

<b>State Board of Education Goals – Future-ready Students for the 21st Century</b>
<p><b>Goal 1 – North Carolina public schools will produce globally competitive students.</b></p> <p><b>Goal 2 – North Carolina public schools will be led by 21st Century professionals.</b></p> <p><b>Goal 3 – North Carolina Public School students will be healthy and responsible.</b></p> <p><b>Goal 4 – Leadership will guide innovation in North Carolina public schools.</b></p> <p><b>Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.</b></p>

<b>District Goals for Caldwell County Schools</b>	
<b>District Goal 1:</b>	To increase Academic Achievement.
<b>Supports SBE Goal:</b>	Goal 1 – North Carolina public schools will produce globally competitive students.
<b>District Goal 2:</b>	To provide a high quality teacher in every classroom.
<b>Supports SBE Goal:</b>	Goal 2 – North Carolina public schools will be led by 21st Century professionals.
<b>District Goal 3:</b>	To provide programs and processes that support the development and growth of Healthy, Responsible Students.
<b>Supports SBE Goal:</b>	Goal 3 – North Carolina Public School students will be healthy and responsible.
<b>District Goal 4:</b>	To build internal and external support for the school system through communication and collaboration.
<b>Supports SBE Goal:</b>	Goal 4 – Leadership will guide innovation in North Carolina public schools.
<b>District Goal 5:</b>	To develop procedures and processes to provide for continuous development of 21st Century Systems within the school system.
<b>Supports SBE Goal:</b>	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.

<b>Recommended Data Sources for Analysis by School Improvement Teams</b>
<b>You have received your data. Below are additional resources.</b>
<i>Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.</i>
<i>Examine data from such areas as:</i>
<b>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 (<a href="http://www.ncreportcards.org">www.ncreportcards.org</a> Click on High Quality Teachers tab)</b>
<b>End-of-Grade (EOG) Results disaggregated: (<a href="http://www.ncpublicschools.org/accountability/reporting">www.ncpublicschools.org/accountability/reporting</a> Click on Greenbook, then State Testing Results)</b>
<b>End-of-Course (EOC) Results disaggregated: (<a href="http://www.ncpublicschools.org/accountability/reporting">www.ncpublicschools.org/accountability/reporting</a> Click on Greenbook, then State Testing Results)</b>
<b>School Report Card results: (<a href="http://www.ncreportcards.org">www.ncreportcards.org</a>)</b>
<b>North Carolina Teacher Working Conditions Survey results: ( <a href="http://ncteachingconditions.org">http://ncteachingconditions.org</a> )</b>
<b>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 <a href="http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf">http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf</a>)</b>
<b>Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)</b>
<b>Career and Technical Education Local Plan</b>
<b>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) (<a href="http://www.ncpublicschools.org/research/discipline/reports">http://www.ncpublicschools.org/research/discipline/reports</a>)</b>
<b>School Demographic Information related to drop-out information and graduation rate data (<a href="http://www.ncpublicschools.org/research/dropout/reports">http://www.ncpublicschools.org/research/dropout/reports</a>)</b>
<b>School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (<a href="http://www.ncreportcards.org">http://www.ncreportcards.org</a> and locally-maintained data)</b>
<b>School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)</b>
<b>School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)</b>
<b>Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency</b>
<b>Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency</b>
<b>School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities</b>

<b>Ready Schools Inventory/Ready Schools Plan (<a href="http://ncreadyschools.org">http://ncreadyschools.org</a>)</b>
<b>Special Education Continuous Improvement Plan</b>
<b>Title I AYP (<a href="http://ayp.ncpublicschools.org">http://ayp.ncpublicschools.org</a>)</b>
<b>Healthy Active Children Initiative (<a href="http://www.nhealthyschools.org">http://www.nhealthyschools.org</a>)</b>

**School Vision and Mission Statements for Caldwell Career Center Middle College**

**Vision:**

Caldwell Career Center Middle College will continue to develop as a progressive model for blended Technical and Academic education that prepares students for successful careers.

