

SanLee Middle School
School Improvement Plan
School Number 341

Executive Summary

After reviewing data from the following sources; North Carolina End of Grade Assessments, North Carolina End of Course Assessments, North Carolina Final Exams, Educator Value Added Assessment System, Advanced Ed, North Carolina Department of Public Instruction State Report Card, North Carolina Educator Effectiveness System, and PowerSchool, SanLee Leadership Team adopted three School Improvement goals for the 2015-16 school year.

1. Build positive, working relationships between staff, students, families, and our community with purpose of increasing student performance and achievement by 10% in all tested areas by May of 2016 and decrease teacher turnover by 5% by July 2016.
2. Align our practices in core content areas and continue our path as a nationally recognized AVID Showcase School and become an emerging Demonstration School by 2018.
3. Plan and utilize writing, inquiry, collaboration, organization, and reading to learn in 100% of lesson plans to increase academic rigor across all content areas and increase student achievement by 10% in all tested areas by May 2016.

Goal one of our plan entails developing targeted supportive relationships. We are establishing specialized clubs and activities for certain groups of students. Some students having considerable difficulty in the classroom will be assigned a mentor to complete daily check-ins, journaling, and weekly grade checks. Our student leadership organizations are adding a public service component to their yearly goals. Staff and faculty members will be highlighted publicly for showing leadership and supporting others throughout the school.

Goal two is aligning our practices with Advancement via Individual Determination school-wide rubric. We have adopted the organizational techniques of a single binder and agenda for the entire school this year. We are increasing the number of tutors trained in AVID tutorials and utilizing these tutors in after and during school tutorial sessions. This practice teaches students to think through and question where the point of confusion takes place and teaches them to rely on other students for their guidance instead of giving up, seeking the answer, or asking the teacher.

Goal three is to increase the rigor in lesson plans and classroom activities. SanLee is doing this through the incorporation of taught AVID strategies in writing, inquiry, collaboration, organization, and reading. We have multiple teachers across all grade levels and subject areas trained in these strategies. They provide training and support to each other during Professional Learning Communities and staff development opportunities. Administrators are also trained and provide resources and ideas during post conferences and walkthrough feedback with teachers.

SanLee Leadership believes working to achieve these three goals as a school, along with timely targeted interventions put into place for student, assistance provided by the District Lead teachers, materials and guidance from Central Office, will ensure we achieve adequate yearly growth for our students and come out of School Improvement status by June of 2016.

SanLee Demographics 2014-15:

Grade Level	Total In Grade	Asian	Black or African American	Hispanic	American Indian/Alaskan Native	Two or More	Native Hawaiian/Pacific Islander	White
6	245 133 / 112	2 0 / 2	42 21 / 21	92 47 / 45	3 1 / 2	7 4 / 3	1 1 / 0	98 59 / 39
7	279 140 / 139	2 1 / 1	71 39 / 32	103 49 / 54	2 1 / 1	10 4 / 6	2 1 / 1	89 45 / 44
8	279 132 / 147	1 1 / 0	60 31 / 29	84 32 / 52	2 0 / 2	10 5 / 5	0 0 / 0	122 63 / 59
Total	803 405 / 398	5 2 / 3	173 91 / 82	279 128 / 151	7 2 / 5	27 13 / 14	3 2 / 1	309 167 / 142

SanLee Demographics 2013-14:

Grade Level	Total In Grade	Asian	Black or African American	Hispanic	American Indian/Alaskan Native	Two or More	Native Hawaiian/Pacific Islander	White
6	277 145 / 132	0 0 / 0	72 39 / 33	102 50 / 52	2 1 / 1	10 5 / 5	2 2 / 0	89 48 / 41
7	264 130 / 134	1 1 / 0	53 26 / 27	79 33 / 46	2 0 / 2	10 5 / 5	0 0 / 0	119 65 / 54
8	291 144 / 147	1 0 / 1	72 31 / 41	87 48 / 39	1 0 / 1	3 2 / 1	0 0 / 0	127 63 / 64
Total	833 419 / 414	2 1 / 1	197 96 / 101	269 131 / 138	5 1 / 4	23 12 / 11	2 2 / 0	335 176 / 159

SanLee Demographics 2012-13:

Grade Level	Total In Grade	Asian	Black or African American	Hispanic	American Indian/Alaskan Native	Two or More	Native Hawaiian/Pacific Islander	White
6	269 128 / 141	1 1 / 0	55 29 / 26	81 35 / 46	2 0 / 2	8 3 / 5	0 0 / 0	122 60 / 62
7	220 108 / 112	1 0 / 1	55 23 / 32	69 36 / 33	1 0 / 1	3 2 / 1	0 0 / 0	91 47 / 44
8	287 142 / 145	2 2 / 0	63 31 / 32	83 42 / 41	3 2 / 1	8 4 / 4	0 0 / 0	128 61 / 67
Total	776 378 / 398	4 3 / 1	173 83 / 90	233 113 / 120	6 2 / 4	19 9 / 10	0 0 / 0	341 168 / 173

Over the past three years our school population and demographics fluctuate by approximately 5% each year. We have experienced a trend of a decrease in the percentage of African American, White, and females and an increase in male and Hispanics within our total school population. Our free and reduced has increased each year over the last three years from 65% to 72%. This trend is associated with the unemployment rate in our community. We serve rural areas of Lee County which are also primarily White and Hispanic.

There was a decrease over the last three years of 1.19 in safe, orderly and caring school data at SLMS from the 2013-14 to 2014-15 school year. We were two times the state average in the 2013-14 school year and also above our district average. SanLee was below the state and district in criminal acts last school year. This decrease is attributed to professional development with dealing with students in poverty, establishing SanLee's school wide positive behavior expectations, and consistency of a trained uniformed school resource officer from our Sherriff's Department.

We also have shown a slight increase in student attendance data over the past three years of .4%. This is attributed to our increase in Social Workers in the system. SanLee also established a monthly system of monitoring student attendance and school performance.

SanLee's teacher turnover rate jumped by 10% from the 2013-14 to 2014-15 school years. We were below the district's turnover rate both school years, but above the state's rate in the 2014-15 school year. We have increased the average number of teachers from 48 – 49 classroom teachers over the last 3 years. We have gone from 100% fully licensed to 95.9% fully licensed in the same time period. There has been an increase of two percent of the faculty with in advanced teaching degrees and a decrease of teachers with National Board Certification by one. Teacher Working Conditions Survey of 2014 indicated that teachers were pulled from planning time for extra duties. They also felt the need to be provided with professional development in the Common Core State Standards and their content areas. All of these areas have been addressed through district initiatives. One area which needs addressing now is our lack of up-to-date laptops/tablets for students. Our access to technology compared to the district and state is high, but outdated and slow. SanLee has continued to update desktops and technology needed for classroom instruction yearly.

College and Career (ALL)	SanLee	Lee Co	NC
2013	29.8	29.3	32
2014	39.9	40.2	45.8
2015	40.9	41.6	46.7

Grade Level Proficient (ALL)	SanLee	Lee Co	NC
2013	NA	NA	NA
2014	50.7	50.2	55.7
2015	50.7	51.4	56.3

College and Career (MATH)	SanLee
2013	43
2014	41.4
2015	40.5

Grade Level Proficient (MATH)	SanLee
2013	NA
2014	51.1
2015	47.9

College and Career (READING)	SanLee
2013	41.9
2014	36.8
2015	38.8

Grade Level Proficient (READING)	SanLee
2013	NA
2014	48.9
2015	50.5

College and Career (SCIENCE)	SanLee
2013	51
2014	44.6
2015	48.4

Grade Level Proficient (SCIENCE)	SanLee
2013	NA
2014	55
2015	59.6

LEA or Charter Name/Number:
School Name/Number:
School Address:
Plan Year(s):
Date prepared:

Lee County Schools - 530
 2309 Tramway Rd. Sanford, NC 27330

SanLee Middle School - 341
 2015-2016
 13-Oct-15

Principal Signature:

14-Oct-13

Date

Local Board Approval Signature:

Date

School Improvement Team Membership

From GS §15C-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, 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	Betsy Bridges	Principal	
Assistant Principal	Natalie Warren	Assistant Principal	
Assistant Principal	Kisha Derr	Assistant Principal	
Parent	Andrea Wright-Thompson	PTO President	
Support Staff Representative	Ashley Parker	Support Staff team leader	
Leadership Team	Cindy Quiggle	8th grade team leader	
Leadership Team	Karen Caldwell	7th grade team leader	
Leadership Team	Kevin Degon	ELA team leader	
Leadership Team	Josh Schneider	Social Studies team leader	
Leadership Team	Andrew Allen	6th grade team leader	
Leadership Team	Kris Jagers	Health/PE team leader/AD	
Leadership Team	Ellen Duncan	Elective team leader	
Leadership Team	Bonnie Marshall	AIG team leader	
Leadership Team	Mark Hildreth	ESL Teacher	
Leadership Team	Erica Menzer	Math team leader	
Leadership Team	Rena Szakaly	EC team leader	
Leadership Team	Beverly Marshburn	Science team leader	
Leadership Team	Nejla deLambert	Student Support team leader	

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, subgroup performance, attendance, teacher satisfaction, instructional practice (from walk-through/observations), and student learning (also from walk-through/observations as well as data).

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

The percentage of students which grew in the area of reading increased by 6.1%. Math 1 student proficiency increased by 24% and out performed the district. 6th and 8th grade reading achievement scores increased over the last year. We continue to outperform the district in math and the state in 6th grade math. Eighth grade science scores increased by 4%. Reading by ethnicity: 6th grade - all subgroups out performed the district, 7th grade black and Hispanic out performed district, and 8th grade black and Hispanic out performed the district. Math by ethnicity: out performed district - 6th grade: black, Hispanic, white 7th grade: Hispanic 8th grade: black and Hispanic. Reading Sub groups 6th- EDS +5% LEP +5% SWD +3% +8%. 8th - EDS +3%, LEP + 2%, SWD +3%, AIG + 7% Math subgroups 6th EDS +5%, LEP +25%, 8th EDS + 3%, Science 8th - EDS - +4%, LEP +10%, AIG +2% We have continued to expand the number of students in the AVID elective each year and the strategies across the school with over 15% of our population enrolled in this extra support class to prepare students for college and careers. Administration team members were visible in classrooms weekly and provided feedback to teachers on instructional practice regularly through face-to-face and email (over 300 informal recorded walk throughs using google forms and 120 formal observations using NCEES)

Instructional Practices/Resources: Fully wireless and technology-rich campus including Smartboards, document cameras, and mounted projectors in all classrooms, 30+ iPads for check out from media, iPads for every teacher, and flip cameras for classroom use; Technology integrated in all classes with laptops for all students; Research-based instructional software and internet-based resources including IXL, Study Island, and Renaissance Learning (Accelerated Reading); MobyMax, XL Extra Math, Achieve3000; All teachers meet weekly with grade level/department to analyze data from common assessments, and staff development; differentiation and flexible grouping in math and Language Arts; Activity-rich campus with variety of afterschool extracurricular opportunities that target multiple groups; Partnership with community businesses and active PTSO; Communities In Schools Liaison on site: Global Learning Center for Paxton Patterson in STEM and Careers Labs.

School Safety: 98.3% of staff reported feeling safe during the school day.

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

Gaps: Historically 8th grade science EOG scores are below the district and state and the data continues to show this, even though we did increase slightly in this area. We attribute some of this to curriculum compacting HS courses and 8th grade courses. There are no students enrolled in HS science for the 2015-16 school year. While our Math 1 student proficiency scores increased and outperformed the district and state, these students did not meet projected growth scores or perform as well in 7th or 8th grade math in which we are held responsible. We have decreased the number of students curriculum compacting in math in 7th and 8th grade. 7th grade scores took a dramatic dip in the math and reading for all subgroups. We attribute much of this to teacher turnover on this grade level and having large gaps of instruction with substitute teachers. We have also moved to teachers teaching only one subject at the 7th and 8th grade levels. Maintaining student cohort performance levels, in addition to closing achievement gaps, continue to be opportunities for improvement at SanLee. Sixth and seventh grade science and social studies scores are below the state and district. According to the state accountability system SanLee is in the second year of scoring a D and not meeting expected growth for our students. An overall analysis of the data shows a need to develop practices that increase rigor in all classrooms through reading, writing, and high levels of questioning.

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

Student projections in EVAAS - I will be pulling this information to share with teachers so they know how to track their students for growth. Growth data per teacher - When this is released at the end of the month, I will meet with individual teachers to discuss the data and make plans for how to use for growth this year.

