

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

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 Rockingham County Schools

District Goal 1: Rockingham County Schools will produce globally competitive students.

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

District Goal 2: Rockingham 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: Rockingham County Schools' students will be healthy and responsible

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

District Goal 4: Leadership will guide innovation in Rockingham County Schools

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

District Goal 5: Rockingham County Schools will be 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

<p><i>Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas</i> <i>Examine data from such areas as:</i></p>
<p>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)</p>
<p>End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)</p>
<p>End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)</p>
<p>School Report Card results: (www.ncreportcards.org)</p>
<p>North Carolina Teacher Working Conditions Survey results: (http://ncteachingconditions.org)</p>
<p>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)</p>
<p>Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)</p>
<p>Career and Technical Education Local Plan</p>
<p>School Demographic Information related to student discipline. (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) http://www.ncpublicschools.org/research/discipline/reports)</p>
<p>School Demographic Information related to drop-out information and graduation rate data http://www.ncpublicschools.org/research/dropout/reports)</p>
<p>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)</p>
<p>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)</p>
<p>School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)</p>
<p>Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p>Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p>School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities</p>
<p>Ready Schools Inventory/Ready Schools Plan (http://ncreadyschools.org)</p>
<p>Special Education Continuous Improvement Plan</p>
<p>Title I AYP (http://ayp.ncpublicschools.org)</p>
<p>Healthy Active Children Initiative (http://www.nchealthyschools.org)</p>

School Vision and Mission Statements for Draper Elementary

Vision:

To provide students with a safe, stimulating atmosphere which instills an eager desire to learn.

Mission:

It is the aim of Draper Elementary School to provide an instructional program which will enable each student to realize his full potential. Provisions are made for enrichment experiences that will encourage students to develop and explore promising areas of interest and abilities.

We seek to help our students to develop ethical character and a sense of moral and civic responsibility which will enable them to contribute to a worthwhile society. We desire to help our students to develop personalities, values, and a sense of respect for persons and property.



LEA or Charter Name/Number: Rockingham County Schools - 790
School Name/Number: Draper Elementary School/322
School Address: 1719 E. Stadium Drive, Eden, NC 27288
Plan Year(s): 2010-2012
Date prepared: 16-Sep-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	Committee Position*	Signature
Principal	Tammy Heath	Principal	
Assistant Principal Representative			
Teacher Representative	Lauren Grogan	Chairperson/Fourth Grade Teacher	
Teacher Representative	Jill Dineen	Kindergarten Teacher	
Teacher Representative	Misty Slade	First Grade Teacher	
Teacher Representative	Tonya Gillespie	Second Grade Teacher	
Teacher Representative	Amy Lemons	Third Grade Teacher	
Teacher Representative	Angela Wilson	Fifth Grade Teacher	
Inst. Support Representative	Julie Allen	Exceptional Education Teacher	
Teacher Assistant Representative	Echo Murdock	Teacher Assistant	
Parent Representative	Marie Dunn	Parent	
Parent Representative	John Brown	Parent	
Parent Representative	Jill Brown	Parent	
Parent Representative	Sabrina Jumper	Parent	

* 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?

After reviewing the results from our third nine weeks benchmark, our EOG tests, our K-2 assessments, the teacher working conditions, our parent survey and our student survey, we noted the following opportunities for improvement:

Teachers do not feel comfortable raising issues and concerns that are important to them. (TWC)	Teachers do not feel comfortable raising issues and concerns that are important to them. (TWC)
Administrator does not consistently enforce rules for student conduct. (TWC)	Teachers believe school administrator does not consistently enforce rules for student conduct. (TWC)
Instructional time provided for them is insufficient. (TWC)	Teachers believe that non-instructional time provided for them is insufficient. (TWC)
(Student Survey)	Students like math better than reading (Student Survey)
Students do not believe bullying stops after being reported to an adult. (Student Survey)	Students do not believe bullying stops after being reported to an adult. (Student Survey)
Teachers do not listen to them. (Student Survey)	Teachers do not listen to them. (Student Survey)
Parents attended one or fewer parent trainings. (Parent Survey)	Forty percent of parents attended one or fewer parent trainings. (Parent Survey)
	Parents believe children need tutoring beyond t

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

We do not have sufficient data on our homeless population. We plan to have classroom teachers look at student folders to check for notarized papers or documentation of addresses that are not in the parents' name.