**Mission:**

Creating the Future, Step by Step, Student by Student

**LEA or Charter Name/Number:** Caldwell County Schools - 140  
**School Name/Number:** Caldwell Career Center Middle College  
**School Address:** 2857 Hickory Blvd, Hudson, NC 28638  
**Plan Year(s):** 2012-2014  
**Date prepared:**

**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
Principal	Brian Suddreth
Assistant Principal Representative	N/A
Teacher Representative	N/A
Inst. Support Representative	N/A
Teacher Assistant Representative	N/A
Parent Representative	Wanda Echerd
SIT - Teacher Representative	Guy Myers
SIT - Teacher Representative	Carly Johnson
SIT - Teacher Representative	David Brotherton
SIT - Teacher Representative	Steven Roberts
Student Representative	Whitney Price

\* 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?

The data suggests that the faculty of the school is a major strength. Advanced degrees are held by 54% of the faculty and 29% are National Board Certified Teachers. This indicates that the teachers at this school have continued to be students while pursuing a career. It also means that they have exceeded the requirements for licensed teachers in North Carolina. The students of this school have achieved a proficiency passing rate on standardized tests of 85%. This average is well above district and state averages. This indicates that the teachers are successfully applying the pedagogical and subject knowledge in the classroom to produce higher scores. Another strength of the school is student attendance. The average daily attendance is 96%. The high attendance helps to produce greater test scores.

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

The data shows that the average daily student attendance for the Middle College is 96%. However, attendance in college classes by enrolled high school students is 80%. The data shows a 15% drop in attendance when the students leave the high school campus. The school can improve the attendance in the college classes. Middle College students score at an 84% proficiency rate on North Carolina end of course tests but pass less than 75% of their college classes. Class attendance seems to be linked to academic success since both attendance and proficiency rates are higher for high school courses and lower for college classes. The data also indicates that students do not transition well to the college environment. High school teachers and administrators assume responsibility for students behavior on their campus, but college officials do not actively supervise students outside of the classroom. Since students are not succeeding when they must take responsibility for themselves, the high school has an opportunity to create an educational program aimed at making students more self-reliant and academically successful.

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

The school has no data to explain why the high school students who are successful in high school classes are not successful in college classes. The school will survey students and both high school and college teachers to determine the cause of this disconnect. The school will also examine the resources in place for transition and evaluate their effectiveness. School officials will examine both educational environments to determine the best transition practices. It is the goal of both institutions to produce independent adults who can advocate for themselves.

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.

1. Create a transition program geared toward student success at the college level.  
use of all student data to help students with the rigor of college classes.  
support system for struggling students.

2. Make  
3. Create a



<b>Priority Goal 1 and Associated Strategies</b>	
<b>Area for improvement and supporting data:</b>	
<p>Being high school age, CCCMC students not only encounter traditional transition into a new school and normal physiological change, they immediately absorb added pressure by becoming dual enrolled at the college in which we are housed, adapting to the rigor of the programs and leaving school friends for an entirely new group of students. CCCMC's application and interview process for entrance into our programs is competitive. Having a maximum enrollment makes commitment to the program a high priority and emphasizing this in interviews has not proved to be enough. In recent years, freshman and sophomore students requesting to return to their district school has increased. Attendance and academic performance has been effected. A more detailed plan to address transitional phases of our student body is needed.</p>	
<b>School Goal 1:</b>	Improve student transitional procedures, processes and events that will solidify student success at CCCMC
<b>Supports this district goal:</b>	To provide program and processes that support the development and growth of healthy, responsible students.
<b>Target:</b>	Maintain 100% student enrollment from freshman year through sophomore year at high school level and increase CCC&TI enrollment by 8% of CCCMC graduating seniors.
<b>Indicator:</b>	Enrollment numbers that span consecutive years at CCCMC and data from CCC&TI regarding incoming freshman that graduated from CCCMC. There will be an increase in the number of college credit hours earned by CCCMC students over a two year period.
<b>Milestone date:</b>	2014-2016
<b>Goal 1 Improvement Strategies – Create opportunities that will improve student transition</b>	
<b>Strategy: Develop new and improve existing recruitment procedures that support student transition to the Middle College</b>	
<b>Action steps:</b>	
<b>Strategy 1:</b>	1. Collaborate with administration and school counselors at K-8 & middle schools and present at PTA, PTO, & other school meetings.
	2. Finalize dates for all 8th grader visits to CCCMC
	3. Establish date, time and location for all 8th grade students and
	4. Utilize existing and former students to assist with recruitment events
	5 Provide private visits and meetings for potential students and parents
	6. Provide academy staff visits to feeder schools during the school day.

