

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 Union County Public Schools

District Goal 1: High achieving and globally competitive students

Supports SBE Goal: Goal 1 – North Carolina Public Schools will produce globally competitive students.

District Goal 2: Quality teacher, administrators, and staff providing innovative leadership for 21 century schools

Supports SBE Goal: Goal 2 – North Carolina Public Schools will be led by 21st century professionals.

District Goal 3: Safe, orderly, and caring schools producing healthy responsible students

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

District Goal 4: 21 century systems operating efficiently and effectively

Supports SBE Goal: Goal 4 – Leadership will guide innovation in North Carolina Public Schools.

District Goal 5: Family, business, and community members involved and supportive of our schools

Supports SBE Goal: Goal 5 – North Carolina Public Schools will be governed and supported by 21st century systems.



School Vision and Mission Statements for Cuthbertson High School

Vision:

Connecting our students to the world

Mission:

Through rigorous academics, integrative technology, expressive arts, and competitive athletics, the mission of Cuthbertson High School is to empower all students to be leaders in a changing global community.



LEA or Charter Name/Number:

Union County Public Schools - 900

School Name/Number:

Cuthbertson High School

School Address:

1400 Cuthbertson Road, Waxhaw, NC 28173

Plan Year(s):

2010-2012

Date prepared:

22-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*	Name
Principal	Rob Jackson	Teacher Representative (Social Studies)	Matt Carr
Assistant Principal Representative	Kim Warr	Teacher Representative (World Languages)	Janeva Bailey
Inst. Support Representative	Paula White	Teacher Representative (PE Department)	Benny McCray
Teacher Assistant Representative	Sarah Keziah	9th Grade Parent Representative	Vacant
Teacher Representative (CTE)	Janet McRorie	10th Grade Parent Representative	Mary Beth Chatelain
Teacher Representative (Fine Arts)	David Malady	11th Grade Parent Representative	Brenda McMillon
Teacher Representative (English)	Tammy Nelson	12th Grade Parent Representative	Nancy Mangum
Teacher Representative (Math)	Denise Huntley		
Teacher Representative (Science)	Maya Schultz		

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

School Data and Summary Analysis

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

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

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

After reviewing the data, Cuthbertson High School's strengths are as follows:

- There are 53 teachers on staff at CHS with 64% of them having at least one advanced degree. In addition, there are 14 teachers with National Board Certification.
- Students and teachers have access to a variety of technological resources. Every classroom has a television which can access the schools' Media Retrieval System, a SmartBoard, a document camera, and an Airliner wireless slate. All teachers have a laptop computer issued to them. There is one online learning lab, two computer labs available for teacher and student use, and seven rolling laptop carts. The school is also wireless, providing access to the Internet from any location in the school.
- Each teacher has a Moodle page where they post deadlines, homework, resources, and information for students and their parents. Teachers also use Moodle to deliver information and assess students, creating blended learning opportunities for students.
- Cuthbertson High School has partnered with the North Carolina Virtual Public School (NCVPS) to serve as a flagship school to pilot blended learning courses. CHS students have had opportunities to work collaboratively with other students across the state and participate in online learning projects in courses like Computer Programming I, SAT Prep, Honors Geometry, and AP US History. All Cuthbertson students have opportunities to take online classes through the North Carolina Virtual Public School; as a result, enrollment in online courses has increased by 648% since the school's first year.
- The percentage of students showing proficiency (Level III or IV) on EOC tests exceeded the district average in all 7 EOC assessments. As a result of the strong academic achievements of students during the past two school years, Cuthbertson High School earned the designation of a North Carolina Honors School of Excellence both years of operation.



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

- There are four administrators who can provide walkthroughs and classroom observations. This provides the opportunity to give immediate feedback to teachers and provide guidance to strengthen instructional delivery.
- There are trained mentors in the building to work with the beginning teachers. In addition, the department chairs have been empowered to assist teachers in their departments.
- Teachers are provided with many opportunities to participate in professional development sessions.
- We provide a duty-free lunch period for every teacher on a daily basis and provide duty-free instructional planning time of at least five hours of planning time per week.

