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 WSFCS

District Goal 1: Globally Competitive Students

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

District Goal 2: Twenty-First Century Personnel

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

District Goal 3: Safe and Caring Schools

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

District Goal 4: Twenty-First Century Systems

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

District Goal 5: Collaborative Partnerships

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

Recommended Data Sources for Analysis by School Improvement Teams

Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas. *Examine data from such areas as:*
Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)
End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)
End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)
School Report Card results: (www.ncreportcards.org)
North Carolina Teacher Working Conditions Survey results (http://ncteachingconditions.org)
North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf)
Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)
Career and Technical Education Local Plan
School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (http://www.ncpublicschools.org/research/discipline/reports)
School Demographic Information related to drop-out information and graduation rate data (http://www.ncpublicschools.org/research/dropout/reports)
School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (http://www.ncreportcards.org and locally-maintained data)
School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)
Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency
Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency
School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities
Ready Schools Inventory/Ready Schools Plan (http://ncreadyschools.org)
Special Education Continuous Improvement Plan
Title I AYP (http://ayp.ncpublicschools.org)
Healthy Active Children Initiative (http://www.nchealthyschools.org)

School Vision and Mission Statements for School of Computer Technology at Atkins
Vision:
School of Computer Technology at Atkins will promote academic excellence among all students as we prepare them to become successful citizens in a global society.
Mission:
School of Computer Technology at Atkins will prepare all students to compete in the global marketplace.

LEA or Charter Name/Number: Forsyth County Schools - 340
School Name/Number: School of Computer Technology at Atkins 700
School Address: 3605 Old Greensboro Rd, Winston-Salem, NC 27101
Plan Year(s): 2010-2012
Date prepared: 9/16/2010

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	Joseph Childers		
Assistant Principal Representative	Araunah James		
Assistant Principal Representative	Alfreda Smith		
Inst. Support Representative	Sonya Rexrode		
Curriculum Coordinator	Monta Ervin		
Parent Representative	Mr. Perez		
Parent Representative	Ms. Varsik		
Classified Representative	Patricia Martin		
Math Teacher Representative	Nicholas Obayuwana		
English Teacher Representative	Vincent Estes		
Science Teacher Representative	Laquisha Henry-Linder		
Social Studies Teacher Representative	Warren Morrison		
CTE Teacher Representative	Thaddaeus Lamb		
Student Services/EC/SIT Chair	Kenya Redd		

* 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?

92.3% of staff responded to the Teacher Working Conditions Survey. This was above the district and state percentages. Teachers feel they are appreciated and recognized as education experts. Teachers feel that professional development opportunities allow them to better meet the needs of their students. 100% of teachers feel they are given the freedom to try new things in their classrooms. AYP was not met again this year but there was improvement over last year by 7%. The school had high growth. The school overall with retest increased from 42.5% to 42.9%.

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

The school did not meet 9 of the 12 areas of AYP. The school's performance composite is 45.6%. The school is a priority school. Did not meet any of the economically disadvantaged or African American subgroups in the tested area. Grade 10 reading and math did not meet AYP for African American or economically disadvantaged subgroups. With retest data, Algebra I, Algebra II, US History, Physical Science, Geometry, and English I showed an increase in EOC data. Biology and Civics showed a large decrease in proficiency. Algebra I, II, and Geometry are well below 50% proficient. Staff need training in strategies to meet the needs of all students. Only five students completed the survey so the data is incomplete.

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

Classroom Walkthrough Data will be available throughout the year as we focus on rigor in the classroom. It is not available in any comprehensive format as we set up the goals for this new school 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.

Increase proficiency in Algebra I and II. Algebra I was at 39.0% proficient after retest. Algebra II was 44.7% proficient after retest. Both need to be at or above 50% for the school year '10-'11. (EOC and EVAAS Data)

Increase proficiency in Civics and Economics. 18.9% proficiency with retest which was a drop of 22.6% from the previous year. (EOC and EVAAS Data)

Increase proficiency in English I. School had 59% proficiency with retest. (EOC and EVAAS Data)

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:
Algebra I and Algebra II proficiency is low. Algebra I was 39% and Algebra II was 44.7% proficient.

