring log; academic lab log; lesson plans; projects			
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)			
Track grades of students who attend tutoring; formative data - county-wide benchmark, teacher-made; summative data - EOC data, and EVAAS data			
What does data show regarding the results of the implemented strategies?			



Act

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

Empty response area for the 'Act' step.



Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

Based on the results from the school SACS 2010 accreditation report, RECHS scored 'operational' for standard 6 - stakeholders, community and relationships. "There is an increased need of multiple modes of communication to support student success." Currently, our primary modes of communication include parent meetings, recorded phone messages, and a school newsletter. There needs to be a concerted effort to reach parents through multiple means at an increased frequency.

School Goal 3:	RECHS will use multiple methods to maintain and enhance two-way communication with all educational partners, adding at least three more strategies.
Supports this district goal:	Leadership for Innovation
Target:	Develop three additional strategies
Indicator:	School-wide survey
Milestone date:	May-11

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

Plan/Do

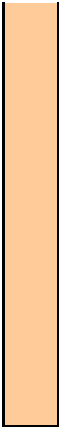
Strategy 1:	Strategy: To improve upon the use of the parent phone and email databases at each grade level, updating as we become aware of email address changes, providing regular information to and from parents via phone messaging with AlertNow as well as electronic emails and parent conferences.	
	Action steps:	
	1. Continually solicit and update contact information	5. training and informational meetings on political opportunities available to complete higher education
	2. train students to use Campus Cruiser email accounts and send regular communication to that account	6.
	3. use multiple languages for AlertNow whenever possible	7.
	4. secure interpreter for parent conferences and meetings	8.
	Strategy: Continue to utilize community members as guest speakers to supplement and enhance Healthful Living curriculum and to increase student awareness of community resources and career opportunities.	
	Action steps:	
	1.CDC and Ninth Grade counselor work together to secure appropriate guest speakers	5.



Strategy 2:	2. CDC works to build a network of community resources to offer job shadowing and internship opportunities for RECHS students	6.
	3. 4.	7. 8.
Strategy 3:	Strategy: Offer at least 4 parent meetings per year in order to disseminate information to parents and provide a venue for open, face-to-face, two-way dialogue between RECHS and families, also providing a place to share questions and concerns.	
	Action steps:	
	1. hold a Ninth Grade parent meeting during the first 8 days of school to set the stage for student success	5. develop a Freshman parent handbook to be given at orientation in September
	2. hold a Senior meeting in September to address senior issues and concerns including college application and scholarship / financial aid opportunities	6. orientation meeting held with parents at each grade level at opening of school in the fall
	3. hold a Junior / Senior meeting in November to explore CFNC and career development counselor opportunities	7. rising freshmen informational parent meeting in May prior to the start of the school year
4. hold a spring meeting for Sophomores to discuss 4-year plans	8.	

Plan/Do	Strategy: Provide a forum or share-event such as student speakers, student work, graduation project, etc. to involve diverse groups from the community, to improve relationships, and to increase awareness of RECHS and our mission in the community.		
	Action steps:		
	Strategy 4: 1. recruit graduation project judges from the community utilizing an RCC press release to encourage involvement		5.
	2. maintain representation of student ambassadors on the Superintendent's Student Advisory Council		6.
	3. secure membership on RCC committees (SGA, Academic Advisory) to ensure a voice from the RECHS student body		7.
4		8.	
Funding source 5: other		Funding amount:	\$1,500
		Total initiative funding:	\$1,500
Review frequency: Quarterly			
Assigned implementation team: the entire RECHS team, select RECHS students, RECHS parents			
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Alert Now results email database parent sign-in sheets parent conference schedules survey results calendar of activities graduation project database Campus Cruiser		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	The following will be analyzed: parent / student / community survey results		
What does data show regarding the results of the implemented strategies?			





Act

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

A large empty rectangular box for providing answers to the question above.



Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:

School Goal 4:

Supports this district goal:

Select a district-level goal

Target:

Indicator:

Milestone date:

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

Plan/Do

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

Plan/Do

How will we fund these strategies?

Funding source 1: Select a funding source
Funding source 2: Select a funding source
Funding source 3: Select a funding source
Funding source 4: Select a funding source
Funding source 5: Select a funding source

Funding amount:
Funding amount:
Funding amount:
Funding amount:
Funding amount:
Total initiative funding: \$0

Review frequency: Quarterly

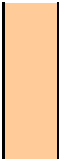
Assigned implementation team:

Check

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

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

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



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

Act

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Priority Goal 5 and Associated Strategies

Area for improvement and supporting data:

School Goal 5:

Supports this district goal:

Select a district-level goal

Target:

Indicator:

Milestone date:

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

Plan/Do

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

Plan/Do

How will we fund these strategies?

Funding source 1: Select a funding source
Funding source 2: Select a funding source
Funding source 3: Select a funding source
Funding source 4: Select a funding source
Funding source 5: Select a funding source

Funding amount:
Funding amount:
Funding amount:
Funding amount:
Funding amount:
Total initiative funding: \$0

Review frequency: Quarterly

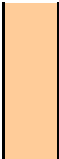
Assigned implementation team:

Check

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

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

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



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

Act

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Safe School Plan for Randolph Early College High School

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:	Randolph County Schools
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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:

The superintendent shall be subject to disciplinary action should he fail to carry out his duties related to the safe schools plan. Such action may include a reprimand placed in the superintendent's personnel file or withholding of the superintendent's salary, or both, or revocation of the superintendent's certificate as specified in North Carolina General Statute 115C-274.

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)

The consequences to the principal for failure to carry out assigned responsibilities may include a reprimand in the principal's personnel file and disciplinary proceedings under G.S. 115C-325.



Assistant Principal(s): The consequences to the principal for failure to carry out assigned responsibilities may include a reprimand in the principal's personnel file and disciplinary proceedings under G.S. 115C-325.

Teachers: It shall be the duty of all teachers, (including substitute teachers, voluntary teachers, and teacher assistants when given some authority over a school program) in accordance with G.S. 115C-307:

1. To maintain order and discipline
2. To provide for general well-being of students
3. To provide some medical care for students
4. To teach students
5. To enter into a plan for professional growth
6. To discourage nonattendance
7. To make required reports
8. To take care of school buildings

Responsibilities also include individualizing instruction to meet the needs of students at-risk due to academic problems and/or disruptive/disorderly conduct, communicating with parents/guardians of these students, and making referrals of students at risk. A teacher, student teacher, substitute teacher, voluntary teacher, or teacher assistant shall report to the principal acts of violence and/or violations of school board policy. If, after a teacher has requested assistance from the principal two or more times due to a student's disruptive behavior, the teacher finds that the student's disruptive behavior continues to interfere with the academic achievement of the student or of other students in class, then the teacher may refer the matter to the Student Services Team, or if the student has identified disabilities, to the Individual Education Plan committee. The respective committees shall make a recommendation in accordance with G.S. 115C-325. Possible consequences for failure to carry out these assigned responsibilities may include a reprimand placed in the teacher's personnel file and/or disciplinary proceeding under G.S. 115C-325.



Teacher Assistants: It shall be the duty of all teachers, (including substitute teachers, voluntary teachers, and teacher assistants when given some authority over a school program) in accordance with G.S. 115C-307:

1. To maintain order and discipline
2. To provide for general well-being of students
3. To provide some medical care for students
4. To teach students
5. To enter into a plan for professional growth
6. To discourage nonattendance
7. To make required reports
8. To take care of school buildings

Responsibilities also include individualizing instruction to meet the needs of students at-risk due to academic problems and/or disruptive/disorderly conduct, communicating with parents/guardians of these students, and making referrals of students at risk. A teacher, student teacher, substitute teacher, voluntary teacher, or teacher assistant shall report to the principal acts of violence and/or violations of school board policy. If, after a teacher has requested assistance from the principal two or more times due to a student's disruptive behavior, the teacher finds that the student's disruptive behavior continues to interfere with the academic achievement of the student or of other students in class, then the teacher may refer the matter to the Student Services Team or, if the student has identified disabilities, to the Individual Education Plan committee. The respective committees shall make a recommendation in accordance with G.S. 115C-325. Possible consequences for failure to carry out these assigned responsibilities may include a reprimand placed in the teacher's personnel file and/or disciplinary proceeding under G.S. 115C-325.