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

While the overall percentage of students earning a Level III or IV on all North Carolina End of Course tests was above the district average and while Cuthbertson High School earned the designation of North Carolina Honors School of Excellence with 90.2% of students being proficient, there are areas for improvement. In 5 of the 7 EOC assessments, Cuthbertson met expected growth; in English I and Algebra I, Cuthbertson met high growth so the goal will be to meet high growth in student achievement in Algebra I, English I, and Biology. Furthermore, the analysis of individual teacher scores indicates stronger content-team planning sessions are needed to give teachers more opportunities to align assessments, disaggregate data, and share strategies to improve student achievement.

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

Cuthbertson High School's graduation rate for the 2010-2011 school year was 96.97. We have not yet had a cohort graduate.

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.

Academic achievement is the top priority for Cuthbertson High School. Based on EOC assessment data and in CHS earning the designation of “North Carolina Honor School of Excellence” the last two years, students have had a lot of success on EOC tests. However, we recognize the importance of increasing student achievement, particularly since we only met high growth in Algebra I and English I. To increase student achievement, we will build in opportunities for students to attend remediation and tutoring sessions prior to the testing period. We will also provide opportunities for teachers to collaborate within their content teams. Cuthbertson will also implement an intervention plan for students who are at risk in failing an EOC test while providing teachers with ongoing professional development on understanding assessment requirements, assessment analysis, and the utilization of assessment data to increase student achievement.

The integration of technology is written in the Cuthbertson mission statement as well as represented in our school's crest. Because of the focus on technology for instruction, assessment, communication, and collaboration, staying current with technology is a priority to the operation and success of our 21st century school community. Incorporating technology exposes students to real-world experiences, particularly since students have to practice and become proficient in the use of technology if they are going to be competitive in a global society. To equip students with 21st century skills and to align with the district's goal to produce high achieving and globally competitive students, ongoing professional development will help develop teachers' skills as 21st century educators in technology and innovative teaching techniques. Furthermore, in using learning management systems like Moodle, we will continue to increase the opportunities for online and blended learning opportunities and increase the opportunities for virtual communication for students and staff.

Another priority is to increase the percentage of parents believing the school keeps them informed of ways they can become involved and participate in school activities and informational sessions. Cuthbertson High School has parent groups, advisory boards, and community supporters who are actively involved in school activities. However, the results of the 2010-2011 parent surveys showed that only 62.5% of parents indicated they are actively involved in the school, 38.1% of parents indicated parent information sessions are provided for special education issues, and 67.1% of parents indicated that the school provides information about applying for college. As a result, our goal is to increase the number of opportunities for parental and community involvement within the school.

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.

Furthermore, a priority is globalization. Teachers, students, staff, parents, and the community must learn how to be accepting and understanding of all groups who contribute to this global society. In addition, students especially must learn how to be competitive outside of their community surroundings. As such, Cuthbertson High School believes that all students can acquire the knowledge and skills necessary to become productive members of a diverse society and informed citizens of the global community. Having earned the UCPS International School designation during the 2009-2010 and 2010-2011 school years, Cuthbertson High School staff, students, and community will aspire to earn the designation again during the 2011-2012 school year. In increasing the opportunities for students to learn about the impact of globalization on diversity, economic growth and solvency, and the development and implementation of new technologies, we will prepare Cuthbertson students with opportunities to connect to their world. Furthermore, during the 2010-2011 school year, we will host our first exchange students from Aarhus, Denmark and take our first trip to Aarhus, Denmark in April.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

One area for improvement is student achievement on North Carolina End of Course (EOC) tests. While all EOC scores were above the district average, there were other areas based on individual teachers' scores that can be improved.

School Goal 1: Cuthbertson High School will increase the growth of students who score at or above proficiency (Level III or IV), as measured by the North Carolina End of Course (EOC) tests.

Supports this district goal: High achieving and globally competitive students

Target: Increase overall student achievement on all EOC tests by 5%; meet "High Growth" status in English I, Algebra I, and Biology.

Indicator: EOC Test Data

Milestone date: January, 2012 and June, 2012

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

Plan/Do

Strategy 1:

Strategy: Continue to implement "EOC Blitz" review sessions one week prior to administering the EOCs

Action steps: The teachers in each academic department will continue to prepare students as a department by leading "EOC Blitz" extra help sessions with students after school prior to EOC testing. All students will have the opportunity to take advantage of these sessions, not just students who need additional help.