School Goal 1:	Increase proficiency in Algebra I and Algebra II to 50%.
Supports this district goal:	Globally Competitive Students

Target:	50%
Indicator:	EOC Data
Milestone date:	June '11

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

Plan/Do

Strategy 1:

Strategy: Implement Single School Culture Learning Team Meetings to allow time for collaboration among teachers in the courses.

Action steps:

1. LTM will begin the first week of school	5. Teachers will share instructional strategies and materials.
2. Teachers will create common assessments.	6. Instructional Coach will facilitate meetings to ensure success.
3. Teachers will look at student work to determine strengths/weaknesses.	7.
4. Teachers will break down data from quarter tests.	8.

Strategy 2:

Strategy: Provide students with a variety of learning strategies based on the Standard Course of Study.

Action steps:

1. Learning Focused Strategies training will be conducted for all Algebra I and II teachers.	5. TI-84+ SE Graphing Calculators purchased for students to use.
2. Teachers will share teaching strategies that impact learning in the classroom.	6. Buckle Down books purchased for student use.
3. Graphic Organizers available for student use.	7.
4. Write N' Wipe boards used along with formative assessments.	8.

Strategy 3:	**Strategy:** Provide after-school tutoring for students.	
	Action steps:	
	1. **Buckle Down books purchased for tutoring.**	5.
	2. **Use of ClassScapes to remediate students.**	6.
	3. **Student objective check lists will be kept on students to ensure they are receiving help in their weak areas.**	7.
	4. **Use PLATO to remediate students at home or after school.**	8.

<table>
<tr><td rowspan="10">**Plan/Do**</td><td colspan="4">**How will we fund these strategies?**</td></tr>
<tr><td>**Funding source 1:**</td><td>Federal funds - Title I</td><td>**Funding amount:**</td><td>$14,618</td></tr>
<tr><td>**Funding source 2:**</td><td>State funds for at-risk students</td><td>**Funding amount:**</td><td>$6,000</td></tr>
<tr><td>**Funding source 3:**</td><td>Select a funding source</td><td>**Funding amount:**</td><td></td></tr>
<tr><td>**Funding source 4:**</td><td>Select a funding source</td><td>**Funding amount:**</td><td></td></tr>
<tr><td>**Funding source 5:**</td><td>Select a funding source</td><td>**Funding amount:**</td><td></td></tr>
<tr><td></td><td></td><td>**Total initiative funding:**</td><td>**$20,618**</td></tr>
<tr><td colspan="4">**Review frequency:** Quarterly</td></tr>
<tr><td colspan="4">**Assigned implementation team:** Deborah Kellogg, Patrick Thomas, Jihan Harvey, Mona Simmons, Karen Weavil, Stacy Goodsen, Sonya Rexrode, La-Chartina Ervin and Joe Childers.</td></tr>
</table>

<table>
<tr><td rowspan="6">**Check**</td><td>**What data will be used to determine whether the strategies were deployed with fidelity?**</td></tr>
<tr><td>Learning Team Meeting agendas and sample common assessments. Data from quarter tests and data-feedback-strategy protocol from LTM. LFS attendance roster along with sample graphic organizers and classroom walkthrough data. After-school tutoring logs and time sheets of teachers. EOC fall, spring, and year-long data.</td></tr>
<tr><td>**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**</td></tr>
<tr><td>Quarterly the data will be reviewed to determine if the strategies were effective. Increase in student performance and proficiency on benchmark and summative data. Sample formative data utilized as well. Parents will receive student results along with progress reports.</td></tr>
<tr><td>**What does data show regarding the results of the implemented strategies?**</td></tr>
<tr><td></td></tr>
</table>

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

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Civics and Economics proficiency is 18.9%.