Other School Staff: It shall be the duty of other personnel (media specialists, school counselors, support personnel, School Resource Officers, and non-certified employees (when given some authority over a school program) in accordance with G.S. 115C-307:

1. To maintain order and discipline
2. To provide for general well-being of students
3. To provide some medical care for students
4. To teach students
5. To enter into a plan for professional growth
6. To discourage nonattendance
7. To make required reports
8. To take care of school buildings

Possible consequences to certified personnel for failure to carry out assigned responsibilities include the possibility of reprimand placed in the employee's personnel file and/or disciplinary proceedings under G.S. 115C-325. All non-certified employees have responsibility to maintain safe and orderly schools in keeping with their respective roles as assigned by their supervisor. Consequences for not doing so include the possibility of a reprimand placed in the employee's personnel file, suspension with or without pay, and/or dismissal.



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.

The Randolph County Schools has procedures in place for identifying the needs of students who are at risk of academic failure or of engaging in disruptive or disorderly behavior:

1. Safe Schools survey is conducted annually.
2. Safe Schools physical assessment /At Risk assessment is conducted annually at each individual school through Safe Havens International (Michael Dorn).
3. Connors Comprehensive Behavioral Rating Scale is used by teachers to assess the social/emotional needs of the students. It is also used as a screening tool for referrals to outside agencies.
4. Social Workers and Student Advocates carry a 15 student case load (rotating) throughout the school year. Data is gathered throughout the school year that will support the prevention strategies and interventions used to help the student become more successful in the school setting.
5. Social workers, school nurses, school counselors, psychologists, speech therapists, occupational and physical therapists and other support staff observe students, conduct appropriate assessments and conference with students, parents, and other school staff.
6. Teachers and administrators observe students, review student's academic, discipline, attendance and test data in addition to conferencing with students and parents. IEP's and Section 504 plans are also evaluated.
7. Administrators, teachers and support staff work cooperatively with community agencies such as court counselors and mental health counselors in assessing and meeting the needs of students.
8. Central office staff coordinates student surveys and program evaluations/reports for in-school suspensions, out-of-school suspensions, bus suspensions, dropout prevention, Safe and Drug-Free Schools, and School Crime and Violence.
9. Testing and Accountability department evaluates school system data and provides disaggregated data and longitudinal data to all schools. Testing and Accountability and Instructional departments assist school staff in interpreting and analyzing data.
10. Individual School Improvement teams review all data (discipline, attendance, academic, etc.) to assess student needs.



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 or removing them from classrooms when necessary.

The Randolph County schools have in place a variety of referral procedures and services:

1. Teachers and parents refer students to school administrators.
2. Student referrals are made to site-based committees, such as School Improvement, School Assistance Team, Student Services, or IEP team.
3. Student referrals are made to support staff (e.g., school counselor, social worker, dropout prevention, prevention specialists, psychologist, speech therapist, or nurse).
4. Parent, community volunteers, mentors, teachers, support staff refer students for academic remediation (before, during, and after school) for students performing below grade level or at risk of performing below grade level. Referrals are made for academic remediation through Title I, Special Education, Section 504, or Early Intervention Reading Programs.
5. Test data is used to determine which students are in danger of non-promotion or not receiving course credits.
6. Central Office administrators notify school-based staff about at-risk students.
7. Student's academic and behavioral progress is monitored through daily activities, interim reports, and report cards.
8. Schools communicate between and among attendance areas when at-risk students transfer within the county district.
9. Behavioral contracts are used to maintain standards and expectations for students who have had discipline problems.
10. Administrators and teachers conference with students who are having academic and behavioral difficulties at school.
11. Non-certified staff members notify administrators, counselors, and teachers about who is having academic and behavioral problems.
12. School Resource Officers refer students to administrators and county agencies.
13. Discipline reports are used to keep track of students who are disruptive.
14. Referral to community support services (e.g., mental health, social services, and Community in Schools) are made as necessary.
15. Student attendance data is monitored to track student absences. Students who have attendance problems are referred to the school social worker and then to Truancy Court.
16. Student nurses and school social workers work with families of students that have health and/or attendance issues.
17. Substance Abuse and Family Education (SAFE) programs provide assistance to students with drug, alcohol, and substance abuse problems.
18. Second Step Curriculum is used in Kindergarten through First grades as prevention to aggression.
19. Second Step, Take Charge, and G.R.E.A.T. curricula are used in Middle Schools as prevention to violence and gangs.
20. Prevention Specialists are in place at the Middle School and High School levels to implement the Second Step and Take Charge Curricula.
21. Gang Resistance Education Awareness Training (G.R.E.A.T.) is taught by School Resource Officers (SRO).
22. Connors Comprehensive Behavioral Rating Scale is used by teachers to assess the social/emotional needs of the students and to screen tool for referrals to outside agencies.
23. IEP committees and Section 504 committees identify and recommend strategies to help exceptional children and 504 students achieve academic and developmental goals and objectives.
24. Personalized Education Plans (PEP) are written for all students that are achieving below grade level.
25. School Improvement Teams develop the School Improvement Plan and Remediation Plan that identifies specific strategies to meet the needs of its individual school population.



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.

1. Short-term or long-term suspended students who are court involved are referred to the Juvenile Day Reporting Center (JDRC) in lieu of being sent home. The JDRC provides an alternative to out-of-school suspension for students who have been adjudicated as delinquent. The JDRC serves students ages 10-18 who are either short-term or long-term suspended from school. The mission of JDRC is to hold juvenile offenders more accountable for their criminal behavior, while emphasizing the protection of the public by placing suspended students in a contained intensive treatment environment while focusing their priorities and responsibilities on educational requirements and treatment services in order to reintegrate participants back into the community and public school system to complete their education so as to become more productive and responsible persons in the community with their peers. Arrangements may be made for a student to continue to earn course credit toward graduation.
2. Students may be referred to Intervention Centers (IC) in lieu of out-of-school suspensions. The Intervention Centers provide an alternative to out-of-school suspension. Assignments to the IC are typically for 1-10 days. The purpose of the IC is to help students develop social skills and self-discipline. The IC assists students in developing plans for self-control and appropriate behaviors, and practice decision-making and learn how to handle conflict situations with their peers, teachers and parents. Intervention Center staff assists students in completing academic assignments. Students are also given information about laws pertaining to disruptive behavior. Intervention Center staff involves other agencies as needed to assist in meeting student needs.
3. High School Principals may refer students to the Evening Academy Program as an alternative to long-term suspension or as a way to earn additional course credit (NovaNet). Middle School Principals may refer students to Randolph Alternative to Long-Term Suspension (RALTS) program.
4. In-school suspension programs are available at each middle school and high school and serve to isolate disruptive students and provide an opportunity for them to stay in school and complete course work.