Strategy 2:

Strategy: Design and implement an early identification and intervention plan for students who are at risk of failing EOCs

Action steps: Utilizing data from EVASS, benchmarks, formative assessments, and summative assessments will help identify students in need of an intervention plan. Teachers are to notify parents of the deficiency and their plan of action for the student. Also, the teacher should include intervention strategies on a Personalized Education Plan (PEP).

Plan/Do		Strategy: Implement school-wide content meeting opportunities for EOC teachers to develop content-specific strategies that will increase EOC scores
	Strategy 3:	Action steps: Content teams will meet monthly to develop common lesson plans, to develop common assessments, and to disaggregate data obtained from common assessments (i.d. troublesome objectives) to drive future instruction.
		Strategy: Provide ongoing, highly-qualified professional development that focuses on understanding assessment requirements, assessment analysis, and the utilization of assessment data to refine instruction; implement work sessions on disaggregating and analyzing quantitative and qualitative data by goals and objectives to address areas to be strengthened in all EOC areas
	Strategy 4:	Action steps: Review all EOC data with staff members. Collaborative teams will assess student performance on benchmark tests by disaggregating and discussing data as a department and as a content team and then meeting with the API to discuss individual student data, particularly to identify students at risk for scoring non-proficient on the EOCs. Teachers will also continue to use a variety of formative assessments including the ClassScapes program and summative assessments to prepare students for the EOC tests. Staff will also utilize EVAAS data to implement academic and support programs for specific students.
How will we fund these strategies?		
Funding source 1: School general funds		
		Total initiative funding:
		TBD
Review frequency: Quarterly		
Assigned implementation team: School Leadership Team and Assistant Principal of Instruction		

Study	What data will be used to determine whether the strategies were deployed with fidelity?
	The data used will be pre and post teacher-made quizzes and tests, benchmark tests, ClassScape data, and formative and summative assessments. The scores on the EOC will also be indicators of success or needed growth. Adjustments will be made to the plan based on assessment scores.
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Each set of data sets will be reviewed by the department chairs and their staff. The departments and administration will determine if there are significant increases (5% or more) to warrant the continuation or revision of the strategy.
Act	What does data show regarding the results of the implemented strategies?
	Based upon identified results, should/how should strategies be changed?

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Cuthbertson High School is a high school where all teachers are equipped with SmartBoards, document cameras, Airliner wireless slates, and laptops. The integration of technology is written in our mission statement as well as represented in the school's crest. Because of the focus on technology for instruction, assessment, communication, and collaboration, continuing to stay current with technology is important to the operation and success of our 21st century school community.

School Goal 2: Use technology in all areas of instruction to ensure students are exposed to 21st century knowledge using 21st century learning systems that will help students communicate and collaborate globally.

Supports this district goal: 21 century systems operating efficiently and effectively

Target:	Continue to integrate technology into instruction, student learning, and student information systems
Indicator:	Participation in Professional Development Opportunities, Teacher Survey Results, and Professional Development Plans (PDP)
Milestone date:	June, 2012

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

Strategy 1:	<p>Strategy: Develop teachers' skills as 21st century educators in technology and innovative teaching techniques</p> <p>Action steps: Cuthbertson High School is committed to equipping staff members with the 21st Century tools to instruct, assess, collaborate, and communicate using 21st century tools. All teachers will be encouraged to attend ongoing professional development by attending Alliance Meetings, TQE Share Day, local workshops conducted by the school's Instructional Technologist Specialist, and other opportunities at the local, state, or national level.</p>
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Plan/Do