School Goal 2:	Increase proficiency in Civics and Economics to 50%.
Supports this district goal:	Globally Competitive Students

Target:	50% proficiency
Indicator:	EOC data
Milestone date:	January '11 and June '11

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

Strategy 1:	**Strategy:** Implement Single School Culture Learning Team Meetings to allow time for collaboration among teachers in the course.	
	Action steps:	
	1. LTM began first week of school and meets weekly.	5. Teachers will create common assessments.
	2. WSFCS Coach attends all meetings.	6. Focus on formative assessments strategies to use as check points throughout the lesson.
	3. Curriculum Coordinator will facilitate meetings.	7. Analysis of quarter test will identify weaknesses and tutoring will be provided.
	4. Teachers analyze strengths/weaknesses and will begin unpacking weaknesses based on goal summaries.	8. Teachers will share instructional strategies.
Strategy 2:	**Strategy:** Provide students with a variety of learning strategies based on Standard Course of Study.	
	Action steps:	
	1. Learning Focused Strategies training for all C & E teachers.	5. Teachers will utilize activities on the district wiki site.
	2. Utilize Coach books.	6.
	3. Use graphic organizers to activate prior knowledge and note taking skills.	7.
	4. Attend SS curriculum connection meetings provided by district and share information.	8.

Strategy 3:	**Strategy:** Provide after-school tutoring to struggling students.	
	Action steps:	
	1. Determine students through EVAAS who are at-risk of failing.	5.
	2. Use ClassScapes to remediate students.	6.
	3. Use Coach books.	7.
	4.	8.

Plan/Do

How will we fund these strategies?

Funding source 1:	School general funds	**Funding amount:**	$5,000
Funding source 2:	Federal funds - Title I	**Funding amount:**	$1,293
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:	**$6,293**

Review frequency: Quarterly

Assigned implementation team: Amber Carter, Kelly Burchette, Linda Williamson, Robert Moore, La-Chartina Ervin, Sonya Rexrode, and Joe Childers

Check

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

EVAAS data, quarter test, and EOC data will be used.

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

Strategies will be looked at quarterly along with data to see student improvement. Benchmark and formative data will be looked at in LTMs and analyzed as well as EOC data in January and June '11. Parents will receive student results along with progress reports.

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

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

Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

English I proficiency 59%.

School Goal 3:	Increase English I proficiency to 70%	
Supports this district goal:	Globally Competitive Students	

Target:	70%
Indicator:	EOC Data
Milestone date:	June '11

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

<table>
<tr><td rowspan="2">Plan/Do</td><td rowspan="8">Strategy 1:</td><td colspan="2">Strategy: Provide after-school tutoring for students.</td></tr>
<tr><td colspan="2">Action steps:</td></tr>
</table>

Strategy 1:

Strategy: Provide after-school tutoring for students.

Action steps:

1. Utilize ClassScapes to remediate by objective.	5.
2. Use EVAAS to determine list of at-risk students.	6.
3. Use Buckle Down books to help students master objectives.	7.
4. Teachers will contact parents at progress report time for any student with a D or less and encourage the child to stay for tutoring.	8.

Strategy 2:

Strategy: Provide a variety of learning strategies to meet the needs of all students.

Action steps:

1. Use Graphic Organizers to help students master vocabulary.	5. Teachers utilize literacy cycle including SSR with conferencing.
2. Use READ 180 to engage students.	6. Teachers attend Learning Focused Strategies training.
3. Purchase high-interest reading books for students.	7. Teachers will identify student weaknesses and collaborate to improve student performance based on previous goal summaries.
4. Utilize Oxford Content Packets to meet the needs of ESL Students.	8.

Strategy: Implement Learning Team Meeting weekly as a time for teachers to collaborate.