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: To review and update the present Crisis/Emergency Plan to make it more relevant to Randolph Early College High School.
Target: Updated Crisis/Emergency Plan
Indicator: Updated Crisis/Emergency Plan, Agendas from planning meetings, staff meeting
Milestone Date: Spring 2011

Goal: To increase stakeholders' awareness of the types and incidents of bullying and promote an anti-bullying atmosphere at RECHS.
Target: Increased awareness of RCS Connect Initiative and anti-bullying messages throughout school, website, and email
Indicator: RCS Connect Initiative posters, Seminar course outline, staff sign-in sheet, screenshot of webpage w/ info., parent/student email, cyberbullying & harassment presentation
Milestone Date: Spring 2011

Goal: To ensure that all stakeholders are aware of and understand the Randolph Community College Zero Tolerance Policy through
Target: 100% of students and parents will be made aware of the Randolph Community College Zero Tolerance Policy
Indicator: Student Planner, Parent Email, Screenshot of Webpage w/ policy, Parent meeting agendas, parent/student/community survey
Milestone Date: Spring 2011

In accordance with General Statute §115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs).

Goal: All RECHS staff will know proper techniques for seclusion and restraint in the educational setting.
Target: All RECHS staff trained in seclusion and restraint
Indicator: Documentation of staff members trained, date of training, name and credentials of trainer
Milestone Date: December 20, 2010

Goal: All RECHS staff will have personal knowledge and written information on the various crises that could occur within the educational setting at RECHS.
Target: 100% of staff will receive overview training and a current RCS Crisis Manual
Indicator: Record of the training and signature indicating receipt of RCS Crisis Manual
Milestone Date: December 20, 2010

Goal: At least 3 RECHS staff members will be trained as 1st responders.
Target: 3 RECHS staff members trained as 1st responders
Indicator: Record of the training
Milestone Date: May 20, 2011

In accordance with General Statute §115C-105.47 (b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development		Planned/Completed				
Counselors & staff training on bullying		Completed				
Seclusion and restraint		Planned				
1st responder training		Planned				

Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.

(1) Memorandum of Agreement between Randolph County Schools and Randolph County Sheriff's Department has been signed for the payment and services of School Resource Officers in all our middle and high schools. School staff will work cooperatively with School Resource Officers and School Resource Officers will assist at elementary schools as needed. (2) There will be regular ongoing contact between Randolph County Schools and the local law enforcement. (3) Randolph County Schools will partner with the Randolph County Sheriff's Office to provide a Junior Sheriff's Academy during the summer for select at-risk students and for students wanting to become law enforcement. (4) A representative from the Central Office will participate on the Juvenile Crime Prevention Council. (5) Representatives from the Sheriff's Office will serve on the Connect Initiative for Randolph County Schools. (6) Local Law Enforcement will be included in the development of emergency plans such as crisis plans and bomb threats. They will also conduct Mock Crisis Drills annually for schools. (7) Principals will report certain acts occurring on school property to law enforcement as required by G.S. 115C-288.

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.

(1) End-of-Year school system discipline reports shall be presented to the Board of Education, Superintendent, Principals, and the Media. Safe School Plans from individual schools are presented to the Board of Education for review. (2) County-wide meetings are held for parents of ESL and Migrant students with information presented in Spanish. All policies are on the system's web site for easy access and given out at the beginning of the school year to students and parents in both English and Spanish. (3) Individual schools share information through newsletters, PTA and other parent group meetings and the media. (4) Safe School Plans are monitored yearly by individual schools and central office. (5) Superintendent Trustees meetings are held three times per year to gather information and give information concerning healthy, safe, orderly and caring schools. The forums consist of community and local business leaders, students, parents, and school personnel. (6) Advisory boards are established at each school to gather input from individual communities.

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

Program or Strategy Being Funded	Amount of Funding	Source of Funding



Title I School-wide 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.