Plan/Do	<p>Strategy 2:</p> <p>Strategy: Increase opportunities for online and blended learning opportunities</p> <p>Action steps: Through our partnership with the North Carolina Virtual Public School (NCVPS), we will continue to pilot online and blended courses. Through the annual CHS Online Learning Fair and through registration, we will continue to facilitate increased enrollment in distance learning courses to give students access to alternative learning settings to recover credit, remain on track for graduation, and to take enrichment courses. The Drop-Out Prevention Counselor will also continue to work with those identified students who can recover credit by taking an online course so they can graduate with their cohort. Cuthbertson teachers will also use Moodle to facilitate instruction and to communicate with students.</p>
	<p>Strategy 3:</p> <p>Strategy: Continue to utilize Moodle to create communication threads that facilitate dialogue of best practices, resources, and policies via Cuthbertson's Virtual Faculty Meeting in Moodle and through Cuthbertson's Virtual Staff Development page in Moodle</p> <p>Action steps: Cuthbertson Administration will model the use of technology to communicate, share information, post resources, and provide opportunities for school-wide collaboration through the Cuthbertson High School Virtual Faculty Meeting. Ongoing online and blended professional development opportunities will be conducted through Cuthbertson's Virtual Staff Development page.</p>
Plan/Do	<p>How will we fund these strategies?</p> <p>Funding source 1: School general funds</p> <p style="text-align: right;">Total initiative funding: TBD</p> <p>Review frequency: Quarterly</p> <p>Assigned implementation team: School Leadership Team, Site-Based Management Team, School Administration, all Teachers</p>

Study	What data will be used to determine whether the strategies were deployed with fidelity?
	Continuing to analyze the percentage of teachers who access Cuthbertson's Virtual Faculty Meeting and Cuthbertson's Virtual Staff Development course, the percentage of teachers who participate in staff development, and the percentage of students enrolled and successful in online courses will help us determine how the strategies are deployed. Classroom observation data will also help determine how many strategies and how much technology is incorporated in daily lesson plans.
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	A quarterly review of participation and data will help us determine if we are progressing towards the goal.
	What does data show regarding the results of the implemented strategies?
Act	Based upon identified results, should/how should strategies be changed?

Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

Cuthbertson High School has parent groups, advisory boards, and community supporters who are actively involved in school activities. However, the results of the 2009-2010 parent surveys showed that only 62.5% of parents indicated they are actively involved in the school, 38.1% of parents indicated parent information sessions are provided for special education issues, and 67.1% of parents indicated that the school provides information about applying for college. As a result, our goal is to continue increasing the number of opportunities for parental and community involvement within the school.

School Goal 3: Increase the percentage of parents believing the school keeps them informed of ways they can become involved and participate in school activities and informational sessions.

Supports this district goal: Family, business, and community members involved and supportive of our schools

Target:	June, 2012
Indicator:	Parent Survey Results
Milestone date:	June, 2012

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

Strategy 1:	Strategy: Develop a communication plan to ensure parents are kept informed of all activities and events.
	Action steps: Continue delivering Connect-Ed messages, publishing weekly E-News publications, maintaining up-to-date websites, and sharing information through 21st century social networks like Twitter and Facebook will give parents, students, and community members timely access to all school events and activities.

Plan/Do

Study	What data will be used to determine whether the strategies were deployed with fidelity?
	Results of parent surveys and participation at school events will indicate if 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.)
	Collecting and reviewing relevant data that guides strategic and operational results via site-based meetings, leadership team meetings, departmental meetings, and parent/student/staff surveys.
	What does data show regarding the results of the implemented strategies?
	Survey meeting notes and stakeholder surveys will help determine whether the strategies led to progress towards the goals.
Act	Based upon identified results, should/how should strategies be changed?

Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:

Cuthbertson High School believes that all students can acquire the knowledge and skills necessary to become productive members of a diverse society and informed citizens of the global community. Having earned the UCPS International School designation during the 2009-2010 and 2010-2011 school years, Cuthbertson High School staff, students, and community will aspire to earn the designation again during the 2011-2012 school year.

School Goal 4: Increase the opportunities for students to learn about the impact of globalization on diversity, economic growth and solvency, and the development and implementation of new technologies
Supports this district goal: High achieving and globally competitive students

Target: Administrators, Teachers, and Students
Indicator: Increased exposure to multicultural issues, tolerance, curriculum connectivity, and global relationships
Milestone date: June, 2012

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

Strategy 1:	Strategy: Plan and organize activities that involve teaching students about tolerance and multicultural experiences
	Action steps: Organize an International Club and build in a Global Studies class in the master schedule for students to explore multicultural issues and begin the process of understanding the importance of tolerance and diversity. Through our partnership with the Global Schools Network, teachers will receive information on how to promote tolerance in the classroom and through the school community.
Strategy 2:	Strategy: Increase the number of classroom lessons that show the connectedness of the global society
	Action steps: Ongoing professional development on how to incorporate global issues will help teachers create and implement lesson plans that show the connectedness of the global economy.