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.

We have determined that increasing our proficiency in math should be a top priority based on the EOG data (67.4%), our AYP data (We did not meet AYP in any of our three subgroups), and our 3rd nine weeks benchmark (We had 56%+ students at risk in math). We have determined that increasing our proficiency in reading should be a top priority based on the EOG data (45.2%), our AYP data (We met AYP in reading only by confidence interval in our economically disadvantaged and all group), and our 3rd nine weeks benchmark (We had 53%+ students at risk in reading). We have determined that increasing parent involvement should be a top priority based on our parent survey stating forty percent of parents attended one or fewer parent trainings, ninety-nine percent of parents believe their child will graduate from high school, eighty-seven percent believe their child will graduate from college. According to our EOG data, their hopes will not come to fruition without proper parent involvement and tr

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Math-In 2009-2010, our math proficiency dropped from 72.4% to 67.4%.

School Goal 1:	Raise the percent of students proficient on the math EOG test.
Supports this district goal:	Rockingham County Schools will produce globally competitive students.
Target:	Increase student proficiency in math from 67.4% to 75% (Safe Harbor)
Indicator:	Math Benchmarks and EOG proficiency
Milestone date:	23-Nov-10

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

Plan/Do

Plan/Do	Strategy 1:	Strategy: Collaborate around our common assessment data for instructional and remediation purposes.		
		Action steps:		
		1.Create common assessments		5.
		2.Collaborate during instructional planning		6.
		3.Participate in vertical planning		7.
	4.Collaborate weekly during CASA to discuss		8.	
	Strategy 2:	Strategy: Participate and implement research-based staff development		
		Action steps:		
		1.Attend Math Foundations and implement with fidelity		5.
		2.Attend ERG Guided Math and implement with fidelity		6.
		3.		7.
	4.		8.	
Strategy 3:	Strategy: Utilize specialized support staff			
	Action steps:			
	1.Obtain resources, training, and collaborate with our		5.	
	2.Obtain resources and plan collaboratively with our		6.	
	3.Review data with our district director of testing and		7.	
4.		8.		

Plan/Do	How will we fund these strategies?		
	Funding source 1:	Federal funds - Title I	Funding amount: \$12,700
	Funding source 2:	State funds - DSSF	Funding amount: \$5,000
	Funding source 3:	Select a funding source	Funding amount:
	Funding source 4:	Select a funding source	Funding amount:
	Funding source 5:	Select a funding source	Funding amount:
		Total initiative funding:	\$17,700
	Review frequency: Quarterly		
	Assigned implementation team: Principal, Instructional Coach, District Lead Math Teacher, District Director of Testing and Research, and All Staff		
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	We will use minutes from our observations/discussions, CASA instructional planning and data analysis, professional development rosters, grade level minutes, observations, and lesson plans.		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	We will collaborate around our K-2 assessments, benchmark assessments, common assessments, and the EOG assessments.		
	What does data show regarding the results of the implemented strategies?		



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

Act



Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:
Reading-We made AYP in reading only by confidence interval.

School Goal 2:	Raise the percent of students proficient on the reading EOG test.
Supports this district goal:	Rockingham County Schools will produce globally competitive students.
Target:	Increase student proficiency in reading from 45.2% to 55.2% (Safe Harbor)
Indicator:	Reading benchmarks and EOG reading proficiency
Milestone date:	23-Nov-10

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

Plan/Do

Plan/Do	Strategy 1:	Strategy: Collaborate around our common assessment data for instructional and remediation purposes.			
		Action steps:			
		1.Create common assessments			5.
		2.Collaborate during instructional planning			6.
		3.Participate in vertical planning			7.
	4.Collaborate weekly during CASA to discuss			8.	
	Strategy 2:	Strategy: Participate and implement research-based staff development			
		Action steps:			
		1.Attend Fountas and Pinnell and implement with fidelity			5.Purchase and utilize leveled books
		2.Attend ERG Guided Reading and implement with			6.Purchase and utilize Reading A to Z.com
		3.Attend Reading Foundations and implement with			7.
	4.Attend vocabulary and comprehension strategies staff			8.	
Strategy 3:	Strategy: Utilize specialized support staff				
	Action steps:				
	1.Obtain resources, training, and collaborate with our			5.	
	2.Obtain resources and plan collaboratively with our			6.	
	3.Review data with our district director of testing and			7.	
4.			8.		