	Strategy: Implement Learning Team Meeting weekly as a time for teachers to collaborate.	
Strategy 3:	**Action steps:**	
	1. **LTMs meet every Wednesday and began the first day of school.**	5. **Instructional Coach will facilitate the analysis of benchmark tests and teachers will conduct a data-feedback-strategy protocol.**
	2. **Teachers share materials as well as strategies to teach content.**	6.
	3. **Teachers will create common assessments.**	7.
	4. **Teachers will build the curriculum bridge between HS English and English I.**	8.

Plan/Do

How will we fund these strategies?

Funding source 1:	Federal funds - Title I	**Funding amount:**	$6,800
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:	**$6,800**

Review frequency: Quarterly

Assigned implementation team: Rebecca Swinson, Kyla Ketcham, Amber Daniels, Vincent Estes, Charmeka Foster, Sonya Rexrode, La-Chartina Ervin, and Joe Childers.

Check

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

Quarter test data, EVAAS list and projections, teacher-made formative assessments, ClassScapes, Classroom Walkthrough Tool, and EOC data will be used.

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

The data will be reviewed quarterly through benchmarks and teacher-made tests to determine student improvement. Parents will receive student results along with progress reports.

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

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

Safe School Plan for School of Computer Technology at Atkins

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:	Araunah James and Alfreda Smith

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)

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: The superintendent and school principals shall be in compliance with NC General Statute 115C-105. Failure to carry out these responsibilities may result in disciplinary actions including reprimands, reprimands to the personnel files, or, in the case of the superintendent, withholding of the superintendent's salary

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)

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: The superintendent and school principals shall be in compliance with NC General Statute 115C-105.47. Failure to carry out these responsibilities may result in disciplinary actions including reprimands or reprimands to the personnel files.

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): Araunah James and Alfreda Smith

Teachers: Lori Barlow

Teacher Assistants:

Other School Staff: Sonya Rexrode, La-Chartina Ervin, and Officer Williams

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 LEA will provide an annual, clear and detailed accounting to the State Board of Education for the planned use of federal, State and local funds for At-Risk Student Services/Alternative Schools and Alternative Learning Programs, to prevent academic failure and promote school safety. WS/FC schools report and maintain monthly statistics on the number of in-school and out-of -school suspension by type of misconduct in order to evaluate the effectiveness of the discipline programs used in the individual schools. In 2008, the district established a position to identify and track gang-related activity in Forsyth County. Schools have student assistance teams, comprised of multidisciplinary personnel, which accept student referrals for both academic & behavioral concerns. In addition to its multidisciplinary team, each school has been offered training for its emergency crisis response team in NCI.

EVAAS reports of students at-risk of failing EOCs in reading and math areas. NC WISE report of 9th graders who did not pass the appropriate EOGs prior to enrolling. Students are placed in High School English and Foundations courses to help scaffold their

learning and prepare them to take English I and Algebra I so they may be successful. Students attend tutoring with teachers in the area(s) which they have weaknesses after school. ClassScapes has been purchased for this year for teachers to use to help students build their knowledge in objectives they have shown weakness in on quarter tests, teacher-made tests, and historical testing data such as EOGs.

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.

We follow the WSFCS code of conduct when dealing with student misbehaviors. We look for every opportunity to engage at-risk students in after-school tutoring to improve their academic performance. Pursuant to Policy 6180, Formal Program Evaluation, methods will be developed to assess the effectiveness of the methods used to serve students who are risk of school failure. The district has a group of specially trained psychologists who conduct risk assessments of disruptive, threatening students and provide consultation and make recommendations
to assist in meeting their needs. Depending upon the need students may be referred to CHOICE or CREST, therapeutic day programs.   All administrators and key school staff will be trained in Functional Behavioral Assessment and Behavioral Intervention Plan.
A district level safety/climate survey is given to students, parents, & staff at the end of each academic year to each exit grade. The district also participates in the YRBS and NCDPI/NCDHHS Youth Tobacco Survey when conducted.