<b>Strategy 2:</b>	<b>Strategy: Provide opportunities throughout course of school year that will increase student interest in CCCMC experience.</b>		
	<b>Action steps:</b>		
	1. Utilize team building opportunities with each academy throughout the school year.		3. Increase the awareness and participation of students in SkillsUSA or other student organizations and co-curricular activities.
	2. Plan unique field trips for each academy or club		4. Organize events for students through the efforts of PLCs (i.e. PAC, Education Foundation, or business partnerships)
<b>Strategy 3:</b>	<b>Strategy: Coordinate with Transition Advisor and college officials to prepare students for post-secondary opportunities</b>		
	<b>Action steps:</b>		
	1. Develop a schedule for Transition Advisor visits with individual academies		
	2. Set appointment times with students for CCCTI registration		
3. Provide presentation opportunities for Transition Advisor to address student body and parents			
<b>How will we fund these strategies?</b>			
<b>Funding source:</b>	Various budget codes, general school funds and/or private funding.	<b>Funding amount:</b>	\$7,500
		<b>Total initiative funding:</b>	<b>\$7,500</b>
<b>Review frequency:</b>	Semi-annually		
<b>Assigned implementation team:</b>	All faculty and staff		

<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>
Records, agendas and documentation of recruitment events and year-long activities from academies. Media advertisement and reports that emphasize recruitment plans. Transition advisor appointment calendar and presentations will be evaluated.
<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as</b>
Comparison of student applications from previous school year to that of upcoming school year student applications. Parent sign-in sheet at student recruitment events. Student surveys regarding academy events.
<b>Based upon identified results, should/how should strategies be changed?</b>

<b>Priority Goal 2 and Associated Strategies</b>	
<b>Area for improvement and supporting data:</b>	
With an emphasis placed on student achievement from state education goals and a decrease in CCCMC's graduation rate, priority goal 2 is to improve student achievement through positive reinforcement. Overall attendance data and student growth data indicate that additional measures are required to increase student achievement.	
<b>School Goal 2:</b>	Produce globally competitive students by improving student achievement as indicated by student growth data and increase graduation rate through 2016.
<b>Supports this district goal:</b>	North Carolina public schools will produce globally competitive students.
<b>Target:</b>	All students will meet expected growth as detailed in the North Carolina School Report Card, and obtain a 95% graduation rate.
<b>Indicator:</b>	Expected growth met on the North Carolina School Report Card for the 2014-2016 school years.
<b>Milestone date:</b>	2014-2016
<b>Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.</b>	
<b>Strategy 1:</b>	<b>Strategy: Utilize available resources to more effectively communicate attendance data with parents and guardians.</b>
	<b>Action steps:</b>
	1. Use support staff (counselor) to communicate with parents and guardians. 2. All teachers contact parents or guardians of students with attendance issues routinely. 3. Encourage parents to monitor grades and attendance through Parent Portal.
	4. Utilize data to improve student achievement
<b>Strategy 2:</b>	<b>Strategy: Provide an enhanced student reward program to champion student success.</b>
	<b>Action steps:</b>
	1. Determine criteria for reward program based on student performance, attendance, and behavior. 2. Implement the student reward program.
	3. Continue to develop new opportunities for student rewards.

<b>Strategy 3:</b>	<b>Strategy: Utilize available resources to more effectively provide staff development on best practices for improved student achievement</b>		
	<b>Action steps:</b>		
	1. Faculty-chosen professional development opportunities that improve success in classroom.		3. Plan staff development geared toward specific needs of our student body.
	2. Teachers/Staff share successful strategies with colleagues.		4. Research successful programs and practices .

Caldwell Career Center Middle College

<b>How will we fund these strategies?</b>			
<b>Funding source:</b>	Various budget codes, general school funds and/or private funding	<b>Funding amount:</b>	\$7,000
		<b>Total initiative funding:</b>	<b>\$7,000</b>
<b>Review frequency:</b>	Semi-annually		
<b>Assigned implementation team:</b>	All faculty and staff		
<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>			
School attendance data, individual teacher formative assessments, benchmark assessments and course final assessments (EOC, MSL, CTE Post-Assessment, PLAN, ACT, PSAT, & SAT)			
<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>			

School attendance data, individual teacher formative assessments, benchmark assessments and course final assessments (EOC, MSL, CTE Post-Assessment, PLAN, ACT, PSAT, & SAT)

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

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









<b>Priority Goal 3 and Associated Strategies</b>			
<b>Area for improvement and supporting data:</b>			
Implement school wide cross-curricular development opportunities to increase student achievement. As practical examples/projects are included from student interest areas into their classes, their motivation in regular classes should increase. Additionally, the reinforcement accomplished by multiple applications of the same concepts should also increase student achievement. The teachers of CCCMC need opportunities to focus on cross-curricular integration to accomplish this goal.			
<b>School Goal 3:</b>	Implement cross-curricular development opportunities		
<b>Supports this district goal:</b>	To build internal support for the school system through communication and collaboration.		
<b>Target:</b>	Develop a system of collaboration to incorporate cross-curricular instruction.		
<b>Indicator:</b>	Cross-curricular lessons and activities		
<b>Milestone date:</b>	2014-2016		
<b>Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.</b>			
<b>Strategy 1:</b>	<b>Strategy: Develop a system for cross-curricular sharing/development between academy and academic teachers.</b>		
	<p><b>Action steps:</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">1. Teachers meet monthly to develop cross-curricular activities and document ideas gleaned from these meetings.</td> <td style="width: 50%;">2. Academy teachers meet in lieu of faculty meeting to develop academy activities with a cross-curricular component.</td> </tr> </table>	1. Teachers meet monthly to develop cross-curricular activities and document ideas gleaned from these meetings.	2. Academy teachers meet in lieu of faculty meeting to develop academy activities with a cross-curricular component.
1. Teachers meet monthly to develop cross-curricular activities and document ideas gleaned from these meetings.	2. Academy teachers meet in lieu of faculty meeting to develop academy activities with a cross-curricular component.		
<b>Strategy 2:</b>	<b>Strategy: Implement projects and examples into academic curriculum that support academy curriculum where appropriate.</b>		
	<p><b>Action steps:</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">1. Implement classroom activities that are interdisciplinary to enhance academic and CTE curriculum .</td> <td rowspan="2" style="width: 50%;">3. Senior projects will be academy based.</td> </tr> <tr> <td>2. Teachers share examples, projects, and/or practice from other disciplines and academies.</td> </tr> </table>	1. Implement classroom activities that are interdisciplinary to enhance academic and CTE curriculum .	3. Senior projects will be academy based.
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2. Teachers share examples, projects, and/or practice from other disciplines and academies.			

Caldwell Career Center Middle College

<b>How will we fund these strategies?</b>			
<b>Funding source:</b>	Various budget codes, general school funds and/or private funding	<b>Funding amount:</b>	\$1,500
		<b>Total initiative funding:</b>	<b>\$1,500</b>
<b>Review frequency:</b>	semi-annually		
<b>Assigned implementation team:</b>	Academies		
<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>			
Student attendance data from academy activities and the number of academy specific senior projects will be used. Record of collaborative meetings with a focus on cross-curricular development. Also, teacher documentation will be evaluated by reviewing lesson plans, making classroom observations and walk-throughs.			
<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>			
Student attendance data will be used to determine student interest in the academy activities. There will be 100% involvement in academy specific senior projects. Teachers will meet semi-annually to integrate cross-curricular ideas.			
<b>What does data show regarding the results of the implemented strategies?</b>			
<b>Based upon identified results, should/how should strategies be changed?</b>			





## Safe School Plan for Caldwell Career Center Middle College

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:	Brian Suddreth, Principal
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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:

1) Verbal clarifications of exceptions from the Board of Education, 2) Written reprimand from the Board of Education in personnel file, 3) Withholding of salary by Board of Education until responsibilities are met.

**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:

1) Verbal clarifications of exceptions from the Superintendent, 2) Written reprimand from the Superintendent in the personnel file, 3) Disciplinary proceeding 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): N/A

Teachers: Guy Myers, David Brotherton, Steven Roberts, and Carly Johnson

Teacher Assistants: N/A

Other School Staff: N/A

**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.

At-risk students at CCCMC are identified using a combination of the following: data from Power School (grades, transcripts (credits), attendance, incident reports), EVAAS, teacher reports (progress reports, observations, referrals to SST)

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 behaviors, and for removing them from classrooms when necessary.

SST (including 504 & EC) interventions, student conferences, parent conferences, referral to principal/counselor/social worker/etc, parent contact, behavior plans (FBA/BIP), student contracts



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.

Caldwell County Schools has two alternative schools serving students in kindergarten through twelfth grade. Horizons School serves students in grades K - 5, and Gateway School serves students in grades 6-12. Alternative schools provide lower class sizes and smaller learning communities as well as individual behavioral and academic plans to meet individual student needs. Caldwell County Schools also has day treatment programs to address students with severe emotional, behavioral, and/or psychological needs. In addition to these programs, a Suspension Alternative Program (ASAP) provides services to students who are suspended out of school for up to 10 school days.

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.)

<b>Goal:</b>	Implement plan to keep students safe in high traffic areas
<b>Target:</b>	Ensure safe walkways to/from the lunch room and parking lots
<b>Indicator:</b>	Regular use of shuttle bus on inclement weather days, no personal injury or property damage in these areas
<b>Milestone Date:</b>	2016
<b>Goal:</b>	Keep students out of unauthorized areas of campus
<b>Target:</b>	No students in restricted areas without supervision
<b>Indicator:</b>	No personal injuries or property damage related to unauthorized access to machinery areas on campus
<b>Milestone Date:</b>	2016

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:** 100% student graduation

**Indicator:** Graduation rate, attendance data, successful completion of Academy CTE completers

**Milestone Date:** 2014-2016, ongoing

**Target:**

**Indicator:**

**Milestone Date:**

**Target:**

**Indicator:**

**Milestone Date:**

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

Professional Development	Planned/Completed				
Safety Training/ OSHA	Completed 11/2014				
Student CPR training	Planned Spring 2015				
Defibulator Training - designated faculty	Spring 2015				
EpiPen Training	Spring 2015				

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

In accordance with the Caldwell County Schools Safe Schools Plan, the district will : 1.2.1 Continue to partner with local law enforcement to provide drug prevention education in 5th and targeted several grades. Lenoir Police Department uses evidence-based program, "Keepin' It Real."; 1.7.1 The Safe Schools Committee and "committee members", which includes school staff, parents, students, and representatives for community agencies, and law enforcement, will revise plans every three years, and will conduct a needs assessment and review district-wide plans annually for content and conformity. Changes in Safe Schools Plans will be posted on the website for a one month comment period before final adoption. Individual Schools will align their Safe Schools Plan with that of the district and incorporate it as part of their School Improvement Plans.; 2.1.1 The Caldwell County Schools Crisis Management Team will hold regular meetings to discuss issues affecting crisis management, psychological response, ASSIST services, evacuation and reunification procedures, and provisions for dealing with pandemics. This team will provide guidance regarding updates to the LEA crisis readiness plan annually, or as needed.; 2.2.1 Caldwell County Schools Crisis Management Team will conduct countywide mock drills, followed by debriefings to evaluate the process. Table top exercises have been performed at 100% of the schools.; 2.2.2 Local emergency management, law enforcement, fire and other community agency personnel will serve on the Caldwell County Schools Crisis Management Team and Safe Schools Council.

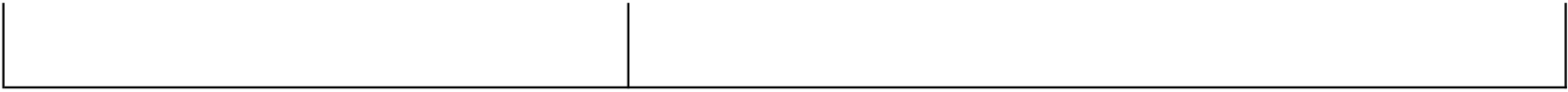
Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.

In accordance with the Caldwell County Schools Safe Schools Plan, the district will: 1.5.4 Provide ongoing education to parents regarding the importance of regular student attendance beginning with the Pre-K screening through twelfth grade via pamphlets, newsletters, automated calls, parent nights, home visits, and parent conferences.; 1.7.1 The Safe Schools Committee and "committee members", which includes school staff, parents, students, and representatives for community agencies, and law enforcement, will revise plans every three years, and will conduct a needs assessment and review district-wide plans annually for content and conformity. Changes in Safe Schools Plans will be posted on the website for a one month comment period before final adoption. Individual Schools will align their Safe Schools Plan with that of the district and incorporate it as part of their School Improvement Plans.; 1.9.2 Parents and Students receive information on the Student Code of Conduct annually in the parent-student handbooks.; 4.1.1 Parents and community members will be invited to serve on Safe Schools Councils and Crisis Management Teams at school and county levels.; 4.1.2 Schools will promote parent/community involvement through volunteering, PTA/PTO, community and business partnerships, boosters clubs and school committee representation reflective of the schools' demographics and diversity of cultures.; 4.2.1 The approved Safe Schools Plan will be available for public review on the county website under Student Support Services.; 4.2.2 The public is provided electronic access to annual ABC reports, AYP results and school report cards on the LEA and DPI websites.; 4.2.3 Programs and support services addressing the needs of disadvantaged and at-risk youth are regularly featured on the Superintendent's weekly local TV presentation.; 4.2.4 Parents and school personnel will be notified of school closings, releases, critical events and public information through the automated phone system.