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.

2015-16 Priorities:

- 1.) **After our Accreditation last year, we discovered a need to ensure students have an adult which works individually with them and tracks their progress.**
- 2.) **Increase percentage of students college and career ready in the areas of reading, math and science.**
- 3.) **The need to have a consensus on what rigor is and looks like in the classroom and set the expectation for rigor for all students school-wide.**

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Improve the school culture by building positive working relationships. We examined Teacher Working Conditions Survey, staff, parent, and student surveys from our Accreditation visit.

School Goal 1:
Supports this district goal:

Build positive, working relationships between staff, students, families, and our community with purpose of increasing student performance and achievement by 10% in all tested areas by May of 2016 and decrease teacher turnover by 5%
Create Community Schools and Ensuring Community Involvement and Enhancing a Welcoming Culture of Support and Collaboration

Target:
Indicator:

Decrease teacher turnover rate by 5% and maintain student short term and long-term referral rates.

Milestone date:

June 10, 2016

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

Strategy: Monitor academic progress through established adult relationship with all students.

Action steps:

1. Voluntary after school club and sports participation
2. Specialized during school clubs and groups for targeted students
3. Assign staff to individual students to do check ins and journaling
4. Sixth grade academy - Monthly service projects at meetings

5. Establish red flag lists per grade levels. Principals, guidance and social workers monitor weekly and provide extra supports to teachers, students and families. Update lists monthly at meeting.

Strategy 1:

Strategy: Increase parent and community involvement

Action steps:

<p>Strategy 2:</p> <ol style="list-style-type: none"> Promote activities using social media, website, and Blackboard Connect Plan events which highlight our students and their Utilize email and texting with parents to ensure they know what is going on at school Invite and utilize parental volunteers for school-wide 	<ol style="list-style-type: none"> Leadership clubs have a public service component (AVID, Sweet 16, NJAHS, SGLA) Increase parent portal access through sign ups at all school Communities in Schools liaison coordinate events
<p>Strategy 3:</p> <ol style="list-style-type: none"> Students of the month - by team - on news and board Staff of the month - 2 and highlight on news and board Name it, Claim it, Explain it - highlight teaching strategies which align with our SIP monthly Acknowledge accomplishments in Betsy's Bits - going out of way and doing great things 	<ol style="list-style-type: none"> Highlight on webpage and social media Culture committee sending cards and acknowledgements

<p>How will we fund these strategies?</p> <p>Funding source 1: Other</p> <p>Funding source 2: Select a funding source</p> <p>Funding source 3: Select a funding source</p> <p>Funding source 4: Select a funding source</p> <p>Funding source 5: Select a funding source</p> <p>Total initiative funding: \$0</p> <p>Review frequency: Quarterly</p> <p>Assigned implementation team: Admin team, classroom teachers, students, parents, PTSO</p>	<p>What data will be used to determine whether the strategies were deployed with fidelity?</p> <p>Red flag spreadsheets, Personal Plans for Success, and Student Support Team data will be reviewed twice a quarter to determine if these are being used effectively. Administrators, Social Workers, and Counselors will monitor follow through of interventions. Parent Portal access data will be monitored through PowerSchool reports. Principal's weekly newsletter, social media, and webpage will be monitored for above practices as well as numbers accessing.</p>
<p>How will you determine whether the strategies led to the progress toward the goal?</p> <p>Increase in classroom interventions being successful and a decrease in EC referrals. Increase in attendance and a decrease in tardies. Increase in retention of teachers and decrease in teacher turnover rates. We should see an increase in student achievement on district benchmarks and End of Grade Tests.</p>	<p>What does data show regarding the results of the implemented strategies?</p>
<p>Plan/Do</p>	<p>Check</p>

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Align the practices of our school to incorporate AVID strategies in all classrooms and subject areas. AVID site plan, EVAAS data on teachers and students, and end of year assessments in all tested subjects were examined.

<p>School Goal 2: Supports this district goal:</p>	<p>Align our practices vertically and horizontally in core content areas by using common language and strategies across the school for the purpose of increasing student achievement by 10% in all tested subjects. Attain Rigorous, Challenging and Meaningful Academic Programs</p>
<p>Target: Indicator: Milestone date:</p>	<p>Aligned school-wide practices using AVID strategies and increased student achievement in all subject areas by 10% Achieve expected growth in math, reading, and science and increase student achievement by 10% June 1, 2016</p>

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

Strategy: Increase the number of tutors trained in AVID and inquiry working with our students..