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.

Specially designed schools include academies & smaller HS's which provide lower class sizes with teachers who have been trained in providing a nurturing environment to help at-risk students deal with management of their behaviors. The schools follow the NC Standard Course of Study. Additionally, the NCSOS is reinforced by SAMHSA (Substance Abuse Mental Health Services Administration) model alcohol & drug prevention programs, i.e., Project Northland at MS's & Class Action at HS's. WS/FCS works with Winston Salem Police Department on the delivery of Super Kids, a drug & violence prevention program for ES's. Specially designed schools include academies & smaller HS's which provide lower class sizes with teachers who have been trained in providing a nurturing environment to help at-risk students deal with management of their behaviors. WS/FCS works with a variety of groups to ensure the development of a comprehensive approach to the health & safety needs of students & staff.

  Groups include: 1. Center for Community Safety; 2. Forsyth Futures; 3. Parent Advisory Council; 4. WS/FCS' Superintendent's Student Advisory Council; 5. Agencies, i.e., Partnership for a Drug-Free NC (PDFNC), Communities In Schools of Forsyth County, etc.; and   the Chamber of Commerce's Business Education Council. List of various groups reflect the diverse membership of our community. 1.14.1 WS/FCS offers a variety of ALPS (Alternative Learning Programs and Schools): ALC's (Alternative Learning Centers) in all regular high schools, Millennium Academy, Griffith Academy (6 – 12), Forsyth Middle College, Community Involvement Program (CIP) for earlier re-admission for expelled students, and CREST/CHOICE Therapeutic Day Treatment Centers.

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:	A tutorial program for students at risk of academic failure will begin serving students by the end of first quarter.
Target:	Proficiency will increase and behavior infractions will decrease.
Indicator:	Discipline referral data and EOC scores
Milestone Date:	End of First Semester and End of Year
Goal:	The administration will develop a plan to collaborate with law enforcement and court officials to improve disciplinary issues.
Target:	Disciplinary issues will decrease as the year progresses.
Indicator:	Discipline referral data.
Milestone Date:	End of First Semester and End of Year
Goal:	The school will develop and implement a plan for the management of students with disruptive behavior and 90% of the faculty will attend.
Target:	On-line discipline referral system created for tracking and convenience
Indicator:	Discipline referral data.
Milestone Date:	End of First Semester and End of Year

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). 1.3.1 School wide discipline incidents will be tracked & Out of School Suspension (OSS) and In School Suspensions (ISS) will decrease in schools implementing the PBS program. Baseline data will be determined using the number of incidents occurring at each school prior to the year the program is implemented. Reports of bullying & school-related violence decreases. Fewer discipline referrals, improvement in teacher & student interactions and relations as determined by administrators in classroom walk-throughs & improved school attendance. School Safety Officer documents & monitors incidents. SRO's or Security Associates are placed at every MS & HS in the district through contracts with the FC Office of the Sheriff & the Winston-Salem Police Department. Safe & Drug-Free Schools' office monitors statistics on policy violations related to frequency, type, & recommendations to SAFE (Substance Abuse Family Education) or adolescent treatment.

The school system solicits comments from parents and the public by announcing proposed policy changes at the Board of Education meetings. The LEA publishes yearly a revised Student Code of Conduct. Copies of the Student Code of Conduct are distributed to each student and will be posted on the school system's web site for easier accessibility.