Plan/Do

How will we fund these strategies?

Funding source 1:	Federal funds - Title I	Funding amount:	\$20,785
Funding source 2:	State funds - DSSF	Funding amount:	\$5,000
Funding source 3:	Select a funding source	Funding amount:	\$0
Funding source 4:	Select a funding source	Funding amount:	\$0
Funding source 5:	Select a funding source	Funding amount:	\$0
		Total initiative funding:	\$25,785

Review frequency: Quarterly

Assigned implementation team: Principal, Instructional Coach, District Lead Reading Teacher, District Director of Testing and Research, and All Staff

Check

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

We will use minutes from our observations/discussions, CASA instructional planning and data analysis, professional development rosters, grade level minutes, observations, and lesson plans.

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

We will collaborate around our K-2 assessments, benchmark assessments, common assessments, and the EOG assessments.

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' phase.



Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

Parent Involvement-Forty percent of our parents attended one or fewer parent trainings.

School Goal 3: Increase parent involvement and attendance at parent trainings.

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

Target: Increase parent involvement and attendance at parent trainings from 40% to 50%.

Indicator: Parent sign in sheets

Milestone date: 23-Nov-10

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

Plan/Do

Plan/Do	Strategy 1: Involve students in parent trainings		
	Action steps:		
	1. Students will act out skits		5.
	2. Students will create invitations		6.
	3. Students will lead centers		7.
	4. Student work and or projects will be displayed		8.
	Strategy 2: Utilize a variety of communications		
	Action steps:		
	1. Send Alert Now messages		5. Post flyers and posters around the campus and businesses
	2. Send Enthusiatic classroom letters		6. Post signs at pickup/drop off areas
	3. Send emails to parents		7. Survey parents for topics and times for meetings
	4. Communicate through Facebook		8.
Strategy 3: Provide food at parent trainings			
Action steps:			
1. Use the student leadership to serve food		5.	
2. Serve meals by 6:00 p.m.		6.	
3. Use Title I funds to pay for food		7.	
4.		8.	



Plan/Do

How will we fund these strategies?

Funding source 1:	Federal funds - Title I	Funding amount:	\$3,000
Funding source 2:	Select a funding source	Funding amount:	
Funding source 3:	Select a funding source	Funding amount:	
Funding source 4:	Select a funding source	Funding amount:	
Funding source 5:	Select a funding source	Funding amount:	
		Total initiative funding:	\$3,000

Review frequency: Quarterly

Assigned implementation team: Principal, All Staff, and Student Leadership Team

Check

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

We will use sample classroom letters, alert now messages, the number of emails, types of posters and flyers posted, results from parent surveys, and the number of parents actually attending trainings.

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

We will look at roster sheets from parent trainings to determine an increase in parent attendance. We will look for improved benchmark scores and EOG scores.

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 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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Safe School Plan for Draper Elementary

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

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

Statement of Responsibility for the School District Superintendent

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

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



Statement of Responsibility for the School Principal

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

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)

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

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

Assistant Principal(s):

Teachers:

Teacher Assistants:

Other School Staff:

Services for At-risk Students

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



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

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

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

Goal:

Target:

Indicator:

Milestone Date:

Goal:

Target:

Indicator:

Milestone Date:

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)

Target:

Indicator:

Milestone Date:

Target:

Indicator:

Milestone Date:

Target:

Indicator:

Milestone Date:

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				

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

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



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

Program or Strategy Being Funded

Amount of Funding

Source of Funding