Plan/Do

NCVPS "GO LIVE" Goals and Associated Strategies

Plan/Do	Area for improvement and supporting data:		
	In partnership with North Carolina Virtual Public Schools (NCVPS) and the "GO LIVE" initiative and in application of the respective MOA, middle and high schools in Union County Public Schools will work collaboratively with NCVPS and the local educational agency through enhancing virtual learning services and 21st Century Future Ready Goals for students at the individual school levels.		
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	School Goal :	By June, 2012, UCPS middle and high schools will have increased awareness and structure of virtual education opportunities within the total school program.	
	Supports this district goal:	District leadership, administrators, guidance counselors, teachers, district DLC, school-based "GO LIVE" team	
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	Target:	High school and middle school students	
	Indicators:	Course registrations, stoplight schedule, formal and informal feedback	
	Milestone date:	EOY	
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Improvement Strategies – Identify research-based strategies whenever possible.			
Strategy 1:	Strategy: Increase and enhance awareness of NCVPS registration process at the local school level.		
	Action steps:		
	1. GO LIVE team		5. Policies and Procedures
	2. Data Management		6. Enrollment Targets
	3. E-collaboration & Communication		7. Roles and Responsibilities
4. Communication Models	8. Reg. Planning Strategies		
Strategy 2:	Strategy: Increase strategic planning in regard to NCVPS and virtual education opportunities at the local school level.		
	Action steps:		
	1. SMART Goals		5. E-learning structure/strategy
	2. Deployment		6. E-solutions development
	3. Measurement		7. Leadership training for school
4. 3DM	8. Leadership training for district		

Plan/Do	Strategy: Promotion and marketing strategies will be targeted for student, parent, and teacher awareness.			
	Action steps:			
	Strategy 3:	1. Website and varied tools		5 Promote DLA Spa
		2. Learn & Earn online participation		6. Develop middle school practices
		3. Local BOE awareness/orientation		7. Transition plans for summer
4. Inclusion of tech. services		8.		
How will we fund these strategies?				
		Total initiative funding:	\$0	
Review frequency: Quarterly				
Assigned implementation team: Site-Based Management Team and School Leadership Team				
Study	What data will be used to determine whether the strategies were deployed with fidelity?			
	Enrollment data, GO LIVE participation notes and documentation, minutes from training and planning sessions, on-going review of stoplight schedule, documentation from NCVPS leadership, review of MOA progress report, feedback for local school and district levels			
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)			
	Monitoring of program progress and goals in conjunction with stoplight schedule and completion of objectives on the Memorandum of Agreement.			
What does data show regarding the results of the implemented strategies?				
Act	Based upon identified results, should/how should strategies be changed?			

Safe School Plan for Cuthbertson 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:	Dr. Ed Davis
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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:

Failure to carry out the above-mentioned responsibilities may result in a written reprimand by the Board as well as other appropriate consequences as determined by the Board.

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:

Failure to carry out the above-mentioned responsibilities may result in a written reprimand from the superintendent to be placed in the principal's personnel file and disciplinary proceedings under G.S. 115C-325.