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				
Nonviolent Crisis Intervention NCI	Completed				
ALC Implementation	Completed				
CHAMPs: Certain Personnel	Planned				

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

Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.   Local law enforcement will be present and/or available on campuses to support a safe, secure and orderly school environment which is conducive to learning. Principals must report to law enforcement and to the Superintendent (or his designee):
1. crimes listed in North Carolina General Statute 115C-288(g); *
2. crimes identified by the State Board of Education for inclusion in annual reports; and **
3. any other crime occurring on school property.
To comply with this requirement, all WS/FCS schools will use the following procedure, without exception:

Serious Criminal Acts Committed by Students will be immediately reported to law enforcement. After reporting to law enforcement:
1. The principal will notify the Assistant Superintendent and the School Attorney's Office of the incident by e-mail, including:
a. Names of those involved;
b. Name of law enforcement officer to whom incident was reported (or agency if 911 or non-emergency number was called);
c. Brief description of incident; and
d. Status of law enforcement investigation.
2. The act will be entered into NC WISE with the appropriate notation showing it was reported to law enforcement.
3. School officials will not investigate these acts until cleared to do so by law enforcement.

("RO" offenses will automatically show it was reported to law enforcement; otherwise "notified SRO" or "notified law enforcement" should appear in the description of incident section.) Special Circumstance Criminal Acts Committed by Students will be dealt with by school officials in the way you would normally deal with such incidents. These incidents will be reported at the end of each day by e-mail as follows:
1. The act must be entered into NC WISE with the notation "notified SRO" or "notified law enforcement" in the description of incident section.
2. Every school will do an NC WISE extract of their discipline summary for the day, and e-mail the discipline summary to their designated law enforcement official's e-mail address; to the Assistant Superintendent, and to the School Attorney's Office.

3. School officials may investigate and proceed with discipline for these acts immediately.

All Criminal Acts Committed by Adults on Campus will be immediately reported to law enforcement. After reporting to law enforcement:
1. The principal will notify the Assistant Superintendent and the School Attorney's Office of the incident by e-mail, including:
a. Names of those involved, and whether any person is an employee of the WS/FCS;
b. Name of law enforcement officer to whom incident was reported (or agency if 911 or non-emergency number was called);
c. Brief description of incident; and
d. Status of law enforcement investigation.
2. School officials will not investigate these acts until cleared to do so by law enforcement.

DEFINITIONS:

Act: includes any allegation of an act.

Law Enforcement Agency: refers to the agency that has geographic jurisdiction of the school, or the SRO assigned to a school. If a school does not have an SRO, or an SRO is not available, the school should contact law enforcement via its non-emergency number. If there is an emergency, call 911.

School Grounds: includes any property owned by the WS/FCS, school buses, bus stops (when there is a sufficient nexus to the school day), filed trip locations.

Serious Criminal Act: includes any act or allegation of an act involving sexual misconduct, violence, weapons, drugs, larceny, gang-related crimes, hate crimes, bullying, harassment, and other crimes or incidents which are malicious or may pose a potential security risk to the facility, students or staff members.

Special Circumstance Criminal Act: includes any act or allegation of an act committed by a student which is a non-violent act, not identified as a "serous criminal act" described above, not identified in N.C. Gen. Stat. 115C-288(g), and not identified by the SBE for inclusion in an annual report. These acts are considered commonplace, expected, and secondary to an educational institution.

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.

A district level safety/climate survey is given to students, parents, & staff at the end of each academic year to each exit grade. The district also participates in the YRBS and NCDPI/NCDHHS Youth Tobacco Survey when conducted. 1.8.2 The LEA determines the status of each school's discipline, safety and security needs, including incidence of discipline referrals for violence and intimidation,

weapons and firearms, gangs, substance abuse, fights, affrays, harassment, bullying, name-calling and other such behaviors. Crime records relevant to incidents involving violations of Codes of Conduct, unethical and illegal behavior, disruptive/dangerous behavior, and other crime and violent offenses are reviewed with regularity. The School Safety Officer meets monthly with SRO Supervisors and receives weekly reports on all violent & disruptive incidents. Each school shall review, update, and publish their safe school procedures and crisis management intervention plans. The LEA conducted a comprehensive update of its Emergency Procedure Manual in 2008 and distributes manual to every school.