Action steps:

1. Hire 5 tutors to assist with AVID tutorials in AVID elective and after school tutorials
2. Train all tutors in AVID tutorial strategies using our district AVID coordinator.
3. Provide tutorial training for all staff members

Strategy 1:

5
6
7

	<p>4 Monitor inquiry strategies used with students</p>	8.
	<p>Strategy: Maintain the number of students taking the AVID elective class</p>	
	<p>Action steps:</p>	
	<p>1. Increase student and parent awareness of AVID across</p>	5. AVID elective teacher monitor student academic performance
<p>Strategy 2:</p>	<p>2. Increase numbers of students served in the AVID elective class by opening up an additional section at each grade level.</p> <p>3. Talk with students and families individually about the advantages of AVID</p> <p>4. Provide a way for students taking year long elective classes (AVID, Orchestra, and Band) an additional slot for an elective.</p>	<p>6. AVID elective teacher develops a personal relationship with AVID students and throughout the class - feeling of "family" to help students feel a part of school and AVID</p> <p>7</p> <p>8.</p>
	<p>Strategy: Establish expectations for school-wide AVID through binders, agendas, and WICOR in all lesson plans</p>	
	<p>Action steps:</p>	
<p>Strategy 3:</p>	<p>1. Provide training monthly on focus strategy during all meetings</p> <p>2. Monitor usage in walkthroughs and observations and</p> <p>3. Establish an AVID strategy webpage with resources for</p> <p>4. School-wide student supply list developed and shared with families</p>	<p>5. WICOR (writing, inquiry, collaboration, organization, and reading) expected in all lesson plans and monitored through walkthroughs and observations</p> <p>6. Provide extra teacher support through AVID site coordinator</p> <p>7.</p> <p>8.</p>

How will we fund these strategies?

- Funding source 1: Local district funds
- Funding source 2: School general funds
- Funding source 3: State funds - DSSF
- Funding source 4: Select a funding source
- Funding source 5: Select a funding source

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

Review frequency: Quarterly

Assigned implementation team: Administrators, Teachers, Staff, AVID site team

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

Administrators will do fidelity checks using our classroom walkthrough form for inquiry and levels of questioning used in the classroom and tutorials. Lesson plans will be monitored to for WICOR and noted on the walkthrough form. Tutor contracts and timesheets will be collected. The master schedule will demonstrate the addition of an AVID elective class on each grade level. Weekly and monthly PLC agendas will note WICOR and AVID strategy usage. Administrators and teachers will check binders and agenda usage. Classroom grades, quarterly district benchmarks, and end of grade assessments should indicate an increase in student achievement.

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

Walkthrough data, formal observations, lesson plans, agendas and binders should indicate and increase in teachers and students using school-wide organizational tools and strategies. Tutor contracts and hourly timesheets should indicate an increase in number of hours students are receiving high level inquiry for students. Agendas and notes from PLC's should indicate an increase in discussion and usage of AVID school wide strategies in writing, inquiry, organization, collaboration and reading. All of this should translate into an increased percentage of students proficient in end of grade tests and student growth.

Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

Increase rigor for all students in all subject areas. End of year test data from all subject areas have been reviewed and support this initiative.

School Goal 3:

Plan and utilize writing, inquiry, collaboration, organization, and reading to learn strategies (WICOR) to increase academic rigor across all content areas and increase student achievement by 10% in all tested areas by May 2016.

Supports this district goal:

Attain Rigorous, Challenging and Meaningful Academic Programs

Target:

100% of lessons across the school incorporate writing, inquiry, reading, collaboration, and organization

Indicator:

Meet expected growth in reading, math, and science and increase student achievement by 10% in all areas.

Milestone date:

June 10, 2016

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

Strategy: Provide training to all teachers in various school-wide AVID strategies using writing, inquiry, collaboration, organization, and reading to learn.

Action steps:

1. send additional teachers across grade levels and departments to district, regional, and national conferences and training.
2. AVID site team meets and plans monthly to assess school-wide implementation plan.
3. AVID strategies incorporated and modeled at all meetings
4. Grade level depts. discuss and share ideas throughout the month on the focus strategies.