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): Randy Boob, Dr. Cheryl Jones, and Kim Warr
Teachers: Mike Roark
Teacher Assistants: Agnes McAleer
Other School Staff: SRO Deputy AJ Maneiro and Custodial 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.
The following procedures identify and serve the needs of these students: Senior/student failure lists, PEPs, Enrichment/Remediation Plans, student accountability during the year, peer mentors, Dropout Prevention Counselor, Saturday School, School Interview Teams, South Providence, Day Treatment Screening, Career Academy at South Providence (CASP), ALTS, School Resource Officers (SRO's) interventions, the use of NCWise to identify attendance, academic, and discipline concerns and patterns, to analyze EOC data and other standardized test scores, Exceptional Children (EC), Limited English Proficient referrals and conferences, OSS and ISS discipline reports, and guidance and attendance counselors.
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.
In-school tutoring, after school tutoring, mentoring programs, Dropout Prevention Counselor, Saturday School, Intervention Teams, Behavior Plans/Agreements, PEPs, IEP Goals, and Benchmark Testing
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.
Odysseyware, North Carolina Virtual Public School courses, Smaller class size, Lower student/teacher ratio, Dropout Prevention Counselor, Intensified Structure, Level Programs designed to transition back to the home school
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:	Complete all required drills and associated training (fire, tornado, and lockdown).
Target:	100% completion
Indicator:	Drill Reports
Milestone Date:	June, 2012
Goal:	Use visitor sign-in book and badges to prevent unauthorized visitors on campus.
Target:	100% completion
Indicator:	Sign-in Book
Milestone Date:	June, 2012
Goal:	Post Emergency Handbooks in all classrooms; teachers take handbooks with them when the exiting building for fire drills.
Target:	100% completion
Indicator:	Observation and drill reports
Milestone Date:	June, 2012
Goal:	Ensure the updated readiness of the Critical Incident Response Kit (CIRK) by updating the rosters of both student and faculty on a semester basis.
Target:	100% of teachers at assigned duty stations
Indicator:	CIRKs located at the required destinations
Milestone Date:	June, 2012
Goal:	Implement updated duty rosters on CHS' Virtual Faculty Meeting to maintain shared and quality student supervision.
Target:	100% of teacher at assigned duty station
Indicator:	Observation
Milestone Date:	Monthly

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: Improved School Safety and Student Conduct
Indicator: Decreased Discipline Referrals and Decrease in Drop-out Rates
Milestone Date: June, 2012

Target: Higher Expectations for Students
 In the first semester of entering a program, students will show an increase in their academic achievement as compared to previous performances at their home schools.
Indicator:
Milestone Date: June, 2012

Target: Customer Satisfaction
Indicator: Parent, Teacher, and Student Surveys expressing satisfaction will be 75% or better.
Milestone Date: June, 2012

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				
General Principals' Meetings	Ongoing				
General Assistant Principal's Meetings	Ongoing				
Videos--Bloodborne Pathogens, Epi-Pen, Diabetes, Asth	Completed				
Videos--Gang Awareness and Critical Incident Response	Completed				
Drill Training--Fire (monthly), Tornado (one per year),	Planned				
SRO Training (Crisis Intervention Training)	Completed				
Certified Trainers assigned to high school clusters	Completed				
Coaches' Certification	Completed				
School Nurse Training	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.

System-wide Safe Schools Plan indicates the following: Each middle and high school has access to the services of the School Resource Officer (SRO) who has direct contact with the Union County Sheriff's Office or the Monroe City Police Department. Currently, at least one SRO is allotted per middle/high pair. Funds are being sought to expand to one officer for each middle and high school. Elementary schools have access to the SRO in emergency situations. DARE officers help as needed at the elementary schools. Each school works cooperatively with juvenile and criminal court officials to determine the proper placement of students who have violated the law. The court system notifies schools of students who have committed felonies. The District Attorney's (DA's) office is contacted when necessary to enforce trespassing, assault, firearm, vandalism, and other applicable laws. Policies and Procedures for SROs are housed within each school.

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.

The UCPS Communications Office oversees and contributes to a variety of print and electronic media that requires school information. UCPS news appears in a variety of outlets including school and district newsletters, local newsletters, and even national magazines. The UCPS Communications Office maintains effective and informative district and departmental websites including a website for the superintendent and the Board of Education. Parents and the local community are informed via Connect-Ed., website postings, Facebook, Twitter, printed handbooks and agendas, letters home, student and family recognition programs, PTA/PTO-sponsored programs and information provided through partnerships with outside agencies such as the police and fire departments, emergency medical responders, and other approved non-profit organizations.

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

Program or Strategy Being Funded	Amount of Funding	Source of Funding
English as a Second Language (ESL)		Local, State, and Federal
Dropout Prevention Counselors (10)		State
In-School Suspension Programs Middle/High		State
Remediation		State
School Improvement Grants		Federal
School Resource Officers (SRO's)		Local
Alternative School		State
TRU--UCPS Tobacco Education Course		State
Summer School (Multi-Site Plan for EOCs Only)		Local