Every four years the district conducts a "mock" disaster drill to coordinate efforts through the Office of Emergency Mgmt, local law enforcement agencies, fire departments, and other agencies.

Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs		
Program or Strategy Being Funded	**Amount of Funding**	**Source of Funding**
After-School Tutoring Program	$18,000.00	At-Risk Budget from District
PLATO After-School	$3,500.00	Title I
Learning Focused Strategies	$6,804.00	New Schools Project

Title I School-wide Compliance Review and Plan

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

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

			Priority Goal 1	Priority Goal 2	Priority Goal 3		
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	**Strategy 1**	X	X			
		Strategy 2	X	X	X		
		Strategy 3			X		
	Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						

Through the LTM implemented and LFS training strategies we are addressing schoolwide reform. The LTMs (Learning Team Meetings) provide time for teachers to meet in subject area small groups to share best teaching practices, instructional materials, helpful websites, and classroom management techniques. All staff members will be participating in LFS (Learning Focused Strategies) training. This training instructs teachers in research-based strategies such as formative assessment, effective summarizing, graphic organizers, teaching strategies to reach all levels of students, and scaffolding instruction through vocabulary studies. Algebra I, Civics and Economics, and English I are our identified weaknesses and the strategies included in the School Improvement Plan address how each will be monitored.

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

			Priority Goal 1	Priority Goal 2	Priority Goal 3		
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	**Strategy 1**	X	X			
		Strategy 2	X	X	X		
		Strategy 3			X		
	Our school is addressing the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:						

All teachers meet with the instructional coach in either Learning Team Meetings or staff development opportunities. Teachers participate in high quality professional development opportunities to enhance their teaching. Teachers are provided the manipulatives and technology they require to be successful in their teaching. More experienced teachers share their experiences and teaching strategies that they have found to have the greatest impact on student learning. Teachers reflect on goal summaries and data to make changes in their teaching as they instruct students. Teachers work together to make informed decisions on instruction as well as to create assessments that are common and allow them to share student samples and reflect on teaching practices.

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

			Priority Goal 1	Priority Goal 2	Priority Goal 3		
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	X	X			
		Strategy 2	X	X	X		
		Strategy 3			X		
	Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:						

Professional development opportunities are offered by the district in all subject areas as well as at the school level. Learning Team Meetings are a great time for all teachers involved in Algebra I, English I, Biology, Physical Science, Algebra II, Civics and Economics, and US History. These groups meet weekly to create common assessments, discuss best practices, share materials and instructional guidance, and analyze data. Whole school professional development occurs throughout the year. One of the main opportunities we are offering this year is Learning Focused Strategies training. Through the training all staff will create a unit that includes activating, teaching and summarizing strategies that directly impact student learning. Teachers will learn more about formative assessments from administrators who are participating in NC FALCON online. Staff will be able to clearly define the difference between formative, benchmark and summative assessments and create formative assessments that are meaningful to the subject they teach as well as the students that will be impacted.

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

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

To retain high quality teachers, they must feel that they have a voice within the school and a chance for leadership among their peers. The teacher working conditions survey was favorable from the teachers. Teachers are able to have a voice on important issues in the school through School Improvement Team, small group committees and professional learning communities. Teachers are encouraged to try new strategies. Teachers create growth plans and meet with administration to help provide support in the areas they are hoping to grow professionally. As a magnet school, we recruit students as well as teachers who will work with all levels of students. In a magnet school, teachers work much harder through differentiation, project-based learning, and technology and theme-integrated lessons.

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

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

We had a Title I annual meeting where parents were encouraged to attend. It was a general information session followed by a break-out session highlighting the strand courses offered through the School of Computer Technology at Atkins. Parents are encouraged to join and attend PTSA sponsored events throughout the school year. Administration asked parents to give ideas of trainings they would like to see held for them to participate. Schedules have been set for the flexible meetings throughout the year. A parent community sponsor will be conducting meetings geared at 9th grade parents to help them with the transition from middle school to high school. The webpage has been re-designed and includes links for parents as well as students to help them stay informed about school events. We communicate with parents through a variety of methods and at numerous times throughout the year. Parents will have compacts sent home to be signed with report cards. Parents will also be notified of dates of future meetings.