5. Admin collects data on WICOR strategies being used in all walk throughs and observations.

6. Admin provides formative feedback and resources to teachers on ways to incorporate strategies

7. District lead teachers for reading, math, and AVID provide feedback and resources to teachers.

8

Strategy 1:

Strategy: Provide training to all necessary teachers in reasearch-based programs and materials to increase student achievement
Action steps:

<p>1. Monitor the usage of Accelerated Reader and provide training to new staff members on the program as necessary. Send weekly usage and success reports each week.</p>	<p>5. Provide training to math and science teachers on the new textbook adoption.</p>
<p>2. Provide additional training on Achieve3000 and all the reading and writing components. Monitor usage and provide feedback weekly.</p>	<p>6. Provide training to math and reading teachers in iReady print and online materials. Monitor usage for during and afterschool tutorials.</p>
<p>3. Review library collections and order books on all levels based off STAR assessments and lexile levels.</p>	<p>7. After school tutorials will be provided for targeted students (math, reading, and 8th grade science) consistently performing at levels 2, 3, and low 4's on EOG's using a combination of online and small teacher direct instruction.</p>
<p>4. Provide training to science teachers in eScience.</p>	<p>8. During school tutorials will be provided for targeted students in reading and math consistently performing at level 1's on EOG's.</p>
<p>Strategy 2:</p>	<p>Strategy:</p>
<p>Strategy 3:</p>	<p>Action steps:</p>

Plan/Do	<p>How will we fund these strategies?</p> <p>Funding source 1: State funds - DSSF Funding source 2: Local district funds Funding source 3: State funds - DSSF Funding source 4: State funds for at-risk students Funding source 5: Select a funding source</p> <p>Funding amount: Funding amount: Funding amount: Funding amount: Funding amount: Total initiative funding:</p> <p>Review frequency: Quarterly</p> <p>Assigned implementation team: Administration, Teachers, Staff</p>
Check	<p>What data will be used to determine whether the strategies were deployed with fidelity?</p> <p>Reports will be reviewed for all online materials for usage and growth in programs. School-wide strategy usage will be monitored using walkthrough and formal observations. Implementation will be reviewed at AVID site team meetings and in PLC's. Attendance will be tracked in interventions. PLC notes will note discussions and professional development delivered on research-based programs and textbooks. Teacher lesson plans and student work samples will be monitored for school-wide strategy implementation. Quarterly district benchmarks, classroom grades, and classroom interventions will be monitored and should show an increase in student achievement.</p> <p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p> <p>An increase in online program usage and student success data should be a positive indication of student growth and achievement. Consistent attendance in targeted interventions should also show a positive trend for academic achievement. Increased level of inquiry and rigorous student assignments should also indicate student are increasing college and career readiness. All notes and agendas should indicate expansion of discussions and usage of research-based school-wide strategies and programs. All of this should translate into an increase in percent proficient on end of grade assessments and student growth at the end of the year.</p> <p>What does data show regarding the results of the implemented strategies?</p>

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)

Current North Carolina Statutes do not address consequences for the school principal in the event (s)he fails to fulfill the responsibilities for r

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): Natalie Warren and Kisha Derr

Teachers: Kris Jagers, Courtney Lott, Hannah Thomas, Nick Baker

Teacher Assistants: Denise Green

Other School Staff: Officer Robert McLean, Nurse Nancy Blackman, Counselors Jessica Cole and Nejla deLambert

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.

Personalized Education Plans, Student Support Team, Exceptional Children Placement protocols as established by IDEA, monitoring of discipline data, Redirection, collaboration with Functional Behavioral Specialist, EC staff and Administration trained in Non-violent Crisis Intervention, Positive Behavioral Support program implemented throughout the school, implementation of disciplinary consequences (including In-School Suspension and/or Out-Of-School Suspension), collaboration with School Resource Officer, Peer Mediation in

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.

Student Support Team, Exceptional Children Placement protocols as established by IDEA, ReDirection, collaboration with Functional Behavioral Specialist, EC staff and Administration trained in Non-violent Crisis Intervention, Peer Mediation in conjunction guidance services

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.

Bragg Street Academy, Homebound Services, Modified day