

Rogers-Herr 2015-2017 School Improvement Plan

School-Level Approval= 95%

Costs of SIP= \$12,350.00

Goal 1						Components		Menu		
Plan Status	Costs	District-Level Approval	1st Quarter Review Status	2nd Quarter Review Status	3rd Quarter Review Status	Coversheet		SIP Dashboard		
Completed	\$11,000.00	Dep. Super.:	SIT:	SIT:	SIT:	Completed	-	Coversheet		
		Pending Approval	Pending Review	Pending Review	Pending Review	Area Super.:	Perf. Spec.:	Perf. Spec.:	Perf. Spec.:	Vision, Mission, & Goals
		Pending Approval	Pending Review	Pending Review	Pending Review	Title I:	Area Super.:	Area Super.:	Area Super.:	Goal 1
		Pending Approval	Pending Review	Pending Review	Pending Review	Student Support Checklist:		Status	Costs	Goal 1 Monitoring
		Pending Approval	Pending Review	Pending Review	Pending Review	Elem to Mid Plan Compliance		Completed	-	Goal 2
		Pending Approval	Pending Review	Pending Review	Pending Review	Mid to High Plan Compliance		100% Completed	\$0.00	Goal 2 Monitoring
Goal 2						School Wellness Plan:		Goal 3		
Plan Status	Costs	District-Level Approval	1st Quarter Review Status	2nd Quarter Review Status	3rd Quarter Review Status	Status	Costs	Goal 3 Monitoring		
Completed	\$350.00	Dep. Super.:	SIT:	SIT:	SIT:	Student Support Checklist:		Goal 4 (optional)		
		Pending Approval	Pending Review	Pending Review	Pending Review	Status	Costs	Status	Goal 4 Monitoring	
		Pending Approval	Pending Review	Pending Review	Pending Review	Title I Project Summary		Status	Costs	School Wellness Plan
		Pending Approval	Pending Review	Pending Review	Pending Review	Elem to Mid Plan Compliance		Completed	-	Student Support List
		Pending Approval	Pending Review	Pending Review	Pending Review	Mid to High Plan Compliance		Confirmed	-	Title I Plan
		Pending Approval	Pending Review	Pending Review	Pending Review	Media-Tech Plan Status		Status	Costs	Elementary to Middle
Goal 3						Media-Tech Plan Status		Middle to High		
Plan Status	Costs	District-Level Approval	1st Quarter Review Status	2nd Quarter Review Status	3rd Quarter Review Status	Status	Costs	Media-Tech Plan		
Completed	\$0.00	Dep. Super.:	SIT:	SIT:	SIT:	Media-Tech Plan Status		SIP Approval		
		Pending Approval	Pending Review	Pending Review	Pending Review	Status	Costs	Status		
		Pending Approval	Pending Review	Pending Review	Pending Review	Elem to Mid Plan Compliance		Completed	\$1,000.00	
		Pending Approval	Pending Review	Pending Review	Pending Review	Mid to High Plan Compliance		Total Costs= \$12,350.00		
		Pending Approval	Pending Review	Pending Review	Pending Review	Media-Tech Plan Status				
		Pending Approval	Pending Review	Pending Review	Pending Review	Elem to Mid Plan Compliance				

Durham Public Schools Strategic Goals

Goal 1: Increase Student Achievement
 Goal 2: Increase Graduation Rates
 Goal 3: Decrease Suspensions
 Goal 4: Decrease Dropout Rates



Durham Public Schools' Bottom Line Expectations

- Utilizing Data to Drive Effective Decision Making: Implementing processes to analyze data sets and guide decisions to improve student achievement.
- Leading Strategically for Innovation: Aligning cutting edge practices with design thinking, a purposeful method of brainstorming that yields creative ideas.
- Optimizing Instructional Processes: Using evidence-based practices to guide and engage high-quality instruction.
- Monitoring for Excellence: Embedding daily practices and strategies that yield consistency in instruction and overall school management.
- Coaching for Sustained Success: Providing quality feedback that increases both teaching and learning capacities.
- Establishing a Culture of High Performance: Fostering conversations and dialogue that lead to continuous school improvement and success in an authentic, nurturing way.

Durham Public Schools' Mission Statement

Mission: In collaboration with our community and parents, the mission of Durham Public Schools is to provide all students with an outstanding education that motivates them to reach their full potential and enables them to discover their interests and talents, pursue their goals and dreams, and succeed in college, in the workforce and as engaged citizens.

Rogers-Herr Vision & Mission Statements

The vision of Rogers-Herr Middle School is to become a high performing middle school where every child receives an outstanding education that meets their academic, social, and emotional needs and are proficient and continue to exceed growth.

Vision & Mission Completed?

The mission of Rogers-Herr Middle School is to provide each student a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning. The Rogers-Herr staff collaborates with parents and community to assist students in developing skills to become independent, self-sufficient adults, who will continue to seek learning experiences to succeed and contribute responsibly in a global community.

Completed [1]

School SMART GOALS

DPS School Improvement Process will address the following focus areas:

- Schoolwide Student Achievement
- Closing the Achievement Gaps of Subgroups
- Schoolwide Culture & Climate

Based upon data analysis our focus will be upon the following outcomes:

- 1 By June 2017, increase the overall school proficiency composite from 62.3% to 82.3% or greater as measured by the NC End of Grade Assessments. [2]
- 2 By June 2017, increase the overall composite proficiency of Hispanic students in Reading and Math to 54.15% or greater as measured by the NC End of Grade Assessments. [3]
- 3 By June 2017, increase Rogers-Herr's PBIS state recognition status from being a Model school to a PBIS exemplary school as measured by the PBIS end of year site assessment. [4]

2016-2017 School Improvement Committee

School: Rogers-Herr

Principal: Kecia Rogers

Website:

Committee Positions	Name	Email Address	Date Elected
Principal	Kecia Rogers	kecia.rogers@dpsnc.net	8/1/2016
Assistant Principal	Lance Scott	lance.scott@dpsnc.net	8/1/2016
Teacher Representative [5]	Jennifer Jaynes	jennifer.jaynes@dpsnc.net	8/1/2016
Teacher Representative [6]	Scott Voorhees	scott.voorhees@dpsnc.net	8/1/2016
Teacher Representative [7]	Alison Edwards	alison.edwards@dpsnc.net	8/1/2016
Teacher Representative [8]	Beth Spataro	beth.spataro@dpsnc.net	8/1/2016
Teacher Representative [9]	Tashima Price	tashima.price@dpsnc.net	8/1/2016
Teacher Representative [10]	Kristy Rowland	kristy.rowland@dpsnc.net	8/1/2016
Teacher Representative [11]	Renada Cammon	renada.cammon@dpsnc.net	8/1/2016
Teacher Representative [12]	Cassie Abels	cassie.abels@dpsnc.net	8/1/2016
Media-Tech Representative [13]	Jennifer Umbarger	jennifer.umbarger@dpsnc.net	8/1/2016
Instructional Support Representative [14]	Jennifer Hall	jennifer.hall@dpsnc.net	8/1/2016
Instructional Assistant Representative [15]	Ryanne Logan	ryanne.logan@dpsnc.net	8/1/2016
Parent Representative [16]	Juliellen Simpson-Vos	juliellen@yahoo.com	8/1/2016
Parent Representative	Tye-Hunt Harrison	hunt-harrison@hotmail.com	8/1/2016

Coversheet Completed? **Completed [17]**

Principal E-Signature:

Date:

Area Superintendent E-Signature:

Date:

Goal 1 Plan (2016-2017)

Goal 1 Plan Completed? **Completed [18]**

<- Principal, choose "Completed" when Goal 1 plan is finished.

Total Goal Costs= \$0.00

Smart Goal #1 (2015-2017):

By June 2017, increase the overall school proficiency composite from 62.3% to 82.3% or greater as measured by the NC End of Grade Assessments. [19]

District Goal: To increase school-wide student achievement

Current Status: At the end of the 2014-2015 school year, the overall school proficiency composite was at 62.3% as measured by the NC End of Grade Assessments . [20]

School Interim Goal 2015-2016: By June 2017, increase the overall NCDPI Report Card Grade from 68 C to 70 B or higher.

Data Used: NC EOG Reading, Math and Science Data

Strategies & Action Steps		Implementation Team	What Data will you collect?	When/How will you monitor?	Funding Source Required?	Amount
Strategy 1	Continue to implement a Multi-Tiered Support System as an Explore school					[21]
Action Steps	1 Continue to implement a MTSS team meeting bi-weekly in order to problem solve and meet the needs of level 1 and level 2 students as well as students who are failing one or more classes	MTSS Team	MTSS Meeting Agendas and meeting minutes	MTSS Meeting agendas and meeting minutes	None	[22]
	2 Revisit MTSS implementation rubric to determine new schoolwide focus areas as a team	MTSS Team	MTSS Needs Assessment Rubric	Review Rubric mid-year to progress monitor team progress	None	[23]
	3 Utilize the district Tier II document school-wide	MTSS Team	Tier II Document inclusive of interventions of level 1 students	Quarterly MTSS Team review Tier II plans	None	[24]
	4 Continue administering the universal screener (iReady) in reading and math, progress monitor quarterly and utilize data to guide discovery planning (daily intervention/enrichment)	MTSS Team and Tech facilitator	iReady BOY, MOY, and EOY reading and math results	Quarterly review of data to monitor and analyze student progress	None	[25]
	5 The MTSS coordinator will continue to attend district level trainings, provide MTSS trainings to staff, communicate MTSS updates with the staff, support PLCs regarding implemented Tier II strategies and student progress as needed	MTSS Team	PD Training Agendas & Handout Materials	PD Training Agendas	None	[27]
Strategy 2	Continue the implementation of the school wide differentiation plan					[28]

Action Steps	1	The differentiation committee consisting of representation from all content areas and the elective team will meet monthly to plan and collaborate differentiation implementation school-wide	Differentiation Committee	Meeting Agendas	Monthly	None	[29]
	2	The differentiation committee will offer monthly professional development to staff focused on tiered assignments, student learning contracts and problem/project based learning	Differentiation Committee	Training Agendas	Monthly	None	[30]
	3	Dedicate each monthly faculty meeting to providing school-wide professional development on differentiation led by university professors	Differentiation Committee	Faculty Meeting Agendas & Staff Surveys	Monthly	None	[31]
	4	Provide opportunities for staff to conduct learning walks to look for examples of differentiation in practice	Instructional Facilitator	Staff Feedback	Semi-Annually	None	[32]
Strategy 3	Continue a data driven Discovery plan for daily school-wide intervention/enrichment time for students						[33]
Action Steps	1	Continue the One Book One School Initiative focused on increasing literacy skills during the first quarter Discovery (which is a daily intervention/enrichment time built into the master calendar)	Differentiation Committee	Survey from students & staff	End of first quarter and beginning of second quarter	PTA and school funds	\$5,000.00 [
	2	Utilize EOG, iReady and classroom data to determine team focus areas for second quarter discovery	Core Teams	Quarterly Team Plans	Progress monitor every three weeks	None	[35]
	3	Utilize the school-wide Discovery plan template/criteria to assist teams in planning and progress monitoring for Discovery plans	ILT and SIT Goal Team 1	Discovery Planning Template/Criteria	Second, Third and Fourth Quarters	None	[36]
	4	Utilize the district's computer based reading and math programs (iReady) to provide personalized intervention for students performing below grade level	ILT, Interventionist, Math & ELA Teachers	Progress Monitoring Reports	Bi-Weekly	District	[37]
	5	Incorporate a reading and writing component in every Discovery class regardless of the overall content of the Discovery class	Core & Elective Teachers	Lesson Plans & Walk-Through Feedback	Quarterly iReady Data		[39]

Professional Development

Identify the professional development required to successfully implement the strategies listed above.

Staff/group Participants	Professional Learning/Activities	Trainer	Date Completed	Funding Source Required?	Amount
					[40]

Goal 1 Monitoring (2016-2017)

Smart Goal #1: By June 2017, increase the overall school proficiency composite from 62.3% to 82.3% or greater as measured by the NC End of Grade Assessments. [41]

Quarterly Review Monitoring Date #1: November 3, 2016

What did the data tell you? List your data and be specific.

How did the strategies lead you toward your goal?

How are you ensuring the strategies are being faithfully implemented? What is the plan to improve implementation if necessary?

What changes, if any, will you make in your action steps?

SIT Quarterly Review Complete?

Pending Review [42]

<-- Principal, choose "Review Completed" to finalize review.

Principal

E-Signature: [43]

Date: [44]

Comments:

Area Superintendent Review Complete?

Pending Review [45]

<-- AS, choose "Review Completed" to finalize review.

E-Signature: [46]

Date: [47]

Comments:

Quarterly Review Monitoring Date #2: February 2, 2017

What did the data tell you? List your data and be specific.

How did the strategies lead you toward your goal?

How are you ensuring the strategies are being faithfully implemented? What is the plan to improve implementation if necessary?

What changes, if any, will you make in your action steps?

SIT Quarterly Review Complete?		Pending Review [48]	<-- Principal, choose "Review Completed" to finalize review.
Principal			
E-Signature:	[49]	Date:	[50]
Comments:			
Area Superintendent Review Complete?		Pending Review [51]	<-- AS, choose "Review Completed" to finalize review.
E-Signature:	[52]	Date:	[53]
Comments:			
Quarterly Review Monitoring Date #3: April 5, 2017			
SIT Quarterly Review Complete?		Pending Review [54]	<-- Principal, choose "Review Completed" to finalize review.
Principal			
E-Signature:	[55]	Date:	[56]
Comments:			
Area Superintendent Review Complete?		Pending Review [57]	<-- AS, choose "Review Completed" to finalize review.
E-Signature:	[58]	Date:	[59]
Comments:			
Quarterly Review Monitoring Date #4: June 15, 2017			
SIT Quarterly Review Complete?		Pending Review [60]	<-- Principal, choose "Review Completed" to finalize review.
Principal			
E-Signature:	[61]	Date:	[62]
Comments:			
Area Superintendent Review Complete?		Pending Review [63]	<-- AS, choose "Review Completed" to finalize review.
E-Signature:	[64]	Date:	[65]
Comments:			

Goal 2 Plan (2016-2017)

Goal 2 Plan Completed?

Completed [66]

<- Principal, choose "Completed" when Goal 2 plan is finished.

Total Goal Costs= \$1,275.00

Smart Goal #2 (2015-2017):

By June 2017, increase the overall composite proficiency of Hispanic students in Reading and Math to 54.15% or greater as measured by the NC End of Grade Assessments. [67]

District Goal: To Close the Achievement Gaps of Subgroups

Current Status: At the end of the 2014-2015 school year, overall composite proficiency of Hispanic students was at 34.15% as measured by the NC End of Grade Assessments. . [68]

School Interim Goal 2015-2016: By June 2016, increase the overall composite proficiency of Hispanic students in Reading and Math to 44.15% or greater as measured by the NC End of Grade Assessments. .

Data Used: NC EOG Reading, Math and Science scores

Strategies & Action Steps		Implementation Team	What Data will you collect?	When/How will you monitor?	Funding Source Required?	Amount	
Strategy 1	Provide culturally responsive PD for staff					\$175.00 [69]	
Action Steps	1	Increase the number of SIOP trained staff members by sending at least two staff members to DPS SIOP Training; Participants will implement suggested strategies in the classroom and share best practices with RHMS staff	RH Staff (need to reach out for Nov. 8 training)	SIOP strategies, RHMS faculty meeting agenda(s), department meeting agenda, differentiation PD committee agenda	Quarterly SIOP strategies RHMS faculty meeting agenda(s)	none	[70]
	2	Increase the understanding of differentiation strategies	Differentiation PD Committee	IF class visits data, lesson plans, Q4 differentiation gallery walk	Monthly PD Agendas, Sign in sheets, lesson plans	none	[71]
	3	Increase the knowledge of various cultures by sending one or more staff members to the UNC WorldView Conference in spring 2017, Latin America and North Carolina; participant (s) will return and share strategies with RHMS staff	Depends on availability of staff and funding	Culturally responsive strategies, RHMS faculty meeting agenda(s), differentiation PD committee agenda	March 28-29, 2017 RHMS faculty meeting	Yes: \$175/participant or team of four for \$600	\$175.00 [72]
	4	Sponsor a small group/staff book study on Schooling for Resilience: Improving the Life Trajectory of Black and Latino Boys (Youth Development and Education Series) (Fergis, Martin, Noguera)	Depends on interest of staff	Book study agendas, study guide, RHMS faculty meeting agenda(s)	Monthly Book study agendas, Sign in sheets, lesson plans	none	[73]
	5						[75]
Strategy 2	Monitor progress of Hispanic students					\$0.00 [76]	
Action Steps	1	Administer the i-Ready universal screener (Reading & Math)	ELA and Math teachers	i-Ready data	BOY, MOY, EOY	N/A	[77]

	2	Create TIIPS for those scoring 1 Reading/Math EOG	ELA and Math teachers	TIIPS	Monthly TIIPS	N/A	[78]
	3	Monitor Discovery interventions/remediation documentation for those who scored 2 on Reading/Math EOG	Discovery teachers	Discovery groups, lesson plans	Quarterly Discovery groups	N/A	[79]
	4	Discuss and monitor Hispanic student data in PLCs	PLCs	Data, data analysis	Monthly Google sheets	N/A	[80]
	5 [8]	English Learner data monitoring	Ms. Isasi-Brown	Data, data analysis	Monthly Google Sheets	N/A	[82]
Strategy 3		Increase family engagement of Spanish-spea					\$0.00 [83]
Action Steps	1	Collaborate with Enlaces, other Duke partners, and Emily K to increase and strengthen family engagement	Enlaces, ILT	Enlaces communications	Quarterly E-mails	N/A	[84]
	2	Collaborate with prior Visions Project participants to develop a strategic plan for increased parent engagement	M. Penuel, J. Hall	Needs assessment, plan	Monthly Agendas and notes	N/A	[85]
	3	Increase Spanish materials going home (without using Google translate) using the ESL center	All staff	Translated documents	Monthly	N/A	[86]
	4	Seek, encourage and invite parents of a Hispanic student to serve as a member of the SIT Team and PTA executive board	PTA Executive Board, Staff and School Community	PTA Executive Board and PTA General Body meeting Minutes	Monthly	N/A	[87]
	5 [8]						[89]
Professional Development							
Identify the professional development required to successfully implement the strategies listed above.							
		Staff/group Participants	Professional Learning/Activities	Trainer	Date Completed	Funding Source Required?	Amount
		Up to four	UNC WorldView	UNC		Yes Grant submitted to PTA	\$600.00 [90]
		Up to 15	Book study	J. Hall, IF		Yes Grant submitted to PTA	\$500.00 [91]
							[92]

Goal 2 Monitoring (2016-2017)

Smart Goal #1: By June 2017, increase the overall composite proficiency of Hispanic students in Reading and Math to 54.15% or greater as measured by the NC End of Grade Assessments. [93]

Quarterly Review Monitoring Date #1: November 3, 2016

What did the data tell you? List your data and be specific.

How did the strategies lead you toward your goal?

How are you ensuring the strategies are being faithfully implemented? What is the plan to improve implementation if necessary?

What changes, if any, will you make in your action steps?

SIT Quarterly Review Complete?

Pending Review [94]

<-- Principal, choose "Review Completed" to finalize review.

Principal

E-Signature: [95]

Date: [96]

Comments:

Area Superintendent Review Complete?

Pending Review [97]

<-- AS, choose "Review Completed" to finalize review.

E-Signature: [98]

Date: [99]

Comments:

Quarterly Review Monitoring Date #2: February 2, 2017

What did the data tell you? List your data and be specific.

How did the strategies lead you toward your goal?

How are you ensuring the strategies are being faithfully implemented? What is the plan to improve implementation if necessary?

What changes, if any, will you make in your action steps?

SIT Quarterly Review Complete?		Pending Review [100]	<-- Principal, choose "Review Completed" to finalize review.
Principal			
E-Signature:	[101]	Date:	[102]
Comments:			
Area Superintendent Review Complete?		Pending Review [103]	<-- AS, choose "Review Completed" to finalize review.
E-Signature:	[104]	Date:	[105]
Comments:			
Quarterly Review Monitoring Date #3: April 5, 2017			
SIT Quarterly Review Complete?		Pending Review [106]	<-- Principal, choose "Review Completed" to finalize review.
Principal			
E-Signature:	[107]	Date:	[108]
Comments:			
Area Superintendent Review Complete?		Pending Review [109]	<-- AS, choose "Review Completed" to finalize review.
E-Signature:	[110]	Date:	[111]
Comments:			
Quarterly Review Monitoring Date #4: June 15, 2017			
SIT Quarterly Review Complete?		Pending Review [112]	<-- Principal, choose "Review Completed" to finalize review.
Principal			
E-Signature:	[113]	Date:	[114]
Comments:			
Area Superintendent Review Complete?		Pending Review [115]	<-- AS, choose "Review Completed" to finalize review.
E-Signature:	[116]	Date:	[117]
Comments:			

Goal 3 Plan (2016-2017)

Goal 3 Plan Completed?

Completed [118]

<- Principal, choose "Completed" when Goal 3 plan is finished.

Total Goal Costs= \$0.00

Smart Goal #3 (2015-2017):

By June 2017, increase Rogers-Herr's PBIS state recognition status from being a Model school to a PBIS exemplary school as measured by the PBIS end of year site assessment. [119]

District Goal: Improve Schoolwide Culture & Climate

Current Status: At the end of the 2014-2015 school year, Rogers-Herr's PBIS was recognized as a model school as measured by the PBIS end of year site assessment. [120]

School Interim Goal 2015-2016: By June 2016, maintain the PBIS Model school status as measured by the PBIS state end of year assessment.

Data Used: Suspension and TWC

Strategies & Action Steps		Implementation Team	What Data will you collect?	When/How will you monitor?	Funding Source Required?	Amount
Strategy 1	Disaggregate and share student and parent survey data					\$0.00 [121]
Action Steps	1 Disaggregate and share student and parent survey data	SIT Goal 3 Team/PBIS	-data from last year	-review November 7		[122]
	2 Communicate results to parents					[123]
	3					[124]
Strategy 2	Implement schoolwide digital behavioral data documentation					\$0.00 [125]
Action Steps	1 Utilize Educators Handbook	Roger Herr	-Minor and Major infractions	Continous Improvement team will analyze monthly and report to staff		[126]
	2 Utilize Class Dojo	Roger Herr/ PBIS grade level reps	-Students displaying positive behavior throught Monthly Character Trait	Grade level reps will collect team data, Continous Improvement team will analyze monthly and report to staff		[127]
	3 Evaluate progress	SIT Goal 3 team	-Teacher buy-in, student buy-in, did it work?	End of Quarter (google form through teams)		[128]
	4 Communicate plan to parents	grade level	Parent sign up for Dojo	Grade Level teams		[129]
	5 Collaborate with outside organization to support students					[131]
Strategy 3	Develop Tier 2 team	PBIS/CIT				\$0.00 [132]
Action Steps	1					[133]
	2					[134]

Professional Development

Identify the professional development required to successfully implement the strategies listed above.

Staff/group Participants	Professional Learning/Activities	Trainer	Date Completed	Funding Source Required?	Amount
					[135]

Goal 3 Monitoring (2016-2017)

Smart Goal #1: By June 2017, increase Rogers-Herr's PBIS state recognition status from being a Model school to a PBIS exemplary school as measured by the PBIS end of year site assessment. [136]

Quarterly Review Monitoring Date #1: November 3, 2016

What did the data tell you? List your data and be specific.

How did the strategies lead you toward your goal?

How are you ensuring the strategies are being faithfully implemented? What is the plan to improve implementation if necessary?

What changes, if any, will you make in your action steps?

SIT Quarterly Review Complete? Pending Review [137] <-- Principal, choose "Review Completed" to finalize review.

Principal

E-Signature: [138] Date: [139]

Comments:

Area Superintendent Review Complete? Pending Review [140] <-- AS, choose "Review Completed" to finalize review.

E-Signature: [141] Date: [142]

Comments:

Quarterly Review Monitoring Date #2: February 2, 2017

What did the data tell you? List your data and be specific.

How did the strategies lead you toward your goal?

How are you ensuring the strategies are being faithfully implemented? What is the plan to improve implementation if necessary?

What changes, if any, will you make in your action steps?

SIT Quarterly Review Complete?		Pending Review [143]	<-- Principal, choose "Review Completed" to finalize review.
Principal			
E-Signature:	[144]	Date:	[145]
Comments:			
Area Superintendent Review Complete?		Pending Review [146]	<-- AS, choose "Review Completed" to finalize review.
E-Signature:	[147]	Date:	[148]
Comments:			
Quarterly Review Monitoring Date #3: April 5, 2017			
SIT Quarterly Review Complete?		Pending Review [149]	<-- Principal, choose "Review Completed" to finalize review.
Principal			
E-Signature:	[150]	Date:	[151]
Comments:			
Area Superintendent Review Complete?		Pending Review [152]	<-- AS, choose "Review Completed" to finalize review.
E-Signature:	[153]	Date:	[154]
Comments:			
Quarterly Review Monitoring Date #4: June 15, 2017			
SIT Quarterly Review Complete?		Pending Review [155]	<-- Principal, choose "Review Completed" to finalize review.
Principal			
E-Signature:	[156]	Date:	[157]
Comments:			
Area Superintendent Review Complete?		Pending Review [158]	<-- AS, choose "Review Completed" to finalize review.
E-Signature:	[159]	Date:	[160]
Comments:			

Media-Tech Program



Media-Tech Plan Complete?	Completed [162]	<-- Principal- choose "Completed" when the Media-Tech plan is complete.
Media Technology Advisory Committee [161]		
School Administration Representative(s):	Kecia Rogers [163]	
Media and Technology Representative(s):	Dov Rosenberg, Jenny Umbarger [164]	
Grade Level or Department Representatives:	Michael Bloom (8th Gr. SS), Kelly Stevens (7th Gr. SS), Glenn Estacio (7th Gr. Sci, Lamont Tindley (6th Gr. SS), Keandra Robinson (8th Gr. ELA), Nicole Bryant (6th Gr. Math) [165]	
Special Areas Representative(s):	Brian Yarborough (CTE), Jennifer Hall (IF), David Stein (Duke Partnership) [166]	
Parent Representative(s):	Laurie Brandenburg [167]	
Student Representative(s)- Secondary Schools:	N/A [168]	

School Goal 1: By June 2017, increase the overall school proficiency composite from 62.3% to 82.3% or greater as measured by the NC End of Grade Assessments.

Support Through ITES Integration		Support Through Media-Tech Purchases		Support Through Media-Tech PD	
What specific strategies for each of the Information & Technology Essential Standards will be emphasized by the school's media-tech program that will assist with achievement of Goal 1? For example, the strategy of designing and conducting Project-Based Learning units would allow for students to accomplish Research Process objectives while assisting with literacy school goals.		What media and technology resources (hardware, software, media) will be purchased to support ITES integration and the achievement of Goal 1?		What media and technology professional development will be conducted to support ITES integration, purchases, and the achievement of Goal 1?	
ITES Strand	Strategy	Item Name	Cost	PD Session/Series Name	Dates
Sources of Information:	Teach students to analyze resources for reliability, credibility, etc. Introduce and utilize databases with student research assignments	1 Chromebases for EC teachers (provided by district)	\$0.00	1 Copyright and fair use	9/16/2015
Informational Text (K-5):		2 Databases to support research efforts (estimated cost provided)	\$1,000.00	2 Data analysis through spreadsheet and online collaboration	Various dates during quarter 1
Technology as a Tool:	Use computers to do research Teach advanced search strategies through search engines Use online collaborative tools Use graphing calculators in 7th grade	3 iReady universal screener for reading and math (provided by district)	\$0.00	3 The Big6 research model	Quarter 2
Research Process:	Implement a vertically aligned school-wide research process (The Big6) Create cross-curricular research opportunities	4		4 Spreadsheet formulas and filtering	Quarter 3

Safety and Ethical Use:	Teach students about copyright and plagiarism Teach students about safe and responsible internet use (digital footprint lessons and activities)	Total	\$1,000.00	5		
-------------------------	--	-------	------------	---	--	--

School Goal 2: By June 2017, increase the overall composite proficiency of Hispanic students in Reading and Math to 54.15% or greater as measured by the NC End of Grade A

Support Through ITES Integration	Support Through Media-Tech Purchases	Support Through Media-Tech PD
----------------------------------	--------------------------------------	-------------------------------

What specific strategies for each of the Information & Technology Essential Standards will be emphasized by the school's media-tech program that will assist with the achievement of Goal 2? For example, the strategy of designing and conducting Project-Based Learning units would allow for students to accomplish Research Process objectives while assisting with literacy school goals.	What media and technology resources (hardware, software, media) will be purchased to support ITES integration and the achievement of Goal 2?	What media and technology professional development will be conducted to support ITES integration, purchases, and the achievement of Goal 2?
--	--	---

ITES Strand	Strategy	Item Name	Cost	PD Session/Series Name	Dates
-------------	----------	-----------	------	------------------------	-------

Sources of Information:	Teach students to analyze resources for reliability, credibility, etc. Introduce and utilize databases with student research assignments	1 N/A	0	1 Copyright and fair use	9/16/2015
-------------------------	--	-------	---	--------------------------	-----------

Informational Text (K-5):		2		2 Data analysis through spreadsheet and online collaboration	Various dates during quarter 1
---------------------------	--	---	--	--	--------------------------------

Technology as a Tool:	Use computers to do research Teach advanced search strategies through search engines Use online collaborative tools Use graphing calculators in 7th grade Survey Hispanic population to determine computing needs Connect with community organizations (Kramden, etc.) to acquire computers for Hispanic students as determined by survey	3		3 The Big6 research model	Quarter 2
-----------------------	--	---	--	---------------------------	-----------

Research Process:	Implement a vertically aligned school-wide research process (The Big6) Create cross-curricular research opportunities	4		4 Spreadsheet formulas and filtering	Quarter 3
-------------------	--	---	--	--------------------------------------	-----------

Safety and Ethical Use:	Teach students about copyright and plagiarism Teach students about safe and responsible internet use (digital footprint lessons and activities)	Total	\$0.00	5		
-------------------------	--	-------	--------	---	--	--



School Goal 3: By June 2017, increase Rogers-Herr's PBIS state recognition status from being a Model school to a PBIS exemplary school as measured by the PBIS end of year site assessment.

Support Through ITES Integration		Support Through Media-Tech Purchases		Support Through Media-Tech PD	
What specific strategies for each of the Information & Technology Essential Standards will be emphasized by the school's media-tech program that will assist with the achievement of Goal 2? For example, the strategy of designing and conducting Project-Based Learning units would allow for students to accomplish Research Process objectives while assisting with literacy school goals.		What media and technology resources (hardware, software, media) will be purchased to support ITES integration and the achievement of Goal 2?		What media and technology professional development will be conducted to support ITES integration, purchases, and the achievement of Goal 3?	
ITES Strand	Strategy	Item Name	Cost	PD Session/Series Name	Dates
Sources of Information:	N/A	1 Makerspace resources (purchased through grant and received by donations)	\$0.00	1 Makerspace training session	Quarter 3
Informational Text (K-5):		2		2	
Technology as a Tool:	Introduce and utilize 3D printers and other library Makerspace resources (Raspberry Pi, Arduinos, etc.)	3		3	
Research Process:	N/A	4		4	
Safety and Ethical Use:	N/A		Total \$0.00	5	

School Goal 4: N/A

Support Through ITES Integration		Support Through Media-Tech Purchases		Support Through Media-Tech PD	
What specific strategies for each of the Information & Technology Essential Standards will be emphasized by the school's media-tech program that will assist with the achievement of Goal 2? For example, the strategy of designing and conducting Project-Based Learning units would allow for students to accomplish Research Process objectives while assisting with literacy school goals.		What media and technology resources (hardware, software, media) will be purchased to support ITES integration and the achievement of Goal 2?		What media and technology professional development will be conducted to support ITES integration, purchases, and the achievement of Goal 4?	
ITES Strand	Strategy	Item Name	Cost	PD Session/Series Name	Dates
Sources of Information:		1		1	
Informational Text (K-5):		2		2	
Technology as a Tool:		3		3	
Research Process:		4		4	
Safety and Ethical Use:			Total \$0.00	5	

School Improvement Coversheet

School: **Rogers-Herr**

Principal: **Kecia Rogers**

Website: <http://www.rogersherr.dpsnc.net/?page=SIT>



Committee Positions	Name	Email Address	Date Elected
Principal	Kecia Rogers	kecia.rogers@dpsnc.net	7/1/2015
Assistant Principal	Lance Scott	lance.scott@dpsnc.net	7/1/2015
Teacher Representative [169]	Nicole Bryant	nicole.bryant@dpsnc.net	7/20/2015
Teacher Representative [170]	Diane Moser	diane.moser@dpsnc.net	7/20/2015
Teacher Representative [171]	Meghan Leet	meghan.leet@dpsnc.net	7/20/2015
Teacher Representative [172]	Beth Amerto	beth.amerto@dpsnc.net	7/20/2015
Teacher Representative [173]	Kristy Rowland	kristy.rowland@dpsnc.net	7/20/2015
Teacher Representative [174]	Aaron Campbell	aaron.campbell@dpsnc.net	7/20/2015
Teacher Representative [175]	Cassie Abels	cassie.abels@dpsnc.net	7/20/2015
Teacher Representative [176]	Renada Cammon	renada.cammon@dpsnc.net	7/20/2015
Media-Tech Representative [177]	Jennifer Umbarger	jennifer.umbarger@dpsnc.net	7/20/2015
Instructional Support Representative [178]	Jennifer Hall	jennifer.hall@dpsnc.net	7/20/2015
Instructional Assistant Representative [179]	Hope Samuels	constance.king-samuels@dpsnc.net	7/20/2015
Instructional Assistant Representative [180]	Charles Robinson	charles.robinson@dpsnc.net	7/20/2015
Instructional Assistant Representative [181]	Ryanne Logan	ryanne.logan@dpsnc.net	7/20/2015
Parent Representative [182]	Ty Cox	coachtycox@gmail.com	6/18/2015
Parent Representative [183]	Ernestine Harris	redbird861@yahoo.com	12/8/2014
Parent Representative [184]	Sheron Rowland	rowlandsj@gmail.com	12/8/2014
Parent Representative [185]	Valerie McMillan	vmcmilla@ncat.edu	12/8/2014
Parent Representative [186]	Casey Harris	harriscaseyj@gmail.com	12/8/2014
Parent Representative [187]	Juliellen Simpson-Vos	juliellen@yahoo.com	12/8/2014

Coversheet Completed? **Completed [188]**

Principal E-Signature: **Kecia L. Rogers**

Date: **10/7/2016**

Area Superintendent E-Signature: **Dr. Alisa R. McLean**

Date:

7/20/2015

Goal 1 Plan

Goal 1 Plan Completed? Completed [189] <-- Principal, choose "Completed" when Goal 1 plan is finished.

Total Goal Costs= \$11,000.00

Smart Goal #1 (2015-2017): By June 2017, increase the overall school proficiency composite from 62.3% to 82.3% or greater as measured by the NC End of Grade Assessments. [190]

District Goal: To increase school-wide student achievement

Current Status: At the end of the 2014-2015 school year, the overall school proficiency composite was at 62.3% as measured by the NC End of Grade Assessments . [191]

School Interim Goal 2015-2016: By June 2016, increase the overall school proficiency from 62.3% to 72.3% or greater as measured by the NC End of Grade Assessments.

Data Used: NC EOG Reading, Math and Science Data

Strategies & Action Steps		Implementation Team	What Data will you collect?	When/How will you monitor?	Funding Source Required?	Amount
Strategy 1	Implement Multi-Tiered Support System (MTSS) as an Explore School					\$0.00 [192]
Action Steps	1 Establish an MTSS team to meet weekly/bi-weekly in order to problem solve and meet the needs of level 1 and level 2 students as well as students who are failing one or more classes	MTSS Team	MTSS Meeting Agendas and Meeting Minutes	Monthly MTSS Meeting Agendas and Meeting minutes		[193]
	2 Complete the MTSS Implementation rubric to determine schoolwide focus areas as a team	MTSS Team	MTSS Needs Assessment	Review Rubric Quarterly to Progress Monitor Team Progress		[194]
	3 Create a Tier II document to replace the ePEP in order for teachers to identify research based strategies to implement for students who are not performing on grade level. (Teams will complete a TIIP on students who scored a level 1 or 2 in reading and/or math as well as for any student failing one or more classes)	MTSS Team	The Tier II Document Inclusive of Intervention on Level 1 & 2 Students	Quarterly MTSS Team Review of TIIPS		[195]
	4 Administer the universal screener in reading and math, progress monitor data quarterly and utilize data to guide Discovery planning (daily intervention/enrichment)	MTSS Team and Tech Facilitator	iReady Baseline and quarterly reading and math results	Quarterly Review of Data to Monitor and Analyze Student Progress		[196]
	5 Attend MTSS trainings provided by the district, provide MTSS PD for staff, communicate MTSS updates with the staff and support PLCs regarding implemented strategies and student progress as needed	MTSS Team	PD training agendas and handout materials	Monthly During MTSS Meeting Agendas and Meeting minutes		[198]
Strategy 2	Implement researched based instructional strategies proven to be effective with all students including EC, LEP and ED students school-wide					\$0.00 [199]

Home

Action Steps	1	Focus on school-wide instructional strategies monthly inclusive of PD in which the school implements research-based strategies in an effort to meet the needs of all learners	ILT and SIT Goal Team 1	The school-wide instructional strategy plan	Monthly		[200]
	2	Organize and implement a school-wide PD committee (consisting of one rep. from AIG, EC, ESL, math, ELA, science, s.studies, elective, technology/media, IF, & administration) charged with developing the 2016-2017 comprehensive professional development plan on differentiation.	ILT & AIG Committees	Staff Survey Data	Quarterly		[201]
	3	Incorporate the instructional strategies listed on the DEP in classrooms to meet the needs of AIG students	AIG Committee	Lesson plans, Walk-through feedback and teacher survey feedback	Quarterly		[202]
	5	Create a communication plan to share research based instructional strategies and resources with parents and families	ILT and SIT Goal Team 1	The communication plan and parent survey feedback	Monthly		[204]
Strategy 3	Implement a data driven Discovery Plan for daily school-wide intervention/enrichment time for students				DAP Funding	\$11,000.00 [20	
Action Steps	1	Implement a One Book One School initiative "Discovering Wes Moore" focused on increasing literacy skills during the 1st quarter Discovery (daily intervention/enrichment time built into the master calendar)	ELA Department & AIG Facilitator	Survey from students and staff	End of 1st Quarter/Beginning of 2nd Quarter		[206]
	2	Utilize EOG data and classroom data to determine team focus areas for 2nd quarter Discovery	Teams	2nd Quarter team Plans	Every 3 weeks		[207]
	3	Create a school-wide Discovery planning template to assist teams in planning and progress monitoring for 3rd & 4th quarter Discovery plans	ILT and SIP Goal Team 1	The Discovery Planning Template	Quarterly		[208]
	4	Utilize a computer based reading program and IXL math program to provide personalized intervention for students performing below grade level	ILT, Interventionist & Math Teachers	Monthly Computer-Based Programs' Progress Monitoring Reports	Bi-Weekly		[209]

5	Administer the universal screener in reading and math, progress monitor data quarterly and utilize data to guide Discovery planning (daily intervention/enrichment). Also, increase reading and writing opportunities by incorporating a reading and writing component in every Discovery (intervention/enrichment) class regardless of the overall content of the Discovery class.	MTSS Team, ILT, Grade Level Teams and All Staff	Lesson plans and walk-through feedback	Quarterly (iReady assessment)		[211]
---	---	---	--	-------------------------------	--	-------

Professional Development

Identify the professional development required to successfully implement the strategies listed above.

Staff/group Participants	Professional Learning/Activities	Trainer	Date Completed	Funding Source Required?	Amount
Staff	Instrucitonal Strategy of the Month	ILT			[212]
Staff	Differentiation	ILT/PD Committee			[213]
Staff	MTSS Requirements (TIIPS, Universal Screeners, etc.)	MTSS Committee			[214]

Goal 1 Monitoring

Smart Goal #1: By June 2017, increase the overall school proficiency composite from 62.3% to 82.3% or greater as measured by the NC End of Grade Assessments. [215]

Home

District Level Approval of School Improvement Plan

Deputy Superintendent Goal 1 Plan Approval?	Pending Approval [216]	<-- DS, choose "Approved" to approve or "Not Approved" to deny approval.
E-Signature: [217]	Date: [218]	
Comments:		

Area Superintendent Goal 1 Plan Approval?	Pending Approval [219]	<-- AS, choose "Approved" to approve or "Not Approved" to deny approval.
E-Signature: [220]	Date: [221]	
Comments:		

Title I Director (Title I Schools Only) Goal 1 Plan Approval?	Pending Approval [222]	<-- TID, choose "Approved" to approve or "Not Approved" to deny approval.
E-Signature: [223]	Date: [224]	
Comments:		

Quarterly Review Monitoring Date #1: November 3, 2015

What did the data tell you? List your data and be specific.

iReady will be administered the weeks of November 16th and 23rd. Results will be utilized to track student progress. MTSS meeting agendas and minutes serve as data for the progress of the MTSS team. Discovery plans were submitted for the second quarter and analyzed by ILT to check for the placement of students scoring 1s and 2s. TIIPS are scheduled to be analyzed by the MTSS team on November 20th.

How did the strategies lead you toward your goal?

As of November 3rd, we have not yet accomplished Goal 1.

How are you ensuring the strategies are being faithfully implemented? What is the plan to improve implementation if necessary?

Each month the School Improvement team will meet in goal teams to track data and progress. Goal teams will then report out progress to the SIT committee.

What changes, if any, will you make in your action steps?

There aren't any changes in our action steps at this time.

SIT Quarterly Review Complete?	Pending Review [225]	<-- Principal, choose "Review Completed" to finalize review.
Principal		
E-Signature: Kecia Rogers [226]	Date: 11/3/2015	
Comments:		

Performance Specialist Review Complete?	Pending Review [228]	<-- PS, choose "Review Completed" to finalize review.
E-Signature: [229]	Date: [230]	
Comments:		

Area Superintendent Review Complete?	Pending Review [231]	<-- AS, choose "Review Completed" to finalize review.
E-Signature: [232]	Date: [233]	
Comments:		

Quarterly Review Monitoring Date #2: February 2, 2016**What did the data tell you? List your data and be specific.**

The mid year data shows we are on our way to accomplishing our goals in 7th and 8th grade math as well as 8th grade ELA. However, the data reveals we are not showing significant gains in 6th grade math, 6th and 7th grade ELA and 8th grade science.

How did the strategies lead you toward your goal?

The data driven daily discovery time for intervention and enrichment has produced good results.

How are you ensuring the strategies are being faithfully implemented? What is the plan to improve implementation if necessary?

Each month in the SIT meetings each goal team meets to discuss current data and discuss whether we are meeting our goals and how we need to move forward. This is a built in progress monitoring check for each goal on the plan.

What changes, if any, will you make in your action steps?

No changes are being made to the plan.

SIT Quarterly Review Complete?**Pending Review [234]**

<-- Principal, choose "Review Completed" to finalize review.

Principal**E-Signature:** Kecia L. Rogers [235]**Date:** 2/11/2016**Comments:****Performance Specialist Review Complete?****Pending Review [237]**

<-- PS, choose "Review Completed" to finalize review.

E-Signature: [238]**Date:** [239]**Comments:****Area Superintendent Review Complete?****Pending Review [240]**

<-- AS, choose "Review Completed" to finalize review.

E-Signature: [241]**Date:** [242]**Comments:****Quarterly Review Monitoring Date #3: April 5, 2016****SIT Quarterly Review Complete?****Pending Review [243]**

<-- Principal, choose "Review Completed" to finalize review.

Principal**E-Signature:** [244]**Date:** [245]**Comments:****Performance Specialist Review Complete?****Pending Review [246]**

<-- PS, choose "Review Completed" to finalize review.

E-Signature: [247]**Date:** [248]**Comments:****Area Superintendent Review Complete?****Pending Review [249]**

<-- AS, choose "Review Completed" to finalize review.

E-Signature: [250]**Date:** [251]**Comments:**

Goal 2 Plan

Goal 2 Plan Completed?

Completed [252]

<-- Principal, choose "Completed" when Goal 2 plan is finished.

Total Goal Costs= \$350.00

Smart Goal #2 (2015-2017):

By June 2017, increase the overall composite proficiency of Hispanic students in Reading and Math to 54.15% or greater as measured by the NC End of Grade Assessments. [253]

District Goal: To Close the Achievement Gaps of Subgroups

Current Status: At the end of the 2014-2015 school year, overall composite proficiency of Hispanic students was at 34.15% as measured by the NC End of Grade Assessments. . [254]

School Interim Goal 2015-2016: By June 2016, increase the overall composite proficiency of Hispanic students in Reading and Math to 44.15% or greater as measured by the NC End of Grade Assessments. .

Data Used: NC EOG Reading, Math and Science scores

Strategies & Action Steps

Implementation Team

What Data will you collect?

When/How will you monitor?

Funding Source Required?

Amount

Strategies & Action Steps		Implementation Team	What Data will you collect?	When/How will you monitor?	Funding Source Required?	Amount
Strategy 1	Provide culturally responsive PD for staff					\$175.00 [255]
Action Steps	1 Increase the number of SIOP trained staff members by sending at least two staff members to DPS SIOP Training; Participants will implement suggested strategies in the classroom and share best practices with RHMS staff	7th Social Studies PLC: B. George, K. Stevens	SIOP strategies, RHMS faculty meeting agenda(s)	Quarterly	ESL Department covers the cost of substitutes	[256]
	2 Increase the understanding of SIOP strategies during monthly faculty meetings	Jennifer Hall, Goal 2 team	administrative observations, RHMS faculty meeting agenda(s)	Monthly		[257]
	3 Increase the knowledge of various cultures by sending one or more staff members to the UNC WorldView Conference in spring 2016: Building Bridges: Cultural Respect and Equity in the Classroom; participant(s) will return and share strategies with RHMS staff	Depends on availability of staff	Culturally responsive strategies, RHMS faculty meeting agenda(s)	March 22-23, 2016	Yes: \$175/participant or team of four for \$600	\$175.00 [258]
	4 Sponsor a small group/staff book study on Invisible No More: Understanding the Disenfranchisement of Latino Men and Boys (Noguera, Hurtado, Fergus) for interested staff to share strategies with RHMS staff	ESL Teacher, SIOP trained teachers and other interested staff members	Book study agendas, study guide, RHMS faculty meeting agenda(s)	Monthly	New and used available for \$8.00+ each	[259]
	5 [[261]
Strategy 2	Monitor progress of Hispanic students					\$0.00 [262]
Action Steps	1 Administer the i-Ready universal screener and progress monitoring(Reading & Math)	ELA and Math teachers	i-Ready data	Monthly	N/A	[263]
	2 Create TIIPS for those scoring 1 and 2 on Reading/Math EOG	ELA and Math teachers	TIIPS	Monthly	N/A	[264]
	3 Monitor Discovery interventions/remediation documentation	Discovery teachers	Discovery groups, lesson plans	Quarterly	N/A	[265]
	4 Discuss and monitor Hispanic student data in PLCs	PLCs	Data, data analysis	Monthly	N/A	[266]
	5 [[268]



Strategy 3	Increase family engagement of Spanish-speaking families					\$0.00 [269]
Action Steps	1 Collaborate with Enlaces, other Duke partners, and Emily K to increase and strengthen family engagement	Enlaces, ILT	Enlaces communications	Quarterly	N/A	[270]
	2 Collaborate with prior Visions Project participants to develop a strategic plan for increased parent engagement	M. Penuel, J. Aguilar, J. Hall	Needs assessment, plan	Monthly	N/A	[271]
	3 Increase Spanish materials going home (without using Google translate) using the ESL center	All staff	Translated documents	Monthly	N/A	[272]
	4 Seek, encourage and invite parents of a Hispanic student to serve as a member of the SIT Team and PTA executive board	PTA Executive Board, Staff and School Community	PTA Executive Board and PTA General Body meeting Minutes	Monthly	N/A	[273]
	5 [[275]

Professional Development

Identify the professional development required to successfully implement the strategies listed above.

Staff/group Participants	Professional Learning/Activities	Trainer	Date Completed	Funding Source Required?	Amount
STAFF	SIOP Strategies	ESL Teacher and Teachers participating in SIOP Training			[276]
STAFF	LEP Strategies	ESL Teacher and Teachers participating in ESL Certification			[277]
STAFF	UNC Worldview	UNC Chapel Hill		Yes (\$175/person, or \$600/team of four)	\$175.00 [278]

Goal 2 Monitoring

Smart Goal #2: By June 2017, increase the overall composite proficiency of Hispanic students in Reading and Math to 54.15% or greater as measured by the NC End of Grade Assessments. [279]



District Level Approval of School Improvement Plan

Deputy Superintendent Goal 2 Plan Approval?	Pending Approval [280]	<-- DS, choose "Approved" to approve or "Not Approved" to deny approval.
E-Signature: [281]	Date: [282]	
Comments:		

Area Superintendent Goal 2 Plan Approval?	Pending Approval [283]	<-- AS, choose "Approved" to approve or "Not Approved" to deny approval.
E-Signature: [284]	Date: [285]	
Comments:		

Title I Director (Title I Schools Only) Goal 2 Plan Approval?	Pending Approval [286]	<-- TID, choose "Approved" to approve or "Not Approved" to deny approval.
E-Signature: [287]	Date: [288]	
Comments:		

Quarterly Review Monitoring Date #1: November 3, 2015

What did the data tell you? List your data and be specific.
N/A

How did the strategies lead you toward your goal?
N/A

How are you ensuring the strategies are being faithfully implemented? What is the plan to improve implementation if necessary?
Each month the School Improvement team will meet in goal teams to track data and prgress. Goal teams will then report out prgress to the SIT committee.

What changes, if any, will you make in your action steps?
The action step of three teachers recieving ESL certification was removed. This action step was replaced with "Increase the understanding of SIOP strategies during monthly faculty meetings." Supplemental information was inputted.

SIT Quarterly Review Complete?	Pending Review [289]	<-- Principal, choose "Review Completed" to finalize review.
Principal		
E-Signature: Kecia Rogers [290]	Date: 11/3/2016	
Comments:		

Performance Specialist Review Complete?	Pending Review [292]	<-- PS, choose "Review Completed" to finalize review.
E-Signature: [293]	Date: [294]	
Comments:		

Area Superintendent Review Complete?	Pending Review [295]	<-- AS, choose "Review Completed" to finalize review.
---	-----------------------------	---

E-Signature:	[296]	Date:	[297]	
Comments:				
Quarterly Review Monitoring Date #2: February 2, 2016				
What did the data tell you? List your data and be specific.				
<p>SIOP strategies have been presented to staff at faculty meetings, various resources, and through e-mail communication. MTSS has reviewed the TIIPS and intervention logs for students and provided feedback to teacher as needed. TIIPS also contain information about Discovery remediation taking place in the classroom. A majority of Language Arts/Math teachers in the school have begun to implement i-Ready progress monitoring. Furthermore, teachers are working in their PLCs to monitor growth in Hispanic students.; May 2, 2016: i-Ready EOY diagnostics, progress monitoring, and instruction have been put in place. Not all Hispanic students are being growth monitored using the i-Ready system. Faculty members attended WorldView (K. Rowland, A. Pugh, L. Barker, J. Hall), and will present to staff during fall 2016. A Q4 Discovery column will be added to the Hispanic student data Google sheets. Follow-up needs to continue to occur with PLCs. Family engagement is still a goal. Penuel, Aguilar, and Hall have begun to discuss parent engagement. WorldView participants could collaborate. Additional school translations have gone through the ESL Resource Center. Ms. Amerto will notify the PTA president of the applicable action steps. June 6, 2016: Strategy 1: No new data. Need to update for '16-'17 at August/September meeting. Strategy 2: In Aug./Sept. analyze EOG data for growth, TIIPs, to set goals for growth monitoring, etc. 8th is current for Q4 Discovery placement. 6th/7th are not current. In Aug., we will need to resort students by their new teams. Strategy 3: No new data.</p>				
How did the strategies lead you toward your goal?				
<p>The strategies allow us to monitor progress towards our goal.; The strategies allow us to monitor progress towards our goal. June 6, 2016: Q4 Discovery placement allowed teachers to target individual student needs. Using faculty meetings and PLCs as a forum for discussion about Hispanic student data let those students stay in the forefront of teacher's minds. PTA President McAllister communicated with B. Amerto about the possibility of a rising 6th grade parent representative.</p>				
How are you ensuring the strategies are being faithfully implemented? What is the plan to improve implementation if necessary?				
<p>The goal team has set aside time at each faculty meeting to present a SIOP/vocabulary strategy to meet the needs of our Hispanic students. PLCs monitor Hispanic student data through use of the Hispanic Student Data sheet for each team. The MTSS committee (includes members of the goal team) reviews TIIPS forms, which include information about remedial skills taught in Discovery. Same strategies/plan as February meeting June 6, 2016: We need to delegate responsibilities more and reaching out to Emily K. We need to share the SIP with the faculty. Perhaps have a SIP treasure hunt during the staff retreat.</p>				
What changes, if any, will you make in your action steps?				
<p>The goal team added specific dates (March 23-24, 2016) to the WorldView conference. The goal team will invite the MTSS team into communication to discuss accountability for progress monitoring. Progress monitoring will be required next school year (2016-2017). June 6, 2016: Update strategy one for the '16-'17 school year. (staff development, book study); List specific names to delegate responsibilities.; Pending data review, other changes may be made.</p>				
SIT Quarterly Review Complete?		Pending Review [298]		<-- Principal, choose "Review Completed" to finalize review.
Principal				
E-Signature:	Kecia Rogers [299]	Date:	2/11/2016	
Comments:				
Performance Specialist Review Complete?		Pending Review [301]		<-- PS, choose "Review Completed" to finalize review.
E-Signature:	[302]	Date:	[303]	
Comments:				
Area Superintendent Review Complete?		Pending Review [304]		<-- AS, choose "Review Completed" to finalize review.
E-Signature:	[305]	Date:	[306]	

Comments:		
Quarterly Review Monitoring Date #3: April 5, 2016		
SIT Quarterly Review Complete?	Pending Review [307]	<-- Principal, choose "Review Completed" to finalize review.
Principal		
E-Signature: [308]	Date: [309]	
Comments:		
Performance Specialist Review Complete?	Pending Review [310]	<-- PS, choose "Review Completed" to finalize review.
E-Signature: [311]	Date: [312]	
Comments:		
Area Superintendent Review Complete?	Pending Review [313]	<-- AS, choose "Review Completed" to finalize review.
E-Signature: [314]	Date: [315]	
Comments:		

Goal 3 Plan

Goal 3 Plan Completed?

Completed [316]

<-- Principal, choose "Completed" when Goal 3 plan is finished.

Total Goal Costs= \$0.00

Smart Goal #3 (2015-2017):

By June 2017, increase Rogers-Herr's PBIS state recognition status from being a Model school to a PBIS exemplary school as measured by the PBIS end of year site assessment. [317]

District Goal: Improve Schoolwide Culture & Climate

Current Status: At the end of the 2014-2015 school year, Rogers-Herr's PBIS was recognized as a model school as measured by the PBIS end of year site assessment. [318]

School Interim Goal 2015-2016: By June 2016, maintain the PBIS Model school status as measured by the PBIS state end of year assessment.

Data Used: Suspension and TWC

Strategies & Action Steps		Implementation Team	What Data will you collect?	When/How will you monitor?	Funding Source Required?	Amount
Strategy 1	Gather feedback from students, staff and parents regarding the culture and climate of the school					\$0.00 [319]
Action Steps	1 Create a climate survey and administer to students, staff and parents to provide all RHMS students, staff, and parents feedback regarding the school's climate.	PBIS Team/ Technology committee	School climate perspectives	Within the first 2 weeks of quarter 2	N/A	[320]
	2 Attend monthly PBIS meetings, analyze survey results	PBIS Team	Meeting Agendas and Minutes; Survey Data	Monthly	N/A	[321]
	3 Share results with RHMS staff, parents and SIT	School Counselor and PBIS Team	Survey Data Results	Monthly staff and SIT meetings	N/A	[322]
	4 Utilize survey feedback results to enhance the overall climate of the school by implementing suggestions or brainstorming strategies to address needs that are revealed in the results.	ILT, PBIS Team, SIT & PTA	Survey Data Results	Monthly PBIS and SIT team meetings	N/A	[323]
	5 Implement peer-mediation and mentoring groups	Guidance, PBIS Team and ILT	Survey Data Results	Monthly Meeting agendas	N/A	[325]
Strategy 2	Complete PBIS Implementation Inventory					\$0.00 [326]
Action Steps	1 Review the PBIS inventory as a PBIS committee before completing the inventory to ensure the committee understands and is aware of each section of the inventory	PBIS Team	School-Wide practices, universal interventions, data based decision making, and secondary and small group practices	Completed one time each semester	N/A	[327]
	2 Share PBIS Inventory results with ILT, SIT and Staff	PBIS Team	Inventory Results	3rd quarter Faculty Meeting		[328]
	3 Identify needed focus areas based on the inventory results and create a plan to improve areas of focus as noted by the inventory	PBIS Team	PBIS Plan of Action to Improve Focus Areas			[329]
Strategy 3	Collect data elements as outlined by PBIS Rubric					\$0.00 [330]



Action Steps	1	Identify trends in the data elements for PowerPoint presentation	PBIS Team and MTSS Committee	Discipline reports, climate surveys, attendance, staff retention, and special education referral	Ongoing progress monitoring; Monthly	N/A	[331]
	2	Capture student recognitions across settings	PBIS Team, ALL RHMS Staff/ Stakeholders	Artifacts- PBIS store, Service projects, character count awards, etc	Quarterly	N/A	[332]
	3	Analyze Monthly Behavior Data	PBIS Team and MTSS Committee	Discipline reports, Monthly PBIS Meeting Agendas and Minutes	Monthly	N/A	[333]

Professional Development

Identify the professional development required to successfully implement the strategies listed above.

Staff/group Participants	Professional Learning/Activities	Trainer	Date Completed	Funding Source Required?	Amount
Staff	PBIS Overall Refresher	PBIS Team			[334]
Staff	PBIS Inventory & Inventory Results	PBIS Team			[335]
Student Support Services/Staff and Students	Peer-Mediation	DPS- Counseling Department			[336]

Goal 3 Monitoring

Smart Goal #3: By June 2017, increase Rogers-Herr's PBIS state recognition status from being a Model school to a PBIS exemplary school as measured by the PBIS end of year site assessment. [337]



District Level Approval of School Improvement Plan

Deputy Superintendent Goal 3 Plan Approval?	Pending Approval [338]	<-- DS, choose "Approved" to approve or "Not Approved" to deny approval.
E-Signature: [339]	Date: [340]	
Comments:		

Area Superintendent Goal 3 Plan Approval?	Pending Approval [341]	<-- AS, choose "Approved" to approve or "Not Approved" to deny approval.
E-Signature: [342]	Date: [343]	
Comments:		

Title I Director (Title I Schools Only) Goal 3 Plan Approval?	Pending Approval [344]	<-- TID, choose "Approved" to approve or "Not Approved" to deny approval.
E-Signature: [345]	Date: [346]	
Comments:		

Quarterly Review Monitoring Date #1: November 3, 2015

What did the data tell you? List your data and be specific.

No data available at this point. The team will analyze the data from the 7th grade climate survey once it is given.

How did the strategies lead you toward your goal?

How are you ensuring the strategies are being faithfully implemented? What is the plan to improve implementation if necessary?

Coordinate with PBIS committee to determine: how we are tracking behavioral improvement and indicators; identify how we are tracking achievement indicators; determine status of surveys and inventory (have they been created/implemented? Is goal team committee responsible for creating/assisting in the creation of?)

What changes, if any, will you make in your action steps?

Change timeframe--surveys will be implemented before the end of the 2nd quarter

SIT Quarterly Review Complete?	Pending Review [347]	<-- Principal, choose "Review Completed" to finalize review.
Principal		
E-Signature: Kecia Rogers [348]	Date: 11/3/2016	
Comments:		

Performance Specialist Review Complete?	Pending Review [350]	<-- PS, choose "Review Completed" to finalize review.
E-Signature: [351]	Date: [352]	
Comments:		

Area Superintendent Review Complete?	Pending Review [353]	<-- AS, choose "Review Completed" to finalize review.
---	-----------------------------	---

E-Signature:	[354]	Date:	[355]	
Comments:				
Quarterly Review Monitoring Date #2: February 2, 2016				
What did the data tell you? List your data and be specific.				
We are in the process of analyzing our data received from the 2015 Student Climate Survey administered in November 2015.				
How did the strategies lead you toward your goal?				
The goal team will collaborate with the PBIS team to administer parent and teacher climate survey before the end of 2nd semester.				
How are you ensuring the strategies are being faithfully implemented? What is the plan to improve implementation if necessary?				
2/1 Mr. Scott will work with Tony Hemphill to figure out whether or not we need to compose a new climate survey and send it out to students, teachers, and				
What changes, if any, will you make in your action steps?				
Change timeframe-- parent and teacher surveys will be implemented before the end of the 2nd semester. Work on a mobile website as an additional way to have parents complete the survey. Possibly have a paper copy ready for PTA meeting on 5/5/16. Email surveys to parents through teams.				
SIT Quarterly Review Complete?		Pending Review [356]		<-- Principal, choose "Review Completed" to finalize review.
Principal				
E-Signature:	Kecia Rogers [357]	Date:	2/11/2016	
Comments:				
Performance Specialist Review Complete?		Pending Review [359]		<-- PS, choose "Review Completed" to finalize review.
E-Signature:	[360]	Date:	[361]	
Comments:				
Area Superintendent Review Complete?		Pending Review [362]		<-- AS, choose "Review Completed" to finalize review.
E-Signature:	[363]	Date:	[364]	
Comments:				
Quarterly Review Monitoring Date #3: April 5, 2016				
SIT Quarterly Review Complete?		Pending Review [365]		<-- Principal, choose "Review Completed" to finalize review.
Principal				
E-Signature:	[366]	Date:	[367]	
Comments:				
Performance Specialist Review Complete?		Pending Review [368]		<-- PS, choose "Review Completed" to finalize review.
E-Signature:	[369]	Date:	[370]	
Comments:				
Area Superintendent Review Complete?		Pending Review [371]		<-- AS, choose "Review Completed" to finalize review.
E-Signature:	[372]	Date:	[373]	

Comments:**Quarterly Review Monitoring Date #3: June 6, 2016****What did the data tell you? List your data and be specific.**

317 students were surveyed during the 4th quarter. The survey expressed that students are very excited about the new weekly drawings and on-team rewards. Students feel that there is a lack of respect in the classroom. 20 parents were surveyed. The main concerns were students being bullied and the lack of utilizing parent support/involvement. Consistency is another want from both parents and students.

How did the strategies lead you toward your goal?

The strategies continue to lead us towards our goal because we no have baseline data from our parent, student, and teacher surveys. By completing the PBIS implementation inventory, we were able to assess our current PBIS program and make proper adjustments.

How are you ensuring the strategies are being faithfully implemented? What is the plan to improve implementation if necessary?

We have introduced 2 newly trained co-coaches who will use the information from the inventory to facilitate the 2016-2017 comittee.

What changes, if any, will you make in your action steps?

Parent survey will be conducted at both the beginning of the year and at the summation of the school year as a pre/post survey. Goal team will continue to analyze data and share results with the PBIS comittee.

School Wellness Plan (Priority 5 Goal and Associated Strategies)

School Wellness Plan Complete? Completed [374] <--Principal- choose "Completed" when School Wellness Plan is complete.



Area for improvement:	98% School Wellness Policy 3021 compliance does not meet Board of Education 100% compliance requirement
School Goal 5:	School Wellness Plan meets 100% Wellness Policy 3021 compliance as evidenced by school self-reported compliance
Supports this district goal:	100% Wellness Policy 3021 compliance for all schools
Target:	100%
Indicator:	School Wellness Plan assessment (Wellness Coordinator assessment of completed action steps)
Milestone date:	6/1/2015

Goal 5 improvement Strategies - Identify research based strategies whenever possible.

P l a n / D o	Strategy 1:	Strategy: Utilize district school wellness training and event 1) Wellness Champion and applicable Wellness Committee members attend September 23, 2014 DPS Wellness Summit, bring updates and recommendations back to Wellness Committee for planning next steps 2) Wellness Champion and applicable Wellness Committee members attend March 24 or 26, 2015 school wellness plan and year-end report training, bring updates and recommendations back to Wellness Committee for planning next steps
	Strategy 2:	Strategy: Utilize technical support with the Wellness Coordinator 1) Wellness Champion & committee members attend on-site Wellness Review: 1hr scheduled by the Wellness Coordinator during Aug 25-29 2) Nov 1 - Mar 23: Wellness Champion or Wellness Committee members connect as needed with the Wellness Coordinator 3) Mar 27 - Apr 23: Wellness Champion schedules 30-60min phone call with Wellness Coordinator for technical assistance w/ the Wellness Year-End report & Wellness Plan that is due Apr 24
	Strategy 3:	Strategy: Partner with local and national organizations to access tools and resources for physical activity and education, and nutrition education 1) Update Alliance Healthy Schools Program wellness assessment, utilize their online tools and resources, apply for nat'l Bronze or Silver award 2) Utilize qualifying programs such as DINE for LIFE Nutrition Ed Program (Durham Co. Health Dept.); NC Cooperative Ext. Food & Nutrition Ed Program; Playworks; Durham Parks & Rec; USDA Team Nutrition; USDA Healthier School Challenge; American Heart Association

How will we fund these strategies?	
Funding Source 1	\$0.00
Funding Source 2	\$0.00
Total initiative funding: \$0.00	

Review Frequency:	Quarterly
Assigned Implementation Team:	

C h e c k	What data will be used to determine whether the strategies were deployed with fidelity?	School Wellness Plan compliance assessed by Wellness Coordinator
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	100% School Wellness Plan compliance (including plan items assessed as partially compliant)
	What does the data show regarding the results of the implemented strategies?	School wellness areas covered in Wellness Policy 3021 (e.g. nutrition education, physical education and activity) correlate with increased academic success, increased capacity to learn, reduced absenteeism, improved mental alertness {Centers for Disease Control (CDC) model of Coordinated School Health}

A c t	Based upon identified results, should/how should strategies be changed?
----------------------	--

Student Support Checklist

School:	Rogers-Herr	Year:	2015-2016
----------------	-------------	--------------	-----------

Essential Components for Student Support Services within School Improvement Planning Implementation

The following items/components of school improvement planning implementation are collected and managed, assessed by using a combination of the following procedures: completions of verification paperwork walk-thru of school building, interview with administration or leadership team, and review of maintained documents/procedural information and processes.

What Schools need to meet departmental expectations/verifications/etc.

Item #	Verifications	Documentations	Status	Completion Date
1	Policy 4326 Seclusions and Restraint	Policy 4326 Staff Training Page Principal Verification Form	Completed	7/14/2015
2	Policy 4411/5126 Bullying and Harassment	4411 & 5126 Training Page Principal Verification Form	Completed	7/14/2015
3	SCIRRT (School Critical Incident Response & Recovery Team) Forms	SCIRRT Form	Completed	7/14/2015
4	Yearlong Counseling Plan developed using the ASCA Framework		Completed	8/18/2015
Truancy/Attendance		Documentations	Status	Completion Date
5	School Attendance Committee/Team Plan	School Attendance Committee/Team Plan	Completed	9/15/2015
6	Truancy Court implementation information		Completed	9/15/2015
7	Procedure for tracking attendance data for students with multiple absences and referral process for intervention with school RtI/MTSS Team		Completed	9/15/2015
PBIS (Positive Behavior Intervention & Support)		Documentations	Status	Completion Date
8	PBIS First 10 Days Checklist	PBIS Roster & Groups	Completed	8/18/2015
9	PBIS Team Roster		Completed	8/18/2015
10	Behavior Skill Building Groups		Completed	8/18/2015
Discipline		Documentations	Status	Completion Date
11	Process for ODR (Office Discipline Report) tracking and data collection	Discipline Plan	Completed	8/14/2015
12	Process for referring and staffing students in RtI/MTSS with multiple ODRs and/or suspensions		Completed	8/14/2015
13	ISS (In of School Suspension) Programming		Completed	8/14/2015
14	Building personnel for FBA/BIP development		Completed	8/14/2015
15	Alternatives to suspension (examples): after school/lunch detention, Saturday School, community service, conflict resolution, peer mediation		Completed	8/14/2015
16	Discipline data shared and utilized by administrative teams, grade level teams, and student-specific (problem-solving) teams		Completed	8/14/2015
17	Discipline data maintained in accessible and usable database		Completed	8/14/2015
Student Mentoring		Documentations	Status	Completion Date
18	Overview of the Mentoring effort and program framework	Student Mentoring Plan	Completed	8/14/2015
19	Types of interventions and supports available		Completed	8/14/2015
20	Tips to support their children and school		Completed	8/14/2015

Home

Elementary to Middle Grades Transition

With the support from the school principal, elementary and middle grade teachers, schools will facilitate the education transition of students between elementary school and middle school who are at risk of academic failure and/or who are AIG. The Elementary and Middle Grades Transition plan includes school-based transition strategies tailored to meet the specific need of the school's population.

Home

Compliance Confirmed? **Confirmed** **Principal E-Signature:** Kecia L. Rogers

Goal 1 Build collaboration among the elementary and middle grade schools. Strategies include:

- Organize a transition day or night for the incoming sixth grade in the spring.
- Plan and implement a sixth grade parent orientation the week before the start of school.
- Host an Open House separately from 7th & 8th grades (different times or different night)
 - Allows students and parents to walk their schedule, find lockers, etc.
 - Disseminate information about start times that may affect sleep changes, class changes, etc.

Goal 2 Develop programs on drug awareness, health issues and interpersonal relationship skills appropriate for adolescents. Strategies include:

- Provide instructional time to implement the North Carolina Standard Course of Study, including the health and wellness curriculum.
- Offer individual and small group counseling services for students who are in need of social, emotional and academic support.
- Develop a process for immediately referring students to support services, i.e. MTSS, Truancy Court, etc.

Goal 3 Provide a developmentally appropriate environment to promote student transition and success. Strategies include:

- Provide and sustain on-going professional development based on adolescent needs, the middle grade concept, diversity (cultural, academic, SEL) and differentiated instruction.
- Design constructive opportunities that promote positive social relations (dances, assemblies, pep rallies, and clubs).
- Review school facility layout (designate hallways for sixth, seventh and eighth grades) to address individual, developmental and academic success.

Goal 4 Promote programs that ensure student success in school. Strategies include:

- Teach study skills and provide organizational tools needed to help students be successful.
- Develop homework policies that align with daily instruction.
- Provide time and opportunities for horizontal articulation regarding homework assignments, testing schedules, field trips, and other events.
- Establish core teacher teams that work collaboratively to provide appropriate leaning communities to address all student needs.

District Mentoring Partnerships:

- Student U
- Renaissance
- College Advisory
- Communities in Schools

District Sponsored Elementary to Middle School Transition:

- Moving in the Middle
- Bridge Academy

Middle to High School Transition Plan

With the support from the school principal, middle and high school teachers, schools will facilitate the education transition of students between middle and high school who are at risk of academic failure and/or who are AIG. The Middle to High School Transition plan includes school-based transition strategies tailored to meet the specific need of the school's population.

Compliance Confirmed? **Confirmed** **Principal E-Signature:** Kecia L. Rogers

Goal 1 Build relationships among transitioning students, parents, older peers, teachers and key school personnel. Strategies include:

- Develop mentoring programs.
- Develop smaller learning communities that are based on a content or interest area.

Goal 2 Develop transition programs and a variety of activities that meet the social and emotional needs of the students. Strategies include:

- Have a spring social event for current and incoming high school students.
- OPTIONAL OPPORTUNITIES
 - Have middle grades students shadow high school students.
 - Provide for cross-grade and service-learning projects with grades shared by both middle grades and high school students.
 - Provide letter-writing programs in which eighth graders correspond with high school students.

Goal 3 Develop vertical alignment planning for middle, high school and district level personnel. Strategies include:

- Provide joint professional development in the content areas.
- OPTIONAL OPPORTUNITIES
 - Utilize team teaching between eighth and ninth grade teachers.
 - Schedule opportunities for teachers and administrators from both middle and high schools to exchange their roles and responsibilities.

Goal 4 Develop and implement a plan to meet the challenges facing your school. Strategies include:

- Schedule community forums to engage business leaders, parents and students in a dialogue that will assist the school in developing support for intervention programs.
- Use interactive networks of people and technologies to expand the vision of your school and programs that need additional funding.

District Mentoring Partnerships:

- Student U
- Renaissance
- College Advisory
- Communities in Schools

District Sponsored Middle to High School Transitions

- High School 101
- Magnet Fair
- Showcase of Schools
- Bridge Academy

Home

Media-Tech Program

Media-Tech Plan Complete?

Completed [376]

<-- Principal- choose "Completed" when the Media-Tech plan is complete.

Media Technology Advisory Committee [375]

School Administration Representative(s):	Kecia Rogers [377]
Media and Technology Representative(s):	Dov Rosenberg, Jenny Umbarger [378]
Grade Level or Department Representatives:	Michael Bloom (8th grade/Social Studies), Kelly Stevens (7th grade/Social Studies), Glenn Estacio (7th grade/Science), Lamont Tindley (6th grade/Social Studies), Lynn Chesnut (6th grade/Science) [379]
Special Areas Representative(s):	Brian Yarborough (CTE), Jennifer Hall (IF/ESL), David Stein (Duke Partnership) [380]
Parent Representative(s):	Laurie Brandenburg [381]
Student Representative(s)- Secondary Schools:	N/A [382]



School Goal 1: By June 2017, increase the overall school proficiency composite from 62.3% to 82.3% or greater as measured by the NC End of Grade Assessments.

Support Through ITES Integration		Support Through Media-Tech Purchases		Support Through Media-Tech PD	
What specific strategies for each of the Information & Technology Essential Standards will be emphasized by the school's media-tech program that will assist with achievement of Goal 1? For example, the strategy of designing and conducting Project-Based Learning units would allow for students to accomplish Research Process objectives while assisting with literacy school goals.		What media and technology resources (hardware, software, media) will be purchased to support ITES integration and the achievement of Goal 1?		What media and technology professional development will be conducted to support ITES integration, purchases, and the achievement of Goal 1?	
ITES Strand	Strategy	Item Name	Cost	PD Session/Series Name	Dates
Sources of Information:	Teach students to analyze resources for reliability, credibility, etc. Introduce and utilize databases with student research assignments	1 Chromebooks for EC teachers (provided by district)	\$0.00	1 Copyright and fair use	9/16/2015
Informational Text (K-5):		2 Databases to support research efforts (estimated cost provided)	\$1,000.00	2 Data analysis through spreadsheet and online collaboration	Various dates during quarter 1
Technology as a Tool:	Use computers to do research Teach advanced search strategies through search engines Use online collaborative tools Use graphing calculators in 7th grade	3 iReady universal screener for reading and math (provided by district)	\$0.00	3 The Big6 research model	Quarter 2
Research Process:	Implement a vertically aligned school-wide research process (The Big6) Create cross-curricular research opportunities	4		4 Spreadsheet formulas and filtering	Quarter 3

Safety and Ethical Use:	Teach students about copyright and plagiarism Teach students about safe and responsible internet use (digital footprint lessons and activities)	Total	\$1,000.00	5		
-------------------------	--	-------	------------	---	--	--

School Goal 2: By June 2017, increase the overall composite proficiency of Hispanic students in Reading and Math to 54.15% or greater as measured by the NC End of Grade

Support Through ITES Integration	Support Through Media-Tech Purchases	Support Through Media-Tech PD
What specific strategies for each of the Information & Technology Essential Standards will be emphasized by the school's media-tech program that will assist with the achievement of Goal 2? For example, the strategy of designing and conducting Project-Based Learning units would allow for students to accomplish Research Process objectives while assisting with literacy school goals.	What media and technology resources (hardware, software, media) will be purchased to support ITES integration and the achievement of Goal 2?	What media and technology professional development will be conducted to support ITES integration, purchases, and the achievement of Goal 2?

ITES Strand	Strategy	Item Name	Cost	PD Session/Series Name	Dates
Sources of Information:	Teach students to analyze resources for reliability, credibility, etc. Introduce and utilize databases with student research assignments	1 N/A	0	1 Copyright and fair use	9/16/2015
Informational Text (K-5):		2		2 Data analysis through spreadsheet and online collaboration	Various dates during quarter 1
Technology as a Tool:	Use computers to do research Teach advanced search strategies through search engines Use online collaborative tools Use graphing calculators in 7th grade Survey Hispanic population to determine computing needs Connect with community organizations (Kramden, etc.) to acquire computers for Hispanic students as determined by survey	3		3 The Big6 research model	Quarter 2
Research Process:	Implement a vertically aligned school-wide research process (The Big6) Create cross-curricular research opportunities	4		4 Spreadsheet formulas and filtering	Quarter 3
Safety and Ethical Use:	Teach students about copyright and plagiarism Teach students about safe and responsible internet use (digital footprint lessons and activities)	Total	\$0.00	5	

School Goal 3: By June 2017, increase Rogers-Herr's PBIS state recognition status from being a Model school to a PBIS exemplary school as measured by the PBIS end of year site assessment.



Support Through ITES Integration		Support Through Media-Tech Purchases		Support Through Media-Tech PD	
What specific strategies for each of the Information & Technology Essential Standards will be emphasized by the school's media-tech program that will assist with the achievement of Goal 2? For example, the strategy of designing and conducting Project-Based Learning units would allow for students to accomplish Research Process objectives while assisting with literacy school goals.		What media and technology resources (hardware, software, media) will be purchased to support ITES integration and the achievement of Goal 2?		What media and technology professional development will be conducted to support ITES integration, purchases, and the achievement of Goal 3?	
ITES Strand	Strategy	Item Name	Cost	PD Session/Series Name	Dates
Sources of Information:	N/A	1 Makerspace resources (purchased through grant and received by donations)	\$0.00	1 Makerspace training session	Quarter 3
Informational Text (K-5):		2		2	
Technology as a Tool:	Introduce and utilize 3D printers and other library Makerspace resources (Raspberry Pi, Arduinos, etc.)	3		3	
Research Process:	N/A	4		4	
Safety and Ethical Use:	N/A		Total \$0.00	5	

School Goal 4:	N/A				
Support Through ITES Integration		Support Through Media-Tech Purchases		Support Through Media-Tech PD	
What specific strategies for each of the Information & Technology Essential Standards will be emphasized by the school's media-tech program that will assist with the achievement of Goal 2? For example, the strategy of designing and conducting Project-Based Learning units would allow for students to accomplish Research Process objectives while assisting with literacy school goals.		What media and technology resources (hardware, software, media) will be purchased to support ITES integration and the achievement of Goal 2?		What media and technology professional development will be conducted to support ITES integration, purchases, and the achievement of Goal 4?	
ITES Strand	Strategy	Item Name	Cost	PD Session/Series Name	Dates
Sources of Information:		1		1	
Informational Text (K-5):		2		2	
Technology as a Tool:		3		3	
Research Process:		4		4	
Safety and Ethical Use:			Total \$0.00	5	

School Improvement Team Approval of School Improvement Plan

Total Number of Staff Members:		19	Percentage of Staff Members Approving Plan:		95%
Number of Staff Members Approving Plan:		18			
Committee Positions	Name	E-Signature	Date		
Principal	Kecia Rogers	Kecia L. Rogers	9/28/2015		
Assistant Principal	Lance Scott	Lance Scott	9/28/2015		
Teacher Representative	Nicole Bryant	Nicole Bryant	9/28/2015		
Teacher Representative	Diane Moser	Diane Moser	9/28/2015		
Teacher Representative	Meghan Leet	Meghan Leet	9/28/2015		
Teacher Representative	Beth Amerto	Beth Amerto	9/28/2015		
Teacher Representative	Kristy Rowland	Kristy Rowland	9/28/2015		
Teacher Representative	Aaron Campbell	Aaron Campbell	9/28/2015		
Teacher Representative	Cassie Abels	Cassie Abels	9/28/2015		
Teacher Representative	Renada Cammon	Renada Cammon	9/28/2015		
Media-Tech Representative	Jennifer Umbarger	Jennifer Umbarger	9/28/2015		
Instructional Support Representative	Jennifer Hall	Jennifer Hall	9/28/2015		
Instructional Assistant Representative	Hope Samuels	Hope Samuels	9/28/2015		
Instructional Assistant Representative	Charles Robinson				
Instructional Assistant Representative	Ryanne Logan				
Parent Representative	Ty Cox	Ty Cox	9/28/2015		
Parent Representative	Ernestine Harris				
Parent Representative	Sheron Rowland	Sheron Rowland	9/28/2015		
Parent Representative	Valerie McMillan	Valerie McMillian	9/28/2015		
Parent Representative	Casey Harris	Casey Harris	9/28/2015		
Parent Representative	Juliellen Simpson-Vos	Juliellen Simpson-Vos	9/28/2015		



School Attendance Committee/Team Plan

Enter your school's plan to monitor attendance:

The school's social worker and data manager emails daily attendance and tardy data to the staff. Teachers are asked to call parents when students are absent 3 or more consecutive days. Parents of students who have habitual tardies and absences receive a tardy notification letter from the social worker. The principal communicates the importance of attendance and arriving to school on time via the student handbook and connect ed messages. A mass truancy meeting is conducted by the social worker, truancy court judge and principal at the beginning of the year. Truancy court is conducted monthly to problem solve with families to improve absences and tardies.

Who will monitor attendance?

The school social worker and data manager

Enter your school's plan for managing the logistics of truancy court:

Truancy court occurs monthly. The social worker invites identified parents to truancy court via a letter. The social worker creates the docket and emails the docket as well as an invitation to the judge, principal and SRO.

Who will manage your truancy information?

The social worker manages the truancy information

Enter your school's procedure for tracking attendance data for students with multiple absences and referral process for intervention with school RtI/MTSS Team:

The social worker tracks attendance data and truancy court data in a notebook. Each student has a file. If the attendance issue is impacting academics the student is referred to the MTSS team. The social worker and principal are both members of MTSS so we are able to communicate individual student needs to the MTSS team.

Home

Student
Support
Page

PBIS

Enter your PBIS Team Roster:

PBIS Team Roster 2015-2016

1. Tony Hemphill- ISS/ PBIS Coach
2. Tandra Skinner- EC Teacher/ PBIS Coach
3. Myra Penuel- Assistant Principal
4. Lance Scott- Assistant Principal
5. Kelly Gambridge- 6th Science
6. Scott Voorhees- 6th SS
7. Brent George- 7th SS

Behavior Skill Building Groups:

Behavior Skill Building Groups are provided by the counselors. In addition, we have been recognized as a PBIS model school with a goal of becoming an exemplar school. Also, we focus on one character trait each month schoolwide. Students are recognized for exhibiting these character traits. Teachers participate in classroom management professional development provided by the district as well as provided in the school. The GEMS girls mentoring program as well as the many clubs we offer (art, gardening, robotics, lacrosse, FBLA, chorus, debate, Battle of the Books, Geography club and more) also serve as behavior building groups.

Home

Student
Support
Page

Discipline Plan

Enter process for ODR (Office Discipline Report) tracking and data collection:

Grade level administrators track the behavior referrals on their grade levels. Data reports are emailed to the staff regarding bus suspensions, ISS and OSS actions.

Enter process for referring and staffing students in RtI/MTSS with multiple ODRs and/or suspensions:

Teachers create a Tier II plan for students exhibiting habitual behavior infractions.

ISS (In of School Suspension) Programming:

The school has PASS (Positive Alternative to Suspension) as well as Second Chance Academy; administrators are the only people who may refer a student to PASS. While in PASS students complete work but also spend time reflecting on the behavior which resulted in the consequence as well as replacement behaviors.

Building personnel for FBA/BIP development:

The schools' EC department and psychologist are building personnel trained to create FBA/BIPs.

Alternatives to suspension (examples): after school/lunch detention, Saturday School, community service, conflict resolution, peer mediation:

Intervention logs inclusive of a menu of interventions are utilized by the classroom teacher. Administrators utilize intervention listed on the intervention logs, PASS as well as Second Chance Academy alternatives to suspension.

Discipline data shared and utilized by administrative teams, grade level teams, and student-specific (problem-solving) teams:

Administrators as well as team representatives are members of the PBIS committee. The committee meets monthly analyzing discipline data, problem solving and implementing school-wide incentives and character recognition efforts.

[Home](#)

[Student Support Page](#)

Student Mentoring

Overview of the Mentoring effort and program framework:

The counseling department oversees student mentoring in partnership with NCCU's Panhellenic Council

Types of interventions and supports available:

A Girls mentoring program (GEMS) and small group mentoring sessions are implemented by the counselors. The school is in the planning stages of implementing a Boys mentoring program as well. The school will also implement peer mediation as apart of the district's new initiative.

Tips to support their children and school:

The counseling department provides tips for mentoring in the school and meets with all mentor candidates who must be cleared through the DPS volunteer process. The following tips are implemented; Child Trends' recent brief on mentoring evaluated 19 mentoring programs to determine what works and what doesn't. Based on this research, we offer three tips for building successful mentoring programs:

1.
Focus efforts on building trusting relationships between the mentors and children or youth;
2.
Work to retain mentors to form longer-term relationships between the mentors and children or youth;
3.
Invest in quality training programs to equip mentors to handle challenging situations that may arise.

- See more at: <http://www.childtrends.org/three-tips-for-building-successful-mentoring-programs/#sthash.6zY0tH5V.dpuf>

Home

Student
Support
Page

[1] The Principal needs to choose "Completed" when the Vision & Mission are completed.

[2] The goal listed here is imported from the Goal 1 tab. Do not enter text here.

[3] The goal listed here is imported from the Goal 2 tab. Do not enter text here.

[4] The goal listed here is imported from the Goal 3 tab. Do not enter text here.

[5] HS- one per department

MS- one per grade level, one EC teacher, one encore teacher

Elem- one per grade level and one EC teacher

[6] HS- one per department

MS- one per grade level, one EC teacher, one encore teacher

Elem- one per grade level and one EC teacher

[7] HS- one per department

MS- one per grade level, one EC teacher, one encore teacher

Elem- one per grade level and one EC teacher

[8] HS- one per department

MS- one per grade level, one EC teacher, one encore teacher

Elem- one per grade level and one EC teacher

[9] HS- one per department

MS- one per grade level, one EC teacher, one encore teacher

Elem- one per grade level and one EC teacher

[10] HS- one per department

MS- one per grade level, one EC teacher, one encore teacher

Elem- one per grade level and one EC teacher

[11] HS- one per department

MS- one per grade level, one EC teacher, one encore teacher

Elem- one per grade level and one EC teacher

[12] HS- one per department

MS- one per grade level, one EC teacher, one encore teacher

Elem- one per grade level and one EC teacher

[13] Enter the name of your media specialist, technology facilitator, or technology champion.

[14] This can be a counselor or media specialist.

[15] This can be any classified person on your staff that directly supports students (i.e. data manager, teacher assistant, or secretary).

[16] The parent membership must reflect the racial, geographical and socioeconomic status of the students in your school. Parents shall not be members of the building -level staff.

[17] The Principal needs to choose "Completed" when the SIT membership is complete.

[18] The Principal needs to choose "Completed" when the Goal 1 plan is finished.

[19] By June 2017, increase the overall NCDPI Report Card Grade from a "68 C" to a " 70 B " or higher.

[20] This should be a statement explaining where you are currently with this goal. For example, at the end of the 2014-2015 school year, 26.1% of 253 students were proficient in math.

[21] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[22] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[23] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[24] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[25] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[26] If you need more than 5 action steps for this strategy, contact Jerry.Williamson@dpsnc.net for the rows to be added.

[27] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[28] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[29] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[30] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[31] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[32] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[33] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[34] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[35] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[36] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[37] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[38] If you need more than 5 action steps for this strategy, contact Jerry.Williamson@dpsnc.net for the rows to be added.

[39] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[40] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[41] The text in this cell is imported from the Goal 1 tab.

[42] Once the School Improvement Team finalizes its quarterly review, the Principal chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[43] To verify approval this review, the Principal types his or her name in this cell.

[44] Enter the date of review completion.

[45] Once the School Improvement Team finalizes and Performance Specialist its quarterly review, the Area Superintendent chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[46] To verify approval this review, the Area Superintendent types his or her name in this cell.

[47] Enter the date of review completion.

[48] Once the School Improvement Team finalizes its quarterly review, the Principal chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[49] To verify approval this review, the Principal types his or her name in this cell.

[50] Enter the date of review completion.

[51] Once the School Improvement Team finalizes and Performance Specialist its quarterly review, the Area Superintendent chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[52] To verify approval this review, the Area Superintendent types his or her name in this cell.

[53] Enter the date of review completion.

[54] Once the School Improvement Team finalizes its quarterly review, the Principal chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[55] To verify approval this review, the Principal types his or her name in this cell.

[56] Enter the date of review completion.

[57] Once the School Improvement Team finalizes and Performance Specialist its quarterly review, the Area Superintendent chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[58] To verify approval this review, the Area Superintendent types his or her name in this cell.

[59] Enter the date of review completion.

[60] Once the School Improvement Team finalizes its quarterly review, the Principal chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[61] To verify approval this review, the Principal types his or her name in this cell.

[62] Enter the date of review completion.

[63] Once the School Improvement Team finalizes and Performance Specialist its quarterly review, the Area Superintendent chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[64] To verify approval this review, the Area Superintendent types his or her name in this cell.

[65] Enter the date of review completion.

[66] The Principal needs to choose "Completed" when the Goal 2 plan is finished.

[67] Enter your goal here.

[68] This should be a statement explaining where you are currently with this goal. For example, at the end of the 2014-2015 school year, 26.1% of 253 students were proficient in math.

- [69] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.
- [70] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.
- [71] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.
- [72] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.
- [73] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.
- [74] If you need more than 5 action steps for this strategy, contact Jerry.Williamson@dpsnc.net for the rows to be added.
- [75] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.
- [76] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.
- [77] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.
- [78] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.
- [79] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.
- [80] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.
- [81] If you need more than 5 action steps for this strategy, contact Jerry.Williamson@dpsnc.net for the rows to be added.
- [82] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.
- [83] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.
- [84] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.
- [85] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.
- [86] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.
- [87] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.
- [88] If you need more than 5 action steps for this strategy, contact Jerry.Williamson@dpsnc.net for the rows to be added.
- [89] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.
- [90] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.
- [91] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[92] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[93] The text in this cell is imported from the Goal 1 tab.

[94] Once the School Improvement Team finalizes its quarterly review, the Principal chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[95] To verify approval this review, the Principal types his or her name in this cell.

[96] Enter the date of review completion.

[97] Once the School Improvement Team finalizes and Performance Specialist its quarterly review, the Area Superintendent chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[98] To verify approval this review, the Area Superintendent types his or her name in this cell.

[99] Enter the date of review completion.

[100] Once the School Improvement Team finalizes its quarterly review, the Principal chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[101] To verify approval this review, the Principal types his or her name in this cell.

[102] Enter the date of review completion.

[103] Once the School Improvement Team finalizes and Performance Specialist its quarterly review, the Area Superintendent chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[104] To verify approval this review, the Area Superintendent types his or her name in this cell.

[105] Enter the date of review completion.

[106] Once the School Improvement Team finalizes its quarterly review, the Principal chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[107] To verify approval this review, the Principal types his or her name in this cell.

[108] Enter the date of review completion.

[109] Once the School Improvement Team finalizes and Performance Specialist its quarterly review, the Area Superintendent chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[110] To verify approval this review, the Area Superintendent types his or her name in this cell.

[111] Enter the date of review completion.

[112] Once the School Improvement Team finalizes its quarterly review, the Principal chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[113] To verify approval this review, the Principal types his or her name in this cell.

[114] Enter the date of review completion.

[115] Once the School Improvement Team finalizes and Performance Specialist its quarterly review, the Area Superintendent chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[116] To verify approval this review, the Area Superintendent types his or her name in this cell.

[117] Enter the date of review completion.

[118] Note that this is an optional goal. The Principal needs to choose "Completed" when the Goal 3 plan is finished.

[119] Enter your goal here.

[120] This should be a statement explaining where you are currently with this goal. For example, at the end of the 2014-2015 school year, 26.1% of 253 students were proficient in math.

[121] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[122] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[123] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[124] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[125] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[126] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[127] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[128] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[129] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[130] If you need more than 5 action steps for this strategy, contact Jerry.Williamson@dpsnc.net for the rows to be added.

[131] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[132] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[133] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[134] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[135] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[136] The text in this cell is imported from the Goal 1 tab.

[137] Once the School Improvement Team finalizes its quarterly review, the Principal chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[138] To verify approval this review, the Principal types his or her name in this cell.

[139] Enter the date of review completion.

[140] Once the School Improvement Team finalizes and Performance Specialist its quarterly review, the Area Superintendent chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[141] To verify approval this review, the Area Superintendent types his or her name in this cell.

[142] Enter the date of review completion.

[143] Once the School Improvement Team finalizes its quarterly review, the Principal chooses "Review Completed" from the drop-down menu, enters

his or her E-Signature, the date completed, and appropriate comments.

[144] To verify approval this review, the Principal types his or her name in this cell.

[145] Enter the date of review completion.

[146] Once the School Improvement Team finalizes and Performance Specialist its quarterly review, the Area Superintendent chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[147] To verify approval this review, the Area Superintendent types his or her name in this cell.

[148] Enter the date of review completion.

[149] Once the School Improvement Team finalizes its quarterly review, the Principal chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[150] To verify approval this review, the Principal types his or her name in this cell.

[151] Enter the date of review completion.

[152] Once the School Improvement Team finalizes and Performance Specialist its quarterly review, the Area Superintendent chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[153] To verify approval this review, the Area Superintendent types his or her name in this cell.

[154] Enter the date of review completion.

[155] Once the School Improvement Team finalizes its quarterly review, the Principal chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[156] To verify approval this review, the Principal types his or her name in this cell.

[157] Enter the date of review completion.

[158] Once the School Improvement Team finalizes and Performance Specialist its quarterly review, the Area Superintendent chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[159] To verify approval this review, the Area Superintendent types his or her name in this cell.

[160] Enter the date of review completion.

[162] The Principal needs to choose "Completed" when the Media-Tech plan is complete.

[161] The purpose of the school Media & Technology Advisory Committee (MTAC) is to set goals and priorities for the media and technology program, promote initiatives, communicate expectations, evaluate program effectiveness, solve problems, handle challenges to instructional materials, and recommend resources, hardware, and infrastructure.

[163] Separate names with a comma, if applicable.

[164] Separate names with a comma, if applicable.

[165] Separate names with a comma, if applicable.

[166] Separate names with a comma, if applicable.

[167] Separate names with a comma, if applicable.

[168] Separate names with a comma, if applicable.

[169] HS- one per department

MS- one per grade level, one EC teacher, one encore teacher

Elem- one per grade level and one EC teacher

[170] HS- one per department

MS- one per grade level, one EC teacher, one encore teacher

Elem- one per grade level and one EC teacher

[171] HS- one per department

MS- one per grade level, one EC teacher, one encore teacher

Elem- one per grade level and one EC teacher

[172] HS- one per department

MS- one per grade level, one EC teacher, one encore teacher

Elem- one per grade level and one EC teacher

[173] HS- one per department

MS- one per grade level, one EC teacher, one encore teacher
Elem- one per grade level and one EC teacher

[174] HS- one per department
MS- one per grade level, one EC teacher, one encore teacher
Elem- one per grade level and one EC teacher

[175] HS- one per department
MS- one per grade level, one EC teacher, one encore teacher
Elem- one per grade level and one EC teacher

[176] HS- one per department
MS- one per grade level, one EC teacher, one encore teacher
Elem- one per grade level and one EC teacher

[177] Enter the name of your media specialist, technology facilitator, or technology champion.

[178] This can be a counselor or media specialist.

[179] This can be any classified person on your staff that directly supports students (i.e. data manager, teacher assistant, or secretary).

[180] This can be any classified person on your staff that directly supports students (i.e. data manager, teacher assistant, or secretary).

[181] This can be any classified person on your staff that directly supports students (i.e. data manager, teacher assistant, or secretary).

[182] The parent membership must reflect the racial, geographical and socioeconomic status of the students in your school. Parents shall not be members of the building -level staff.

[183] The parent membership must reflect the racial, geographical and socioeconomic status of the students in your school. Parents shall not be members of the building -level staff.

[184] The parent membership must reflect the racial, geographical and socioeconomic status of the students in your school. Parents shall not be members of the building -level staff.

[185] The parent membership must reflect the racial, geographical and socioeconomic status of the students in your school. Parents shall not be members of the building -level staff.

[186] The parent membership must reflect the racial, geographical and socioeconomic status of the students in your school. Parents shall not be members of the building -level staff.

[187] The parent membership must reflect the racial, geographical and socioeconomic status of the students in your school. Parents shall not be members of the building -level staff.

[188] The Principal needs to choose "Completed" when the SIT membership is complete.

[189] The Principal needs to choose "Completed" when the Goal 1 plan is finished.

[190] By June 2017, increase the overall school composite from 62.3% to 72.3% or higher.

[191] This should be a statement explaining where you are currently with this goal. For example, at the end of the 2014-2015 school year, 26.1% of 253 students were proficient in math.

[192] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[193] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[194] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[195] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[196] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[197] If you need more than 5 action steps for this strategy, contact Jerry.Williamson@dpsnc.net for the rows to be added.

[198] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[199] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[200] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[201] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[202] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[203] If you need more than 5 action steps for this strategy, contact Jerry.Williamson@dpsnc.net for the rows to be added.

[204] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[205] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[206] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[207] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[208] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[209] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[210] If you need more than 5 action steps for this strategy, contact Jerry.Williamson@dpsnc.net for the rows to be added.

[211] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[212] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[213] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[214] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[215] The text in this cell is imported from the Goal 1 tab.

[216] To approve the SIP, the Deputy Superintendent chooses "Approved" from the drop-down menu. To deny approval, the Deputy Superintendent chooses "NOT Approved" from the drop-down menu.

[217] To verify approval this goal, the Deputy Superintendent types his or her name in this cell.

[218] Enter the date of approval.

[219] To approve the SIP, the Area Superintendent chooses "Approved" from the drop-down menu. To deny approval, the Area Superintendent chooses "NOT Approved" from the drop-down menu.

[220] To verify approval this goal, the Area Superintendent types his or her name in this cell.

[221] Enter the date of approval.

[222] To approve the SIP, the Title I Director chooses "Approved" from the drop-down menu. To deny approval, the Title I Director chooses "No" from the drop-down menu.

[223] To verify approval this goal, the Title I Director types his or her name in this cell.

[224] Enter the date of approval.

[225] Once the School Improvement Team finalizes its quarterly review, the Principal chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[226] To verify approval this review, the Principal types his or her name in this cell.

[227] Enter the date of review completion.

[228] Once the School Improvement Team finalizes its quarterly review, the Performance Specialist chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[229] To verify approval this review, the Performance Specialist types his or her name in this cell.

[230] Enter the date of review completion.

[231] Once the School Improvement Team finalizes and Performance Specialist its quarterly review, the Area Superintendent chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[232] To verify approval this review, the Area Superintendent types his or her name in this cell.

[233] Enter the date of review completion.

[234] Once the School Improvement Team finalizes its quarterly review, the Principal chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[235] To verify approval this review, the Principal types his or her name in this cell.

[236] Enter the date of review completion.

[237] Once the School Improvement Team finalizes its quarterly review, the Performance Specialist chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[238] To verify approval this review, the Performance Specialist types his or her name in this cell.

[239] Enter the date of review completion.

[240] Once the School Improvement Team finalizes and Performance Specialist its quarterly review, the Area Superintendent chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[241] To verify approval this review, the Area Superintendent types his or her name in this cell.

[242] Enter the date of review completion.

[243] Once the School Improvement Team finalizes its quarterly review, the Principal chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[244] To verify approval this review, the Principal types his or her name in this cell.

[245] Enter the date of review completion.

[246] Once the School Improvement Team finalizes its quarterly review, the Performance Specialist chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[247] To verify approval this review, the Performance Specialist types his or her name in this cell.

[248] Enter the date of review completion.

[249] Once the School Improvement Team finalizes and Performance Specialist its quarterly review, the Area Superintendent chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[250] To verify approval this review, the Area Superintendent types his or her name in this cell.

[251] Enter the date of review completion.

[252] The Principal needs to choose "Completed" when the Goal 2 plan is finished.

[253] Enter your goal here.

[254] This should be a statement explaining where you are currently with this goal. For example, at the end of the 2014-2015 school year, 26.1% of 253 students were proficient in math.

[255] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[256] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[257] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[258] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[259] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[260] If you need more than 5 action steps for this strategy, contact Jerry.Williamson@dpsnc.net for the rows to be added.

[261] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[262] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[263] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[264] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[265] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[266] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[267] If you need more than 5 action steps for this strategy, contact Jerry.Williamson@dpsnc.net for the rows to be added.

[268] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[269] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[270] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[271] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[272] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[273] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[274] If you need more than 5 action steps for this strategy, contact Jerry.Williamson@dpsnc.net for the rows to be added.

[275] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[276] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[277] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[278] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[279] The text in this cell is imported from the Goal 1 tab.

[280] To approve the SIP, the Deputy Superintendent chooses "Approved" from the drop-down menu. To deny approval, the Deputy Superintendent chooses "NOT Approved" from the drop-down menu.

[281] To verify approval this goal, the Deputy Superintendent types his or her name in this cell.

[282] Enter the date of approval.

[283] To approve the SIP, the Area Superintendent chooses "Approved" from the drop-down menu. To deny approval, the Area Superintendent chooses "NOT Approved" from the drop-down menu.

[284] To verify approval this goal, the Area Superintendent types his or her name in this cell.

[285] Enter the date of approval.

[286] To approve the SIP, the Title I Director chooses "Approved" from the drop-down menu. To deny approval, the Title I Director chooses "No" from the drop-down menu.

[287] To verify approval this goal, the Title I Director types his or her name in this cell.

[288] Enter the date of approval.

[289] Once the School Improvement Team finalizes its quarterly review, the Principal chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[290] To verify approval this review, the Principal types his or her name in this cell.

[291] Enter the date of review completion.

[292] Once the School Improvement Team finalizes its quarterly review, the Performance Specialist chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[293] To verify approval this review, the Performance Specialist types his or her name in this cell.

[294] Enter the date of review completion.

[295] Once the School Improvement Team finalizes and Performance Specialist its quarterly review, the Area Superintendent chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[296] To verify approval this review, the Area Superintendent types his or her name in this cell.

[297] Enter the date of review completion.

[298] Once the School Improvement Team finalizes its quarterly review, the Principal chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[299] To verify approval this review, the Principal types his or her name in this cell.

[300] Enter the date of review completion.

[301] Once the School Improvement Team finalizes its quarterly review, the Performance Specialist chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[302] To verify approval this review, the Performance Specialist types his or her name in this cell.

[303] Enter the date of review completion.

[304] Once the School Improvement Team finalizes and Performance Specialist its quarterly review, the Area Superintendent chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[305] To verify approval this review, the Area Superintendent types his or her name in this cell.

[306] Enter the date of review completion.

[307] Once the School Improvement Team finalizes its quarterly review, the Principal chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[308] To verify approval this review, the Principal types his or her name in this cell.

[309] Enter the date of review completion.

[310] Once the School Improvement Team finalizes its quarterly review, the Performance Specialist chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[311] To verify approval this review, the Performance Specialist types his or her name in this cell.

[312] Enter the date of review completion.

[313] Once the School Improvement Team finalizes and Performance Specialist its quarterly review, the Area Superintendent chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[314] To verify approval this review, the Area Superintendent types his or her name in this cell.

[315] Enter the date of review completion.

[316] Note that this is an optional goal. The Principal needs to choose "Completed" when the Goal 3 plan is finished.

[317] Enter your goal here.

[318] This should be a statement explaining where you are currently with this goal. For example, at the end of the 2014-2015 school year, 26.1% of 253 students were proficient in math.

[319] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[320] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[321] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[322] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[323] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[324] If you need more than 5 action steps for this strategy, contact Jerry.Williamson@dpsnc.net for the rows to be added.

[325] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[326] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[327] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[328] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[329] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[330] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[331] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[332] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[333] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[334] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[335] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[336] If you indicated that a funding source is required in the cell to the left, enter the dollar amount required in this cell.

[337] The text in this cell is imported from the Goal 1 tab.

[338] To approve the SIP, the Deputy Superintendent chooses "Approved" from the drop-down menu. To deny approval, the Deputy Superintendent chooses "NOT Approved" from the drop-down menu.

[339] To verify approval this goal, the Deputy Superintendent types his or her name in this cell.

[340] Enter the date of approval.

[341] To approve the SIP, the Area Superintendent chooses "Approved" from the drop-down menu. To deny approval, the Area Superintendent chooses "NOT Approved" from the drop-down menu.

[342] To verify approval this goal, the Area Superintendent types his or her name in this cell.

[343] Enter the date of approval.

[344] To approve the SIP, the Title I Director chooses "Approved" from the drop-down menu. To deny approval, the Title I Director chooses "No" from the drop-down menu.

[345] To verify approval this goal, the Title I Director types his or her name in this cell.

[346] Enter the date of approval.

[347] Once the School Improvement Team finalizes its quarterly review, the Principal chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[348] To verify approval this review, the Principal types his or her name in this cell.

[349] Enter the date of review completion.

[350] Once the School Improvement Team finalizes its quarterly review, the Performance Specialist chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[351] To verify approval this review, the Performance Specialist types his or her name in this cell.

[352] Enter the date of review completion.

[353] Once the School Improvement Team finalizes and Performance Specialist its quarterly review, the Area Superintendent chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[354] To verify approval this review, the Area Superintendent types his or her name in this cell.

[355] Enter the date of review completion.

[356] Once the School Improvement Team finalizes its quarterly review, the Principal chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[357] To verify approval this review, the Principal types his or her name in this cell.

[358] Enter the date of review completion.

[359] Once the School Improvement Team finalizes its quarterly review, the Performance Specialist chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[360] To verify approval this review, the Performance Specialist types his or her name in this cell.

[361] Enter the date of review completion.

[362] Once the School Improvement Team finalizes and Performance Specialist its quarterly review, the Area Superintendent chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[363] To verify approval this review, the Area Superintendent types his or her name in this cell.

[364] Enter the date of review completion.

[365] Once the School Improvement Team finalizes its quarterly review, the Principal chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[366] To verify approval this review, the Principal types his or her name in this cell.

[367] Enter the date of review completion.

[368] Once the School Improvement Team finalizes its quarterly review, the Performance Specialist chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[369] To verify approval this review, the Performance Specialist types his or her name in this cell.

[370] Enter the date of review completion.

[371] Once the School Improvement Team finalizes and Performance Specialist its quarterly review, the Area Superintendent chooses "Review Completed" from the drop-down menu, enters his or her E-Signature, the date completed, and appropriate comments.

[372] To verify approval this review, the Area Superintendent types his or her name in this cell.

[373] Enter the date of review completion.

[374] The Principal needs to choose "Completed" when all the School Wellness items are complete.

[376] The Principal needs to choose "Completed" when the Media-Tech plan is complete.

[375] The purpose of the school Media & Technology Advisory Committee (MTAC) is to set goals and priorities for the media and technology program, promote initiatives, communicate expectations, evaluate program effectiveness, solve problems, handle challenges to instructional materials, and recommend resources, hardware, and infrastructure.

[377] Separate names with a comma, if applicable.

[378] Separate names with a comma, if applicable.

[379] Separate names with a comma, if applicable.

[380] Separate names with a comma, if applicable.

[381] Separate names with a comma, if applicable.

[382] Separate names with a comma, if applicable.