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

			Priority Goal 1	Priority Goal 2	Priority Goal 3		
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	**Strategy 1**			X		
		Strategy 2	X	X	X		
		Strategy 3	X	X			
	Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:						

We do not have a pre-school transition. However we did provide transition assistance for our 9th graders coming from middle school. In the summer of 2010 we offered Prep for Success, a 4-week program that exposed rising freshman to a variety of activities, academic subjects, and teaching styles. This helped ease their transition to high school. In addition, a 9th grade orientation day was set up for 9th graders to attend school and become familiar with school's layout, teachers, curriculum, and schedule. Students who attended were able to "walk" their schedules, meet their homeroom teacher, and learn the important transitions such as lunch schedules, gym dress out, tardy policy, and discipline infractions. Once school started, the administrators met with the students to discuss first day issues and help encourage students to make good choices throughout their school day with strong emphasis placed on dress code, hats in the building, electronic devices, cell phone usage, etc.

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

			Priority Goal 1	Priority Goal 2	Priority Goal 3		
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	**Strategy 1**	X	X			
		Strategy 2					
		Strategy 3			X		
	Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:						

Formative assessment is sometimes a difficulty for teachers. The main complication is that formative assessments are ungraded. It is a snapshot in time of the level of understanding that students are acquiring from the lesson. Teachers who attend Learning Team Meetings work together to create formative assessments and bring student samples to the table to discuss and set up strategies to meet the needs of students who have missed the concept. Administrator, Curriculum Coordinator, and Instructional Coach are participating in the NC FALCON system on formative assessments. The strategies used in the online training will be pulled to do with teachers in a small group setting so they can have a better understanding of how to use formative assessments within their classes. The history behind formative assessments is not near as important to teachers as the strategies they can use within the daily instructional period.

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

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

9th grade students not proficient on 8th grade End-of-Grade tests are identified prior to the start of school. These students are placed in Foundations of Algebra, if math was not passed, and/or High School English, if reading was not passed. All other students' data is pulled from EVAAS at-risk reports. Teachers have an opportunity to look at the prediction rates for their students and encourage students to stay for after-school tutoring or offer strategies for those students to be successful in the classroom and proficient on state testing. Differentiation in the classroom is encouraged and the instructional coach is available to work with teachers on lesson differentiation.

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

		Priority Goal 1	Priority Goal 2	Priority Goal 3		
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	**Strategy 1**			X	
		Strategy 2	X	X	X	
		Strategy 3	X	X		
	Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:					

We have money that is utilized to pay for professional development that will cover Learning Focused Strategies training as well as money for 14 staff members to work on AG licensure that teaches differentiation strategies that can be used to reach all students. Title I monies are available to purchase items and software licenses that help teachers differentiate and meet the needs of their students through data analysis. ClassScapes provides teachers with an online tool that allows them to set up objectives and assessments that help students strengthen their weaker areas of understanding based on the Standard Course of Study. Instructional coach verifies that money is put into categories that are areas of weakness for the school and uses the data analysis to help teachers set up strategies for their students.

School-based Management and Accountability Program
Summary of School-based Waiver Requests
Program Years: 2008-2010

LEA or Charter School Name/Number: Forsyth County Schools - 340

School Number(s) 700	Request for Waiver
	1. Please describe the waiver you are requesting.
	Class size waiver
	2. Identify the law, regulation, or policy from which exemption is requested.
	3. State how the waiver will be used.
	4. State how this waiver helps achieve the specific performance goals
	(Please duplicate this sheet as needed for additional waivers.)

_____   _____

Signature of Superintendent/Designee   Date