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A.G. Cox

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

School Improvement, Title 1, Safe Schools, and Staff Development Plans

2016-2018

Tab Legend

Yellow - All Schools

Green - K-8 Schools Only

Purple - 9-12 Schools Only

Gray - District Completed

Orange - Title 1 Schools

Vision and Mission Statements

PCS Vision:

Pitt County Schools: a system of excellence partnering with family and community to prepare students to function effectively in a rapidly changing world by developing global citizens through academic excellence.

PCS Mission Statement:

Pitt County Schools will ensure that every student is provided a rigorous and personalized education that prepares them for the ever-changing challenges of the 21st century.

School Vision Statement:

Each student at A.G. Cox Middle School will demonstrate appropriate life skills through the use of a variety of successful tools and available resources by becoming healthy, caring, independent, productive 21st Century life-long learners in a diverse society.

School Mission Statement:

A.G. Cox strives to produce independent, 21st Century learners through communication and a rigorous curriculum in a safe, positive environment with high expectations for student growth.

District Goals for Pitt County

District Goal 1:

Every student in Pitt County Schools graduates from high school prepared for work, further education, and citizenship.

Supports SBE Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

District Goal 2:

Every student in Pitt County Schools has a personalized education.

Supports SBE Goal 2: Every student has a personalized education.

District Goal 3:

Every student in Pitt County Schools has an excellent educator every day.

Supports SBE Goal 3: Every student, every day has excellent educators.

District Goal 4:

Every school in Pitt County Schools has up-to-date financial, business, and technology systems to serve its students, parents, and educators.

Supports SBE Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.

District Goal 5:

Every student in Pitt County Schools is healthy, safe, and responsible.

Supports SBE Goal 5: Every student is healthy, safe, and responsible.

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

Read 3D	Percentage Proficient (Green and Blue)					
	2015-16	All	Black	Hispanic	White	SWD
	K					
	1					
	2					
	3					

Read 3D	Percentage Proficient (Green and Blue)					
	2016-17	All	Black	Hispanic	White	SWD
	K					
	1					
	2					
	3					

Read 3D	Percentage Proficient (Green and Blue)					
	2017-18	All	Black	Hispanic	White	SWD
	K					
	1					
	2					
	3					

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)					
	2015-16	Growth - MG, DNM, EG	Estimated School NCE Gain			

	3							
	4							
	5							
	6	MG	-0.3					
	7	DNM	-2.7					
Reading	8	DNM	-2.9					
	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)							
	2016-17	Growth - MG, DNM, EG	Estimated School NCE Gain					
	3							
	4							
	5							
	6							
	7							
Reading	8							
	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)							
	2017-18	Growth - MG, DNM, EG	Estimated School NCE Gain					
	3							
	4							
	5							
	6							
	7							
Reading	8							

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

<http://www.ncac>

Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
2015-16	All	Black	Hispanic	White	AIG	SWD
3						
4						

Reading	5						
	6	57.3	38.7	60	76.2	>95	11.8
	7	54.1	37.5	***	60	>95	6.3
	8	50.2	34.1	41.7	69.5	89.9	9.1
Reading	Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
	2016-17	All	Black	Hispanic	White	AIG	SWD
	3						
	4						
	5						
	6						
	7						
	8						
	Reading	Percentage Proficient (only indicate if greater than 5 students in that subgroup)					
2017-18		All	Black	Hispanic	White	AIG	SWD
3							
4							
5							
6							
7							
8							

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)						
2015-16	Growth - MG, DNM, EG	Estimated School NCE Gain				
3						
4						
5						
6	EG	3				

Math	7	DNM	-4.6					
	8	MG	-1.1					
Math	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)							
	2016-17	Growth - MG, DNM, EG	Estimated School NCE Gain					
	3							
	4							
	5							
	6							
	7							
	8							
	Math	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)						
2017-18		Growth - MG, DNM, EG	Estimated School NCE Gain					
3								
4								
5								
6								
7								
8								
Science		Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)						
	2015-16	Growth - MG, DNM, EG	School Effect Number					
	5							
	8	DNM	-2.1					
	2016-17							
	5							
	8							
	2017-18							
	5							
8								
	Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)							
		Growth - MG,	School Effect					