<b>Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs</b>		
<b>Program or Strategy Being Funded</b>	<b>Amount of Funding</b>	<b>Source of Funding</b>

Caldwell Career Center Middle College

<b>School-based Management and Accountability Program                      Summary of School-based Waiver Requests                      Program Years: 2014-2016</b>	
<b>LEA or Charter School Name/Number:</b>	Caldwell County Schools - 140
School Number(s)	Request for Waiver
Caldwell Career Center Middle College (305)	1. Please describe the waiver you are requesting.
	School based calendar for individual schools for educational purposes - Cooperative Innovative High School Program (115c-238.50-238.55)
	2. Identify the law, regulation, or policy from which exemption is requested.
	An Act to Establish the Innovative Education Initiatives Act, Section 2, Article 16 of Chapter 115C-238, Part 9, Cooperative Innovative High School Programs authorizes boards of trustees of community colleges and local boards of education, boards of governors of the UNC System and the independent colleges to jointly establish cooperative innovative programs in high schools and community colleges that will expand students' opportunities for education success through high quality instructional programming. These cooperative innovative high school programs shall target: <ul style="list-style-type: none"> <li>• high school students who are at risk of dropping out of high school before attaining a high school diploma, or</li> <li>• high school students who would benefit from accelerated academic instruction.</li> </ul>
	3. State how the waiver will be used.
	Prepare students for future learning in the workforce, collaborate and share resources, and expand student educational opportunities. Align the school calendar with the community college calendar for instructional purposes.



Caldwell Career Center Middle College

	<p>4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.</p> <p>Allow students to accelerate instruction, reduce the drop out rate, and improve the graduation rate. Allow students to enroll in community college courses as part of their high school experience.</p>
<p>Signature of Superintendent/Designee _____ Date _____</p>	









<b>School-based Management and Accountability Program                      Summary of School-based Waiver Requests                      Program Years: 2014-2016</b>	
<b>LEA or Charter School Name/Number:</b> Caldwell County Schools - 140	
School Number(s)	Request for Waiver
Caldwell Career Center Middle College (305)	1. Please describe the waiver you are requesting. Seat Time - Cooperative Innovative High School Program (115c-238.50-238.55)
	2. Identify the law, regulation, or policy from which exemption is requested. Instructional hours required during the 90-day block and/or 180-day year long schedule.
	3. State how the waiver will be used. Prepare students for future learning in the workforce, collaborate and share resources, and expand student educational opportunities.
	4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan. Allow students to accelerate instruction, reduce the drop out rate, and improve the graduation rate.
<hr style="width: 50%; display: inline-block; margin-right: 100px;"/> Signature of Superintendent/Designee <span style="margin-left: 100px;"> <hr style="width: 50%; display: inline-block;"/>                     Date                 </span>	



<b>School-based Management and Accountability Program                      Summary of School-based Waiver Requests                      Program Years: 2014-2016</b>	
<b>LEA or Charter School Name/Number:</b>	Caldwell County Schools - 140
School Number(s)	Request for Waiver
Caldwell Career Center Middle College (305)	1. Please describe the waiver you are requesting. Class Size - Cooperative Innovative High School Program (115c-238.50-238.55)
	2. Identify the law, regulation, or policy from which exemption is requested. Class size limits for high school courses.
	3. State how the waiver will be used. Prepare students for future learning in the workforce, collaborate and share resources, and expand student educational opportunities.
	4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan. Allow students to accelerate instruction, reduce the drop out rate, and improve the graduation rate.
_____ Signature of Superintendent/Designee	_____ Date