		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 schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:



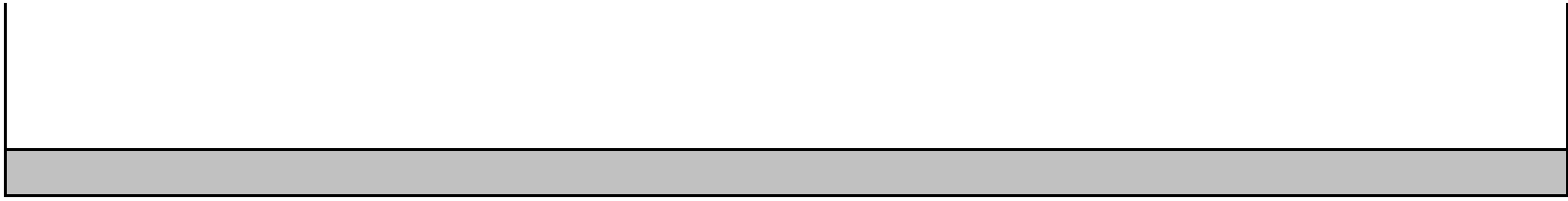
Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (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:

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,

			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 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.							
			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1						
	Strategy 2						
	Strategy 3						
Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:							

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							
			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1						
	Strategy 2						
	Strategy 3						
Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:							

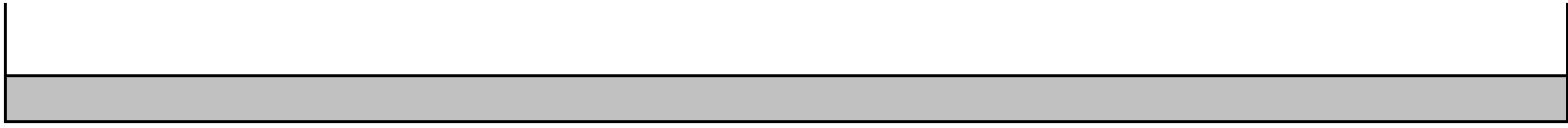


Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading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

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

Measures to include teachers in decisions regarding the use of academic assessments:							
<p>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.</p>							
			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>	Strategy 1					
		Strategy 2					
		Strategy 3					
<p>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:</p>							



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.

			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 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

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

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



Title I Targeted Assistance Compliance Review and Plan

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

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

			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.

			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 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,

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



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

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

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



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

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

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

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

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

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



Compliance Review and Plan for Schools in Title I School Improvement

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

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

			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					

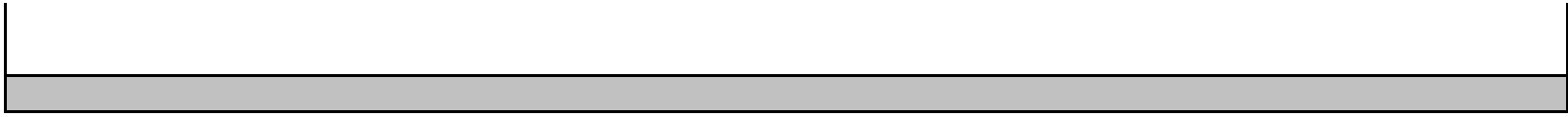
Our school is addressing these three additional professional development requirements in the following ways, in addition to our focus on the priority goals listed in this plan:



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.

		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 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.

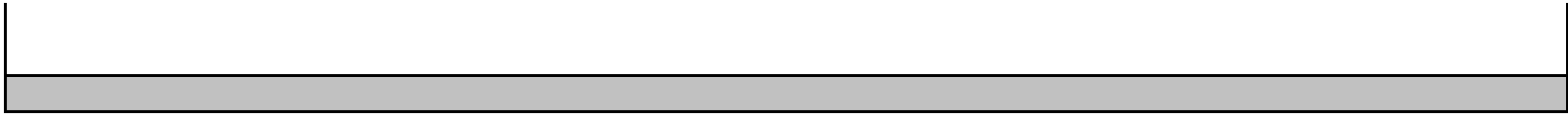
			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1						
	Strategy 2						
	Strategy 3						

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

School:

LEA:

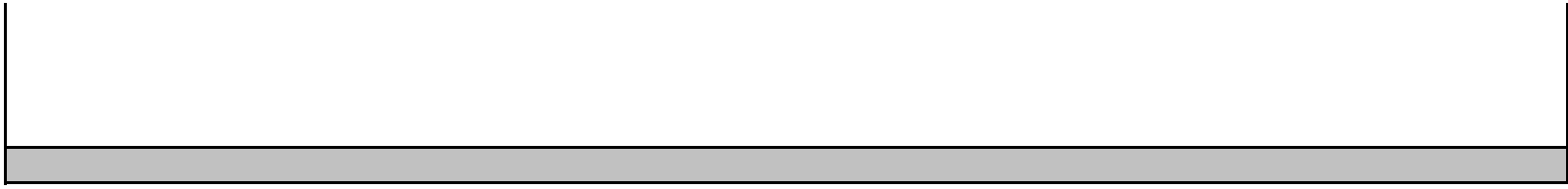
SEA:



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.

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

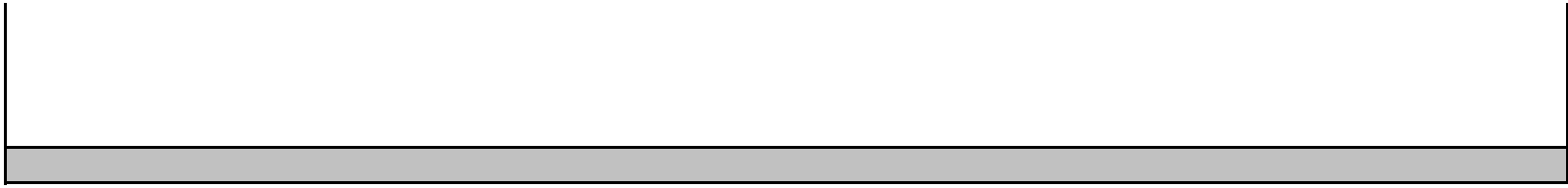
Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:



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

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

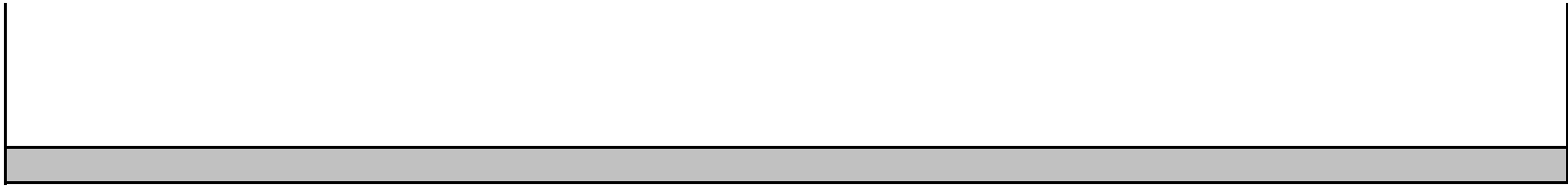
Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:



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

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

Our school uses the following strategies to support and coordinate with the regular education program, in



School Improvement Summary 2009-2010

School:

School Goal 1:

Based upon identified results, should/how should strategies be changed or how have the strategies been successful for the goal.
Check One:
Goal Completed:
Goal to be continued for the next 2 years:

School Improvement Summary 2009-2010

School Goal 2:

Based upon identified results, should/how should strategies be changed or how have the strategies been successful for the goal.
Check One:
Goal Completed:
Goal to be continued for the next 2 years:

School Improvement Summary 2009-2010

School Goal 3:

Based upon identified results, should/how should strategies be changed or how have the strategies been successful for the goal.
Check One:
Goal Completed:
Goal to be continued for the next 2 years:

School Improvement Summary 2009-2010

School Goal 4:

Based upon identified results, should/how should strategies be changed or how have the strategies been successful for the goal.
Check One:
Goal Completed:
Goal to be continued for the next 2 years:

School Improvement Summary 2009-2010

School Goal 5:

Based upon identified results, should/how should strategies be changed or how have the strategies been successful for the goal.
Check One:
Goal Completed:
Goal to be continued for the next 2 years: