

## How to Use This Template

<b>General Information</b>	<p>This school improvement plan template is designed to provide a step-by-step approach to planning. The template is aligned with the NCDPI-recommended model for school improvement planning as outlined in <i>The North Carolina School Improvement Planning Implementation Guide</i>. The template is aligned with the recommendations found in the Guide. For instance, space is provided for up to 5 goals for each school and drop-down menus reflect recommended guidelines such as quarterly, or at most semi-annual, review cycles. Each page of this template is designed to print neatly on an 8.5 inch-wide piece of paper, though the length may stretch to several pages. <b>At certain locations, you will see a prompt to "select" an item from a drop-down menu. To use this feature, select the cell, then look to the far right of the cell for the drop-down button. Click the button to select the item for that cell.</b></p> <p>Please note the template has several tabs along the bottom of the Excel workbook. Each tab corresponds to an input and/or step of the planning process. For example, the tab named "Step 1 Cover Sheet" (see below) provides a location to input relevant school demographic data (we anticipate that the future on-line version will pre-populate this data) and school improvement team information as well as space for the principal and the local board of education chair to sign-off. Other tabs provide reference information for the school improvement team (SBE Goals, District Goals), a place for data analysis and summary, and of course, a place to identify and track school-level goals. Additional detail for each tab is provided below.</p>
<b>Reference Tabs – These tabs provide information to aid the planning process.</b>	<p>SBE Goals – This tab lists the five current State Board of Education goals for North Carolina. Use this as a reference as needed.</p> <p>District Goals – This tab provides space to input district level goals as well as the SBE goal supported by each. It is intended to provide an easy-to-access reference point for local district goals. Please note that the SBE goals may be selected by clicking on the cell and using the drop-down button at the end of the cell. Also, entering your district-level goals is a critical step because it builds one of the drop-down menus you will use in Steps 3 through 7, described below in greater detail. <b>Please note this page contains at least one drop-down menu.</b></p> <p>Data Sources – This tab lists a variety of data sources for school improvement teams to consult as they work to establish an understanding of the current state at the school. Other data sources may be available locally as well and teams should not limit themselves to evaluating the sources listed in the template.</p> <p>School Vision and Mission – School improvement teams can input the school's mission and vision on this tab to provide an easy reference as needed during the planning process.</p>
<b>School Improvement Plan Tabs – The School Improvement Plan consists of these tabs.</b>	<p>Step 1 – Cover Sheet – Use this sheet to document school information. Identify all School Improvement Team members and whom they represent, as appropriate. This sheet also provides signature lines for the school principal and the person authorized to accept the plan on behalf of the local school board. <b>Please note this page contains at least one drop-down menu.</b></p> <p>Step 2 – School Data Analysis Summary – This sheet provides guiding questions to help begin data analysis. It provides space to document findings and list priorities. Data sources for use with this tab are listed on the "Data Sources" tab; other available data locally available may also be used.</p> <p>Steps 3 through 7 – School Goals – These tabs provide space to record goals based upon the priorities resulting from data analysis. A separate tab is provided for each goal up to 5 goals (3-5 goals are recommended for each school). For each goal, several items can be recorded: the relevant area for improvement, the goal and the district-level goal it supports, measures, quantitative target, and milestone date. The school improvement team can also record the specific strategies to be implemented to achieve the goal along with action items for each strategy. The lower portion of each sheet provides a place to discuss potential interventions, to identify funding sources (using a drop-down menu) and team members, and to document the reviewcycle frequency for the goal (also using a drop-down menu). <b>Please note that each of these pages contains multiple drop-down menus.</b></p>
<b>Other SIP-related Requirements</b>	<p>Safe Schools Plan – This template for the Safe Schools Plan is aligned to the state legislative requirements specified in § GS 115C-105.47. Using this template to guide Safe School planning will ensure schools address the appropriate requirements. District-level Safe Schools personnel can use the information on this tab from each school in the district to understand the prevailing issues across the district and document appropriate strategies on the district-level Safe Schools Plan.</p> <p>ABCs Waiver Request Form – ABCs waivers may be requested according to the guidelines specified in GS § 115C-105.26. These guidelines are enumerated in the SIP Implementation Guide.</p>

## State Board of Education Goals – Future-ready Students for the 21<sup>st</sup> Century

**Goal 1** – North Carolina public schools will produce globally competitive students.

**Goal 2** – North Carolina public schools will be led by 21<sup>st</sup> 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 21<sup>st</sup> Century systems.



## District Goals for Caldwell County Schools

**District Goal 1:** To increase Academic Achievement

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

**District Goal 2:** To provide a high quality teacher in every classroom.

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

**District Goal 3:** To provide programs and processes that support the development and growth of healthy, responsible students.

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

**District Goal 4:** To build internal and external support for the school system through communication and collaboration.

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

**District Goal 5:** To develop procedures and processes to provide for continuous development of 21st Century Systems within the school system.

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

## 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](http://www.ncreportcards.org) Click on High Quality Teachers tab)

**End-of-Grade (EOG) Results disaggregated:** ([www.ncpublicschools.org/accountability/reporting](http://www.ncpublicschools.org/accountability/reporting) Click on Greenbook, then State Testing Results)

**End-of-Course (EOC) Results disaggregated:** ([www.ncpublicschools.org/accountability/reporting](http://www.ncpublicschools.org/accountability/reporting) Click on Greenbook, then State Testing Results)

**School Report Card results:** ([www.ncreportcards.org](http://www.ncreportcards.org))

**Teacher Working Conditions Survey results:** (<http://ncteachingconditions.org> )

**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,

**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 of 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 West Caldwell High School

### Vision:

WCHS will be a caring community recognized for its excellent teaching, high academic standards, high moral values, and an atmosphere where students, parents, and staff work cooperatively to help every person to reach his/her highest potential.

### Mission:

Our mission, in cooperation with parents and the community, is to provide students with a safe environment and with learning experiences that equip them with leadership, responsibility, and critical thinking skills necessary to be productive members of society.



**LEA or Charter Name/Number:** Caldwell County Schools - 140  
**School Name/Number:** West Caldwell High School - 390  
**School Address:** 300 West Caldwell Dr. Lenoir, NC 28645  
**Plan Year(s):** 2014-2016  
**Date prepared:** 25-Sep-14

**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			
Assistant Principal Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Student Services Representative			
Associate Staff Representative			
Parent Representative			

\* 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?

- 90.3% cohort graduation rate 13-14 school year
- School performance status met expected overall growth
- 100% of classrooms are connected to the internet
- 85% of teaching staff plan to continue teaching at WCHS
- 89% of teaching staff feel the school is a safe environment
- Student performance on EOC exams is climbing in each area
- Math 1 scores increased 31.9%
- 14 teachers with National Board Certification
- 70% of the teaching staff has at least 10 years of experience



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

- 50% of teachers feel students follow conduct rules
  - 55% of teachers feel administrators consistently enforce rules
  - 41% of teachers feel teachers consistently enforce rules
  - 46.5% performance composite on EOC assessments
  - Lack of technology resources for classrooms
  - 2.11 students per digital instructional learning device (below state and county averages)
  - 20.61 short term suspensions (ISS, OSS, etc.) per 100 students – twice the county average
  - Average age of media center materials is 1991
  - Only 2% of students enrolled in either AP, IB, or College level courses
  - 66.7% of AMO targets met
  - All and White subgroups failed to meet AMO targets in Reading, Math, and Science
  - 91.8% student attendance rate
  - ACT performance composite was 16.7...state average is 18.9
  - 60% of teachers feel the physical environment of the classrooms support learning
- Only utilizing GradPoint program at 50% capacity...16 students recovered 22 credits





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

- Very little information from the community, parents, or students regarding perceptions of the school
- Examination of student absence data to determine reasons for decline in attendance rate over the last few years

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.

- Work to improve student attendance rate
- Continue to provide support for at risk students
- Improve student performance on EOC and other performance measures

## Priority Goal 1 and Associated Strategies

**Area for improvement and supporting data:**

Work to improve the student attendance rate: 91.8% student attendance rate; 20.61 short term suspensions (ISS, OSS, etc.) per 100 students

**School Goal 1:** Increase the student attendance rate

**Supports this district goal:** To increase Academic Achievement

<b>Target:</b>	Increase the student attendance rate to 95%
<b>Indicator:</b>	Monthly attendance summary reports, End of year attendance summary report
<b>Milestone date:</b>	1-Jun-16

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

Plan/Do

<b>Strategy 1:</b>	<b>Strategy:</b> Regularly convene the attendance team to discuss students with excessive absences
	<b>Action steps:</b> 1. Establish attendance team with representation from student services, social worker, administrators, and teachers 2. Meet every two weeks to review individual cases 3. Develop strategies and incentives to appeal to students 4. Meet with students and parents to provide support and help remove obstacles to school attendance
	<b>Strategy 2:</b>
<b>Strategy 2:</b>	<b>Strategy:</b> Talk with students about the importance of school attendance
	<b>Action steps:</b> 1. Incorporate information into daily announcements 2. Post information on bulletin boards throughout the building 3. Make sure incoming freshmen understand the high school attendance policies and how they differ from middle school
<b>Strategy 3:</b>	<b>Strategy:</b> Talk with parents about the importance of school attendance
	<b>Action steps:</b> 1. Work to get automated attendance calls to parents when students are absent 2. Incorporate a discussion on school attendance as part of 9th grade orientations 3. Add information to parent newsletters regarding school attendance



Plan/Do

**How will we fund these strategies?**

<b>Funding source 1:</b>	Select a funding source	<b>Funding amount:</b>	\$0
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>	\$0
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>	\$0
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>	\$0
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>	\$0
		<b>Total initiative funding:</b>	<b>\$0</b>

**Review frequency:** Quarterly

**Assigned implementation team:** : Attendance Team, SST Team, School Administrators

Study

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

Meeting notes, Phone logs for parent communication, Orientation programs,

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

We will analyze attendance data monthly and look for trends in attendance patterns. We will also use feedback from students and parents. The monthly and yearly attendance data will show any improvements to attendance.





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

Act

## Priority Goal 2 and Associated Strategies

**Area for improvement and supporting data:**

Continue to provide support for at risk students: 90.3% cohort graduation rate 13-14 school year; Only utilizing GradPoint program at 50% capacity...16 students recovered 22 credits

**School Goal 2:** Establish support structures for students determined to be at risk

**Supports this district goal:** To increase Academic Achievement

<b>Target:</b>	Increase the co-hort graduation rate to 93%
<b>Indicator:</b>	North Carolina School Report Card Date
<b>Milestone date:</b>	1-Jun-16

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

Plan/Do

<b>Strategy 1:</b>	<b>Strategy:</b> Utilize the Student Success Team to indentify and support students who are at risk of not graduating
	<b>Action steps:</b> 1. Monitor attendance every two weeks 2. Reach out to parents to gain their support when working with students 3. Utilize student support service staff to meet with students 4. Create individualized plans for student success 5. Use the school social worker and school nurse to help meet special needs of identified students.

<b>Strategy 2:</b>	<b>Strategy:</b> Maximize the oppotunities for students to meet graduation requirements
	<b>Action steps:</b> 1. Restructure how we utilize GradPoint to provide more oppotunities for students to earn credits 2. Continue to offer GradPoint over the summer to selected students 3. Meet with and hand schedule students determined at risk

<b>Strategy 3:</b>	<b>Strategy:</b>
	<b>Action steps:</b>





<b>Plan/Do</b>	<b>How will we fund these strategies?</b>	
	<b>Funding source 1:</b> State funds for at-risk students	<b>Funding amount:</b> \$15,000
	<b>Funding source 2:</b> Select a funding source	<b>Funding amount:</b>
	<b>Funding source 3:</b> Select a funding source	<b>Funding amount:</b>
	<b>Funding source 4:</b> Select a funding source	<b>Funding amount:</b>
<b>Funding source 5:</b> Select a funding source	<b>Funding amount:</b>	
	<b>Total initiative funding:</b>	<b>\$15,000</b>
	<b>Review frequency:</b> Quarterly	
	<b>Assigned implementation team:</b> : SST Team, School Administrators, Student Support Services Staff, Teachers	
<b>Study</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>	
	Meeting notes from SST, CFST, Attendance Team, Student Success agreements, GradPoint credits earned, Cohort graduation rate	
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>	
	Cohort graduation rate, attendance rate,	
	<b>What does data show regarding the results of the implemented strategies?</b>	

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

## Priority Goal 3 and Associated Strategies

**Area for improvement and supporting data:**

Improve student performance on EOC and other performance measures: 46.5% performance composite on EOC assessments; 66.7% of AMO targets met; ACT performance composite was 16.7...state average is 18.9

**School Goal 3:** Increase the proficiency level of students on EOC's and other performance measures

**Supports this district goal:** To increase Academic Achievement

<b>Target:</b>	West Caldwell High School will meet 100% of AMO targets while meeting or exceeding growth status
<b>Indicator:</b>	EOC Scores
<b>Milestone date:</b>	Jun-16

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

Plan/Do

<b>Strategy 1:</b>	<b>Strategy:</b> Utilize Benchmark and other formative assessments to guide instruction
	<b>Action steps:</b> 1. Take county and teacher developed benchmark assessments 2. Use results to identify strengths and weaknesses of instruction 3. Use results to identify students who need additional instruction or remediation
<b>Strategy 2:</b>	<b>Strategy:</b> Use EVAAS to examine assessment data
	<b>Action steps:</b> 1. Use data to identify students who are at risk 2. Use data to appropriately assign classes to teachers who have demonstrated strengths 3. Train teachers to use or expand their use of EVAAS
<b>Strategy 3:</b>	<b>Strategy:</b> Align instruction to North Carolina curriculum standards
	<b>Action steps:</b> 1. Ensure classroom instruction follows county pacing guides as appropriate 2. County and school level staff development on curriculum updates 3.

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

## Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:

School Goal 4:

Supports this district goal: Select a district-level goal

Target:  
Indicator:  
Milestone date:

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

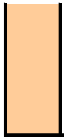
Plan/Do

Strategy 1:	Strategy:
	Action steps:
Strategy 2:	Strategy:
	Action steps:
Strategy 3:	Strategy:
	Action steps:





<b>Plan/Do</b>	<b>How will we fund these strategies?</b>		
	<b>Funding source 1:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>
		<b>Total initiative funding:</b>	<b>\$0</b>
	<b>Review frequency:</b>	Select a review frequency	
	<b>Assigned implementation team:</b>		
<b>Study</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
	<b>What does data show regarding the results of the implemented strategies?</b>		



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

## Priority Goal 5 and Associated Strategies

Area for improvement and supporting data:

**School Goal 5:**

**Supports this district goal:**      Select a district-level goal

**Target:**  
**Indicator:**  
**Milestone date:**

**Goal 5 Improvement Strategies – Identify research-based strategies whenever possible.**

**Plan/Do**

<b>Strategy 1:</b>	<b>Strategy:</b>
	<b>Action steps:</b>
<b>Strategy 2:</b>	<b>Strategy:</b>
	<b>Action steps:</b>
<b>Strategy 3:</b>	<b>Strategy:</b>
	<b>Action steps:</b>



<b>Plan/Do</b>	<b>How will we fund these strategies?</b>		
	<b>Funding source 1:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>
		<b>Total initiative funding:</b>	<b>\$0</b>
	<b>Review frequency:</b>	Select a review frequency	
	<b>Assigned implementation team:</b>		
<b>Study</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
	<b>What does data show regarding the results of the implemented strategies?</b>		





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

## Safe School Plan for West Caldwell High School

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

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

Andy Puhl - Principal

### 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

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): Paul Scherer, Jeff Mayo, Gail Handsel

Teachers: Michael Fredericks - Student Concerns Specialist; Stephen McMasters - Athletic Director

Teacher Assistants:

Other School Staff: Brandon Banks - Resource Officer; Kristi Ramsey - Administrative Assistant; Alicia Stanislaw - Nurse

**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.

West Caldwell High School utilizes a Student-Services Team (SST) to take referrals from staff concerning at-risk students and to investigate each case for assistance. Interventions are recommended by the team to help the student be more successful. The SST also serves the school by making student referrals to alternative settings. The school also employs a Child-Family Support Team consisting of the school nurse, school social worker, and guidance counselors. Their role is to identify at-risk students who are having medical and/or family issues that are preventing them from being successful. One-on-one counseling, family meetings, parent-teacher conferences, and home visits are strategies used to improve the educational conditions. An attendance team consisting of administrators, counselors, school nurse, and social worker meet twice a month to monitor student absences and to provide support for students with chronic attendance issues. The school also partners with Communities in Schools to identify students who could benefit from additional academic and behavioral support.

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.

The Discipline Matrix outlined in the student handbook along with student code of conduct policies provided by the district provide the basis for managing student behavior. The school also develops behavior intervention plans and personalized education plans to address chronic misbehavior or academic concerns of students. The school utilizes detention, In School Suspension and, Out of School Suspension as consequences of inappropriate behavior. Some students qualify for Individual Education Plans or 504 plans that identify areas of need and provide strategies for student success.

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>	Conduct all safety drills
<b>Target:</b>	100% participation and completion of fire, lock-down, tornado drills
<b>Indicator:</b>	Fire Marshall summary report, documentation of other completed drills
<b>Milestone Date:</b>	1-Jun-16

<b>Goal:</b>	
<b>Target:</b>	
<b>Indicator:</b>	
<b>Milestone Date:</b>	

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).

<b>Target:</b>	Reduce the rate of student suspensions by 50%
<b>Indicator:</b>	Discipline data reporting on the NC School Report Card
<b>Milestone Date:</b>	1-Jun-16

<b>Target:</b>	
<b>Indicator:</b>	
<b>Milestone Date:</b>	

<b>Target:</b>	
<b>Indicator:</b>	
<b>Milestone Date:</b>	

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				
Anti Bullying Training	Completed				
School Discipline	Completed				
Attendance Team Meetings	Planned				
Student at Risk Team Meetings	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.

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.

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

**Program or Strategy Being Funded**

**Amount of Funding**

**Source of Funding**





**School-based Management and Accountability Program  
Summary of School-based Waiver Requests  
Program Year: 2014-2016**

**LEA or Charter School Name/Number:** Select your school district/charter school

School Number(s)	Request for Waiver
	<p>1. Please describe the waiver you are requesting. WCHS is requesting an exemption from class size requirements.</p>
	<p>2. Identify the law, regulation, or policy from which exemption is requested. NC General Statute 115c-301 (c)...Class size limits for grades 9-12</p>
	<p>3. State how the waiver will be used. The class size waiver will be used to address the individual learning needs of students.</p>
<p>4. State how this waiver helps achieve the specific performance goals The class size waiver will increase Cohort Graduation Rate and provide differentiated instruction opportunities for all students (struggling and accelerated) by allowing classes to be taught that would not regularly.</p> <p align="right">(Please duplicate this sheet as needed for additional waivers.)</p>	

\_\_\_\_\_  
 Signature of Superintendent/Designee
 
 \_\_\_\_\_  
 Date