

How to Use This Template

General Information	<p>This Excel document is the addendum to your school improvement plan. This document contains NCDPI's required school improvement plan components that are not included in the ASSIST module. Please note the template has several tabs along the bottom of the Excel workbook. Each tab highlighted in yellow corresponds to a section that requires your input.</p>
SIT Membership & Voting	<p>Complete the cells outlined in red. General Statute §115C-105.27(c): Support among affected staff members is essential to successful implementation of a school improvement plan to address improved student performance at that school. The principal of the school shall present the proposed school improvement plan to all of the principals, assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for their review and vote. The vote shall be by secret ballot. The principal shall submit the school improvement plan to the local board of education only if the proposed school improvement plan has the approval of a majority of the staff who voted on the plan.</p>
Title II	<p>Complete each cell outlined in red. Refer to the SAMPLE Title II Plan located on the next tab for examples. (Note: To return to the next line within a cell, press and hold the ALT key down, then press the Enter key.)</p>
SAMPLE Title II plan	<p>Refer to this SAMPLE Title II Plan when developing your plan in the previous tab. No action required in this tab.</p>
District Wide Components	<p>Complete information requested in order to meet policy requirements for school improvement plans regarding duty free lunch, planning time, participation in PBIS, and parental involvement.</p>
DPI Waiver Request Form	<p>Elementary Schools Only: Elementary schools have the opportunity to request one waiver. The waiver is completed for your school. The only piece of information required is school name.</p>
Title I School-wide Assurances	<p>Title I Schools Only: The required Title I schoolwide components are listed in this tab. <i>No action required.</i></p>

LEA or Charter Name/Number:	Cumberland County Schools - 260
School Name:	John Griffin Middle School
School Number:	369
Plan Year(s):	2018-2019
Voting: All staff must have the opportunity to vote anonymously on the School Improvement Plan.	
# For	55
# Against	0
Percentage For	100%
Date approved by Vote:	8/23/18

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position*	Name	Year elected
Principal	Tommy Dent	2015
Assistant Principal Representative	Brittany Ray	2016
Teacher Representative	Amber Holland	2017
Inst. Support Representative	TBA	
Teacher Assistant Representative	TBA	
Parent Representative	Willie Wellbrock	2017
Additional Representative	Ricky Tucker	2017
Additional Representative	Christina Cobb	2018
Additional Representative	Camielle Newman	2018
Additional Representative	Avis Davenport	2017
Additional Representative	Pamela Whitesell	2018
Additional Representative	Penelope Griffin-Cashwell	2018
Additional Representative	Jenny Irvine	2018
Additional Representative	Elizabeth Jones	2018
Additional Representative	Jennifer Senter	2017
Additional Representative	Karen Steele	2017
Clerical/ Teacher Assistant Representative	Leanna Watson	2017
Additional Representative		
Additional Representative		
Additional Representative		
Additional Representative		
Additional Representative		
Additional Representative		

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

Title II Plan

Instructions: Complete each cell highlighted in red. Refer to the SAMPLE Remediation Plan located on the next tab for examples. (Note: To return to the next line within a cell, press and hold down the ALT key then press the Enter key.)

School: John Griffin Middle School
 Year: 2018-2019

Description of the Plan

Purpose: The purpose of this plan is to provide a detailed description of staff development expenditures.

Budget Amount

Total Allocation: \$883.00

Budget Breakdown

Briefly describe the title of and purpose for the staff development:

Staff Development 1 Instructional Planning for ELA, Math and 8th Grade Science teachers.

	<u>Description</u>	<u>AMOUNT</u>
Personnel:	<u>Substitute teachers</u>	<u>\$883.00</u>
Training materials:		
Registration/Fees:		
Travel:		
Mileage/Airfare:		
Lodging/Meals:		
Consulting Services:		
Follow up activities		
	<u>Total for staff development 1: This cell will automatically total for you</u>	<u>\$883.00</u>

Budget Breakdown

Briefly describe the title of and purpose for the staff development:

Staff Development 2

	<u>Description</u>	<u>AMOUNT</u>
Personnel:		
Training materials:		
Registration/Fees:		
Travel:		
Mileage/Airfare:		
Lodging/Meals:		
Consulting Services:		
Follow up activities		
	<u>Total for staff development 2: This cell will automatically total for you</u>	<u>\$0.00</u>

Grand Total: \$883.00

This cell will automatically total for you

SAMPLE Title II Plan

Instructions: Complete each cell highlighted in red. Refer to the SAMPLE Remediation Plan located on the next tab for examples. **(Note: To return to the next line within a cell, press and hold down the ALT key then press the Enter key.)**

School: John Griffin Middle School
 Year: 2018-2019

Description of the Plan

Purpose: The purpose of this plan is to provide a detailed description of staff development expenditures.

Budget Amount	AMOUNT
Total Allocation:	\$5,000.00

Budget Breakdown

Staff Development 1	<p>Briefly describe the title of and purpose for the staff development: The purpose of the staff development is to allow teacher time to analyze various types of data to improve targeted teaching, remediation groups, and differentiation. This staff development will take place during the regular school day.</p>
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	<u>Description</u>	<u>AMOUNT</u>
Personnel:	4 subs x 75.00 a day for one day	\$300.00
Training materials:		\$0.00
Registration/Fees:		\$0.00
<u>Travel:</u>		
Mileage/Airfare:		\$0.00
Lodging/Meals:		\$0.00
Consulting Services:		\$0.00
Follow up activities		\$0.00
	Total for staff development 1: This cell will automatically total for you	\$300.00

Staff Development 2

Briefly describe the title of and purpose for the staff development: We will be bringing in Ms. Skilled Presenter to instruct our staff to effectively utilize the XYZ teaching strategy. This training will take place over two days during teacher planning times.

	AMOUNT
Personnel:	\$0.00
Training materials:	\$250.00
Registration/Fees:	\$0.00
<u>Travel:</u>	
Mileage/Airfare:	\$350.00
Lodging/Meals:	\$150.00
Consulting Services:	\$1,000.00
Follow up activities	\$0.00
	Total for staff development 2: This cell will automatically total for you
	\$1,750.00
	Grand Total:
	\$2,050.00

District Wide Components		
Duty Free Lunch	Please indicate if your School Improvement Team voted for your teachers to have a duty free lunch by indicating yes (Y) or no (N) in the box to the right.	N
Duty free planning time	250 Minutes per week	
PBIS school	Please indicate if your school is currently a PBIS school by indicating yes (Y) or no (N) in the box to the right.	N
PBIS rating from previous year	Please indicate your most recent PBIS assessment rating (Green Ribbon, Model, or Exemplar) if applicable in the box to the right:	N/A
Parental/Family Engagement	Please describe your parental/family engagement plan briefly (i.e. dates or frequency of parent events, P/T conferences, PTA meetings, etc.): Parent Advisory Council meetings 3 times per year. Topics will include, Digital Addiction, Blood Drive, Multi-Cultural Fair. Parent Newsletters with each Report Card.	
Safe and Orderly schools	The Cumberland County School System (CCS) has a commitment to excellence in providing a safe and healthy workplace. Safety of employees and students must be given first priority in every activity. To that end, all our employees have access to our district Safety Manual and Crisis Management Handbook on the CCS intranet. The Safety Manual is provided to help schools insure their day to day practices are in line with best safety practices, prepare for events that can be better managed with a safety plan, and outline protocols for handling potentially hazardous materials in our schools. Although a crisis is an event that is extraordinary and cannot be predicted, the Crisis Management Handbook was prepared to provide the principal and the local crisis team a quick reference guide of procedures to follow when a crisis occurs that affects the school.	

Review of the SIP plan and notification of changes	As a part of our continuous improvement process, all schools create 2 year School Improvement plans. At the end of the first year of the plan and once test scores are received, the School Improvement Team will review both academic and organizational goals and make changes as needed. The superintendent's designee will be informed when the plan has been changed.	
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**School-Based Management and Accountability Program
Summary of School-based Waiver Requests
Program Years: 2016- 2018**

Instructions: Listed below is the waiver that only **Elementary Schools** have the option to request. Complete all cells that have a red border.

LEA or Charter School Name/Number: Cumberland County Schools - 260
School Name: John Griffin Middle School

Waivers
 General Statute §115C-105.26 permits local boards of education to request waivers of state laws, rules, or policies as part of a school improvement plan. Waiver requests shall be submitted to the State Board of Education (G.S. §115C-105.26 (a)).

Waiver requests shall:

- Identify the school making the request;
- Identify the state laws, rules, or policies that inhibit the school's ability to improve student performance;
- Outline circumstances under which the waiver may be used; and
- Explain how the requested waiver will permit the school to improve student performance.

Allowable Waivers and Conditions
 General Statute §115C-105.26 (a) mandates that the SBE shall grant waivers only for the specific schools for which they are requested and shall be used only under the specific circumstances for which they are requested. Further sections of G.S. §115C-105.26 specify that when requested as part of a school improvement plan, the State Board of Education may grant waivers of state laws pertaining to class size.

DPI allowable waiver (Elementary Schools only)

1. Does your school request the following DPI waiver? (Select Yes or No from the drop-down list in red cell below)

Allocation of Teachers: Class size - Flexibility

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

G.S. 115C-301, (C) Class Size

3. State how the waiver will be used.

The waiver will be utilized only as necessary if class sizes go above the recommended limits and additional teachers are not allotted.

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

All class sizes will be balanced to accommodate overloads if necessary.

Title I Schoolwide Components

The required Title I schoolwide components listed below are implemented and assurance documentation is available at all identified Title I school sites.

Comprehensive Needs Assessment: The comprehensive needs assessment begins the process for planning/reviewing the schoolwide program. The school must gather data about the school, its population (Students, teachers, and community), the areas of strength and weakness in terms of student achievement, and other data necessary to understand what should be the focus of the school improvement plan.

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

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

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

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

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

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

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

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

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