		DNM, EG	Number				
	2015-16	MG	-1.6				
Math I	2016-17						
	2017-18						

K-8 Student Achievement Data

		Percentage Proficient (only indicate if greater than 5 students in that subgroup)						http://www.ncac
Math	2015-16	All	Black	Hispanic	White	AIG	SWD	
	3							
	4							
	5							
	6	53.6	33.1	46.7	74.5	>95	5.7	
	7	49.6	33.6	**	69.4	>95	6.3	
	8	45.3	27.3	36.4	67.6	89.9	9.1	
			Percentage Proficient (only indicate if greater than 5 students in that subgroup)					
Math	2016-17	All	Black	Hispanic	White	AIG	SWD	
	3							
	4							
	5							
	6							
	7							
	8							
			Percentage Proficient (only indicate if greater than 5 students in that subgroup)					
Math	2017-18	All	Black	Hispanic	White	AIG	SWD	
	3							
	4							
	5							
	6							
	7							
	8							

Science	Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
	2015-16	All	Black	Hispanic	White	AIG	SWD
	5						
	8	72.6	60.6	50	88	>95	18.2
	2016-17						
	5						
	8						
	2017-18						
	5						
8							

Math I	Percentage Proficient (only indicate if greater than 5 students in that subgroup)						
		All	Black	Hispanic	White	AIG	SWD
	2015-16	94	90	-	94.8	>95	-
	2016-17						
	2017-18						

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

Student Engagement Data

Number of students with > 10 unexcused absences

	2016	2017	2018
K			
1			
2			
3			
4			
5			
6			
7			

8			
Promotion Retention Data			
Promotion Rate:			
	2016	2017	2018
K			
1			
2			
3			
4			
5			
6	100		
7	100		
8	100		

PCS DATA SUMMARY SHEET

K-8 Student Achievement Data

Out of School Suspension Data

Percentage of OSS			
	2016	2017	2018
K			
1			
2			
3			
4			
5			
6	23		
7	40		
8	37		

Technology Readiness Data

Number of Tested Students			Number of Student Devices for Online Testing				
	2016	2017	2018		2016	2017	2018
3				Desktop	85		
4				Laptop	320		
5				iPad	0		
6							
7							

PCS DATA SUMMARY SHEET

9- 12 Student Achievement Data

Graduation Rate:	School Year	All	Black	Hispanic	White	SWD
	2015-16					
	2016-17					
	2017-18					

Attendance Rate:		2015-16	2016-17	2017-18
	9th Grade			
	10th Grade			
	11th Grade			
	12th Grade			

Greater than 8 Unexcused Absences:		2015-16	2016-17	2017-18
	9th Grade			
	10th Grade			
	11th Grade			
	12th Grade			

<http://www.ncaccountabilitymod>

PCS DATA SUMMARY SHEET

9- 12 Student Achievement Data

End of Course Growth

Biology	EVAAS Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
	School Year	Growth - MG, DNM, EG	School Effect Number
	2015-16		
	2016-17		
	2017-18		

	EVAAS Met Growth (MG) , Did Not Meet Growth (DNM), Exceeded Growth (EG)		
	School Year	Growth - MG, DNM, EG	School Effect Number

English II	2015-16						
	2016-17						
	2017-18						
Math I	EVAAS						
	School Year	Growth - MG, DNM, EG	School Effect Number				
	2015-16						
	2016-17						
	2017-18						

PCS DATA SUMMARY SHEET

9- 12 Student Achievement Data

End of Course Proficiency

<http://www.ncacc>

Biology	Percentage Who Showed Proficiency (only indicate if greater than 5 students in that subgroup)						
	School Year	All	Black	Hispanic	White	AIG	SWD
	2015-16						
	2016-17						
	Percentage Who Showed Proficiency (only indicate if greater than 5 students in that subgroup)						
	School Year	All	Black	Hispanic	White	AIG	SWD
	2015-16						
	2016-17						

English II	2017-18						
Math I	Percentage Who Showed Proficiency (only indicate if greater than 5 students in that subgroup)						
	School Year	All	Black	Hispanic	White	AIG	SWD
	2015-16						
	2016-17						
	2017-18						
Math Rigor			http://www.ncaccountabilitymodel.org/SASPortal/mainUnchallenged.do?unchallenged=yes&unchallenged=yes				
	School Year	Percentage					
	2015-16						
	2016-17						
SAT			http://www.ncpublicschools.org/accountability/reporting/sat/				
	School Year	Average Score					
	2015-16						
	2016-17						
Workkeys Percent of students that were silver or better			http://www.ncaccountabilitymodel.org/SASPortal/mainUnchallenged.do?unchallenged=yes&unchallenged=yes				
	School Year	Percentage					
	2015-16						
	2016-17						
ACT			http://www.ncpublicschools.org/accountability/act/				
	School Year	Composite Mean					
	2015-16						
	2016-17						
	2017-18						

PCS DATA SUMMARY SHEET

9-12 Student Achievement Data

Out of School Suspension Data

Percentage of OSS

	2015-2016	2016-2017	2017-2018
9			
10			
11			
12			
Totals	0	0	0

Goal 1 and Objectives

District Goal 1:

Every student in Pitt County Schools graduates from high school prepared for work, further education, and citizenship.

School Goal for 6/30/2017: Every student at AG Cox will be academically challenged and be a globally productive citizen.

Objective: AG Cox will increase the percentage of students meeting proficiency in Reading and Math EOG by 10% points.

Action Steps: Review and identify projected student levels based on EVAAS; Employ remediation strategies to work with students projected to score below proficiency; Team data meetings to discuss student performance; Continue to implement Remediation and Enrichment times with 7th and 8th grade students; Continue to use online resources to supplement the Power Standards.

Objective: AG Cox will increase the performance diagnostic results of students who meet or exceed growth in their content area (Reading, Math, and Science) from 17 of 38 to 25 of 38.

Action Steps: Review and identify projected student levels based on EVAAS; Employ remediation and enrichment strategies to improve student growth; Team data meetings to discuss student performance; Implement remediation and enrichment times; Continue to find and use resources to supplement the Power Standards.

Objective:

Action Steps:

School Goal for 6/30/2018:

Objective:

Action Steps:

Objective:

Action Steps:

Objective:

Action Steps:

School Goal for 6/30/2019:

Objective:

Action Steps:	
Objective:	
Action Steps:	
Objective:	
Action Steps:	

Goal 2 and Objectives

District Goal 2:

Every student in Pitt County Schools has a personalized education.

School Goal for 6/30/2017: Every student at AG Cox has a personalized education.

Objective: Regular staff review of student performance data and needs.

Action Steps: Teachers will conference individually with students to review performance data from District and In-House benchmarks, previous EOG results, and Common Formative Assesments. Teachers will conference with administration regarding student individual data and needs. The data wall will be displayed and used to drive instruction and reflection for student performance.

Objective: Regular student review of student performance data and needs.

Action Steps: Students will use self-reflection and set quarterly goals through a Data Notebook. The data wall will be displayed and used to drive instruction.

Objective:

Action Steps:

School Goal for 6/30/2018:

Objective:

Action Steps:

Objective:

Action Steps:

Objective:

Action Steps:

School Goal for 6/30/2019:

Objective:

Action Steps:	
Objective:	
Action Steps:	
Objective:	
Action Steps:	

Goal 3 and Objectives

District Goal 3:

Every student in Pitt County Schools has an excellent educator every day.

School Goal for 6/30/2017: Every student at AG Cox has an excellent educator every day.

Objective: Conduct Professional Learning Communities on a weekly basis.

Action Steps: Intentional scheduled time in the master schedule for the Professional Learning Communities; Maintain agendas and notes for each meeting.

Objective: Continue the use of "The Fundamental Five" instructional practices and adapt the Learning Focused District initiative.

Action Steps: Cohort staff training for the Learning Focused District initiative; monitoring the implementation of the Fundamental Five strategies

Objective: Conduct instructional rounds for educators to view same and other content areas.

Action Steps: Schedule instructional rounds quarterly; administrative monitoring of the implementation of the schedule of rounds

School Goal for 6/30/2018:

Objective:

Action Steps:

Objective:

Action Steps:

Objective:

Action Steps:

School Goal for 6/30/2019:

Objective:

Action Steps:	
Objective:	
Action Steps:	
Objective:	
Action Steps:	

Goal 4 and Objectives

District Goal 4:

Every School in Pitt County Schools has up-to-date financial, business, and technology systems to serve its students, parents, and educators.

School Goal for 6/30/2017: A.G. Cox has up-to-date financial, business, and technology systems to serve its students, parents, and educators.

Objective: School Improvement team helps with distribution of funding

Action Steps:

Content areas submit instructional needs to the School Improvement Team (SIT); SIT meets to analyze needs and distribute funding.

Objective: School Improvement team will research opportunities for increasing technology within the school.

Action Steps:

Content areas will submit technology needs; SIT will research and begin fundraising efforts.

Objective:

Action Steps:

School Goal for 6/30/2018:

Objective:

Action Steps:

Objective:

Action Steps:

Objective:

Action Steps:

School Goal for 6/30/2019:

Objective:

Action Steps:	
Objective:	
Action Steps:	
Objective:	
Action Steps:	

Goal 5 and Objectives

District Goal 5:

Every student in Pitt County Schools is healthy, safe, and responsible.

School Goal for 6/30/2017: Every student at A.G. Cox is healthy, safe, and responsible.

Objective: School-wide PBIS expansion with fidelity.

Action Steps: Monthly PBIS committee meetings; Raider Stickers; Raider Store; Ice Cream Social; T-Shirt Days; Quarterly review of expectations; Daily reminders of PBIS matrix; Matrix posters; Teacher script for the first 5 Days to establish a culture of consistency; use of Educator's Handbook as a data collection tool for reflection and growth

Objective: Conduct Safety Drills

Action Steps: Monthly Fire Drills; Tornado Drills; Lockdown drills; Bus Evacuation Drills

Objective: Staff Responsibilities for student health and safety.

Action Steps: Staff duties (Before school cafeteria/media center/gym duty, after school front yard duty, bus duty, game duty, hall monitoring between classes, lunch monitoring by staff and administration); Online Safe Schools training; Quarterly Student meetings by Administration; Staffing of School Resource Officer and School Nurse; Implementation of 6th Grade Sports Clinic; 7th Grade Vision Screenings and MATCH Wellness Program; Use of First Responders; 8th grade Reality Store; School Counselors provide and support opportunities to encourage positive social and mental growth; School Safety Committee

School Goal for 6/30/2018:

Objective:

Action Steps:

Objective:

Action Steps:

Objective:

Action Steps:

School Goal for 6/30/2019:

Objective:

Action Steps:	
Objective:	
Action Steps:	
Objective:	
Action Steps:	

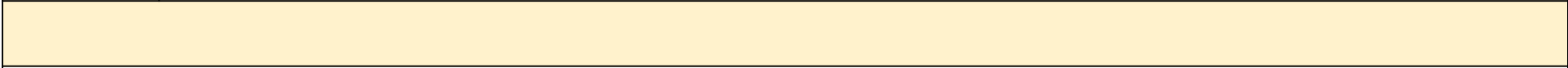
Title I School-wide Compliance Review and Plan

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.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

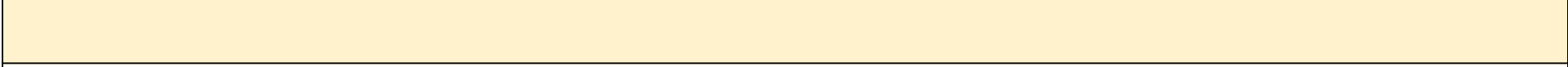
School Comment:	Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:
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Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes 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.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

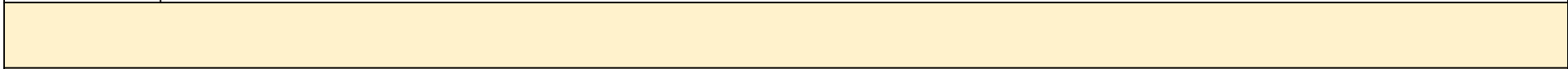
School Comment:	Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:
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High-quality and ongoing professional development: Teachers and other staff in schoolwide 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.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

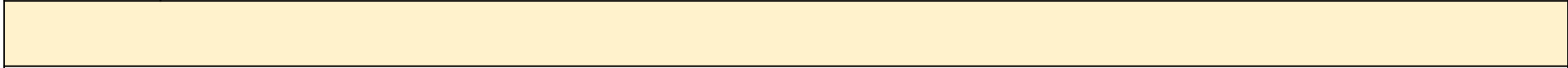
School Comment:	Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:
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Strategies to attract highly qualified teachers to high-need schools: Although 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.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

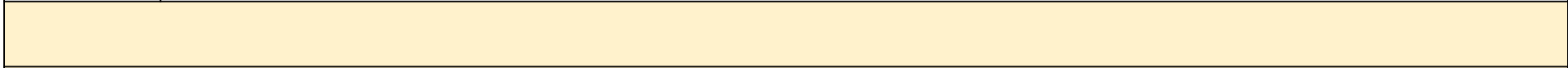
School Comment:	Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:
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Strategies to increase parental involvement: Research continues 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.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

School Comment:	Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:
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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.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

School Comment:	Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:
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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.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

School Comment:	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:
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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.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

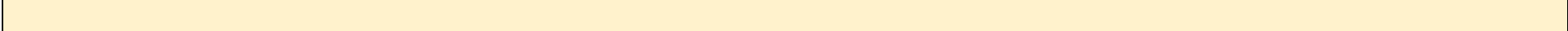
School Comment:	Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:
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Coordination and integration of Federal, State, and local services and programs: Schoolwide program schools 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.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

School Comment:	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:
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Safe School Plan for (insert school name)

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:

School Principal: Mr. Norman McDuffie

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: Actions as deemed appropriate by the Pitt County Board of Education.

Due to recent legislation adopted by the NC General Assembly, school districts are no longer required to have a district safe schools' plan.

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: Actions as deemed appropriate by the superintendent of Pitt County Schools.

Possible consequences for failure to carry out the responsibilities of the school's safe school plan include the possibility of a letter of reprimand being placed in the administrator's personnel file and disciplinary proceedings under G. S. 115C-325.

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

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

Assistant Principal(s): Mrs. Linda Brantley; Mrs. Lori Collins

Teachers: Mary Hayes, Rachel Newbern, Mary White, Emma Hill, Holly Entzminger, Deborah Mooring, Jonathan Degele, Derrell Ward

Other School Staff: Sue Ellen Brock, Thomas Hardesty, Donna Steele, Vinson Biggs

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.

Pitt County Schools has a variety of referral procedures for staff members, school administrators, parents/guardians, and students to identify and serve the needs of students at risk of academic failure or disruptive behavior. Procedures to identify and serve the needs of at-risk students include: referral to school administration; referral to site-based programs such as TIPS, Special Education; referral to PCS support staff such as school counselor, social worker, school nurses; referral to community support services; placement in alternative programs or settings; referral to Pitt County Department of Social Services; referral to teen court; referral to anger management services and/or other services as available.

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.

Pitt County Schools uses a variety of methods to assess the needs of students at risk for academic failure or disorderly behavior. Assessments include observation of student behavior; review of student's academic, discipline, and attendance records; review of student's test performance; progress monitoring; student and parent conferences; social work assessment; educational assessment; psychological assessment; nursing assessment; student, staff, parent, and community surveys. Pitt County Schools has established procedures in accordance with North Carolina General Statute for removing at-risk students from the classroom when necessary. Some of the options include: in-school suspension, short-term out-of-school suspension, alternative school placement, long-term out-of-school suspension, or expulsion.

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:

Academic services are provided to the student so that he/she continues to make progress towards graduation through online coursework and support provided by certified teachers; counseling services are provided by a certified school counselor and the student participates in character education using the IMPACT curriculum along with service projects in the community; the school social worker from the student's home school provides services to the student and family to link them to appropriate community agencies.

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

Goal:	Reduce the number of Short Term/Long Term Out Of School Suspensions by 5% annually.
Target:	Goal of 522 OSS days or less in 2016 wich is 5% reduction, 550 OSS days in 2015
Indicator:	Suspension Data
Milestone Date:	6/30/2018
Goal:	Implementation of PBIS Module III
Target:	
Indicator:	Individual School SET report
Milestone Date:	6/30/2018

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). **List strategies the school plans to implement specifically to address at-risk students.**

Strategy:	Tutorials during the day to help with students improve their academic success which leads to more confidence and less classroom disruptions
Indicator of Success:	Students attendance to tutorials and end of year performance and effort.
Target:	Overall of 65% proficiency
Strategy:	Implementation of MTSS support
Indicator of Success:	Key stakeholders in place and functioning
Target:	June 2017

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				
PBIS Module Number (1, 2 or 3):	Module 3				
The First 20 Minutes video	Aug 2016				
The Greenblatt Act PPT presentation	Aug 2016				
Bloodborne and Haz Mat	Aug 2016				
Title IX	Aug 2016				
Human Trafficking Awareness for Educators	Aug 2016				

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

Schools understand the need to work closely with law enforcement officials and court officials. School officials will make every effort to comply with the requests of law enforcement officials and court officials.

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

Parent/Student Handbook and Code of Conduct; PCS website, PCS mobile apps, School website

All 3rd Graders Reading At or Above Grade Level

State Requirement: All third graders must be proficient in reading.

School Goal: All third graders reading at grade level.

Indicator: EOG Reading Assessment

Milestone Date: 6/30/2017

Objective: Increase the percentage of Kindergarten students proficient in reading.

Action Steps:

Objective: Increase the percentage of first grade students proficient in reading.

Action Steps:

Objective: Increase the percentage of second grade students proficient in reading.

Action Steps:

School Goal: All third graders reading at grade level.

Indicator: EOG Reading Assessment

Milestone Date: 6/30/2018

Objective: Increase the percentage of Kindergarten students proficient in reading.

Action Steps:

Objective: Increase the percentage of first grade students proficient in reading.

Action Steps:

Objective: Increase the percentage of second grade students proficient in reading.

Action Steps:

School Goal: All third graders reading at grade level.

Indicator: EOG Reading Assessment

Milestone Date: 6/30/2019									
Objective:	Increase the percentage of Kindergarten students proficient in reading.								
Action Steps:									
Objective:	Increase the percentage of first grade students proficient in reading.								
Action Steps:									
Objective:	Increase the percentage of second grade students proficient in reading.								
Action Steps:									

Duty Free

State Requirement: All School Improvement Plans must have a plan to provide duty free lunch periods and instructional planning times for teachers.

School Goal: Duty Free lunch periods and required planning times for teachers as deemed appropriate for the safety of the students.

Indicator: Schedules

Milestone date: 6/30/2017

Objective: To schedule appropriate planning times as required

Action Step 1: Ninety minute, daily planning times for all teachers as evidenced by the master schedule.

Objective: To plan for duty free lunch periods as safety considerations allow.

Action Step 2: Scheduled administrative coverage of lunch periods; Teachers are allowed to use flex scheduling for lunch coverage where appropriate.

School Goal: Duty Free lunch periods and required planning times for teachers as deemed appropriate for the safety of the students.

Indicator: Schedules

Milestone date: 6/30/2018

Objective: To schedule appropriate planning times as required

Action Step 1:

Objective: To plan for duty free lunch periods as safety considerations allow.

Action Step 2:

School Goal: Duty Free lunch periods and required planning times for teachers as deemed appropriate for the safety of the students.

Indicator: Schedules

Milestone date: 6/30/2019

Objective: To schedule appropriate planning times as required

Action Step 1:	
Objective:	To plan for duty free lunch periods as safety considerations allow.
Action Step 2:	

State Staff Development Funds

State Requirement: All School Improvement Plans must address the use of staff development funds

School Goal:

Indicator:

Milestone date:

Objective:

Action Step 1:

Objective:

Action Step 2:

Objective:

Action Step 3:

How will we fund these strategies?

Source 1:

Source 2:

Source 3:

Source 4:

Source 5:

BOY: What data will be used to

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

EOY: What does data show regarding the results of the implemented action steps?

EOY: Based upon identified results, how should action steps be changed?

This section has been left blank because there is no state allotment for staff development.

Signature Page

School District:	Pitt County Schools		
School Name:			
Plan Year(s):	2016-2017		
Date prepared:			
Vote Tally:	2016-17	2017-18	
Approved:	56		
Not Approved:	0		
Principal Signature:	Mr. Norman McDuffie		10/31/2016
			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	Mr. Norman McDuffie	Inst. Support Representative	Thomas Hardesty
Assistant Principal Representative	Mrs. Linda Brantley	Inst. Support Representative	Sue Ellen Brock
Assistant Principal Representative	Mrs. Lori Collins	Teacher Representative	Jonathan Degele

Teacher Representative	Holly Entzminger			
Inst. Support Representative	Donna Steele			
Teacher Assistant Representative	Vinson Biggs			
Parent Representative	Jill Mullis			
Teacher Representative	Mary Hayes			
Teacher Representative	Rachel Newbern			
Teacher Representative	Mary White			
Teacher Representative	Emma Hill			
Teacher Representative	Deborah Mooring			
Teacher Representative	Derrell Ward			

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

Summary of School Based Waivers

Request for Waiver

1. Please describe the waiver you are requesting.

- 1. Class size
- 2. Duty free lunch period for teachers

2. Identify the law, regulation, or policy from which exemption is requested.

- 1. GS 115c-301
- 2. GS 115c-105.27

3. State how the waiver will be used.

- 1. In grades 4-12, class size can be above the state maximum allowed.
- 2. To use this waiver in cases where it is not feasible to give teachers a duty free lunch period when student safety is a concern.

4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.

- 1. This waiver allows the school to create classes that go above the maximum student allotted numbers in cases where it is in the best interest of students.
- 2. Student safety takes precedence over provisions of duty free lunch periods for teachers.

Signature

Date