

LEA or Charter Name/Number:

Durham Public Schools - 320

School Name/Number:

Carrington Middle School

School Address:

227. Milton Road, Durham, NC 27712

Plan Year(s):

School Year 2011-2012

Date prepared:

May, 2010-August 2010, Revised August 2011

Principal Signature:

*Holly Emanuel*

9/15/11  
Date

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### 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."

			Name
Principal	Holly Emanuel	<i>Holly Emanuel</i>	
Assistant Principal Representative	Tanner Gamble	<i>M. Tanner Gamble</i>	
Teacher, SIP Chair	Amanda Royster	<i>Amanda Royster</i>	
Teacher, Secretary	Erin Snyder	<i>Erin Snyder</i>	
Teacher	Jeff Whitt	<i>Jeff Whitt</i>	
Teacher	Stephanie Kiser	<i>Stephanie M. Kiser</i>	
Teacher	Carol Corrody	<i>Carol Corrody</i>	
Teacher	Carey Eaton	<i>Carey Eaton</i>	
Teacher	Chris Wagner	<i>Chris Wagner</i>	
Teacher	Alisyn Rogerson	<i>Alisyn Rogerson</i>	
Teacher	Michelle Hughes	<i>M. Hughes</i>	
Instructional Support/Academic Coach	Tisa Morgan	<i>Tisa Morgan</i>	
Instructional Assistant/Classified Rep	Dee Spellman	<i>Dee Spellman</i>	
Parent Representative	Natalie Justice	<i>Natalie Justice</i>	
Parent Representative	RaeAnn Baker	<i>Rae Ann Baker</i>	

## School Vision and Mission Statements for (Carrington Middle School)

### Vision:

The northern Durham community cherishes its children, and Carrington Middle School is the daily expression of that care. We share a vision of our school where every child can succeed. This vision includes making our school so enticing that students want to attend every day, where they find a safe, orderly, and culturally diverse environment for learning that nurtures and strengthens the whole child – body and mind. We provide an environment that teaches students to value all people and treat them with respect. In our school, students are fully engaged in a rigorous, enriched curriculum, and they leave us with thinking skills, creativity, and technological knowhow to meet the demands of post-secondary education and employment. Our graduates and teachers embrace ongoing learning as a way of life. They are committed to the highest values of active democratic citizenship and they are ready to lead. Our vision includes teachers who are caring, highly qualified and who aspire to work at the peak of their profession. We hire and retain the best – and the best teachers want to work at Carrington Middle School because they receive the support, respect, and professional training they need to deliver superior, student-centered classroom instruction. While improving students' test scores is critical to the work of our teachers, our vision encompasses so much more. Carrington is a place where our children are excited to learn, where they find waiting for them at the door of every classroom a teacher who cares for them, instructs them at the highest level and inspires them to reach their full potential. Our vision includes administrators who are themselves visionary leaders, who lead with high student achievement at the core of every decision they make. It includes all staff members working hand-in-hand with teachers and administrators to meet the needs of every child. Parents choose to send their children to Carrington Middle School and we welcome the participation of our families. Our vision includes open and honest communication with families. We empower our families to be their children's best first teachers and to share their expertise. We recognize that students succeed because families, schools, and community members work together. We invite the support of our entire community. This is the vision of Carrington Middle School. (Adapted from DPS BOE Policy 1005)

### Mission:

The Carrington Middle School family, consisting of students, teachers, administrators, parents, and community members, will provide a safe and nurturing learning environment in which all students make continuous academic, social, emotional, and developmental progress.

## School Data and Summary Analysis

Use data identified on the Data Sources section (or from other sources) as the basis for understanding the school and identifying priority areas for improvement.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs / observations as well as data).

### 1. What does the analysis tell you about your schools strengths?

-Our Academically and Intellectually Gifted (AIG) identification process is working to identify more students each year.

-0% retention Rate

-All End of Grade (EOG) subjects (Reading, Math, 8<sup>th</sup> Science)/grade made Growth by state standards.

-8<sup>th</sup> Grade Math made High Growth.

-6<sup>th</sup> Grade Math made considerable growth from the 2009-2010 school year.

-100% of Geometry students passed the End of Course (EOC) test

-Vocational Competency Achievement Tracking System (VOCATS) – made growth

-District benchmarks reflect tremendous growth in 6<sup>th</sup> Grade Science, 6<sup>th</sup> Grade Social Studies; 7<sup>th</sup> Grade Science – All made Growth.

Technology Resources and opportunities

All areas on the Teacher Working Conditions (TWC) were positive except facilities and resources

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

From 2009-2010 to 2010-2011:

- Attendance Slipped

- Out of School Suspensions (OSS) Increased

- Students missing over 10 days increased

- Percentage of Adequate Yearly Progress (AYP) Goals Met decreased

- We did not make Growth in Algebra I.

- 7<sup>th</sup> Grade and 8<sup>th</sup> Grade Social Studies decreased

- Only 50.9% of 8<sup>th</sup> Grade cohort passed the 7<sup>th</sup> Grade Reading EOG.

- Every grade level has a pass rate of less than 70% on the Reading EOG.

- The number of State Reported Disciplinary offenses increased (sexual assault/harassment).

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

TWC – comparison – analyze copy of last two years to find parallel data  
Writing Test Scores (Teacher analysis/state reporting)  
Lexile Analysis (SRI data charts)  
Data by teacher/team to determine scheduling problems, pacing issues, etc. (work with RDA to get data)  
Discipline Data (analyze by teacher/location/offense/grade level)

**4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?**

**Cite relevant evidence from your analysis to support these priorities.**

The Carrington Faculty is committed to continuing student growth in reading through EOG scores and Lexile Lexile Level Growth.

The Carrington Faculty will embrace Professional Learning Communities (PLC). We will utilize our Instructional Facilitator and administrators to lead each meeting to improve the development of lesson planning, the use of data to inform instruction, and the development of common assessments to help our faculty track and improve student achievement.

The Carrington Faculty will focus our work with special populations (i.e., AIG, Limited English Proficient (LEP), Exceptional Children's Program (ECP), etc.) and will remain committed to the growth of every student.

## Priority Goal 1 and Associated Strategies

**Area for improvement and supporting data:**

Professional Learning Communities – Based on TWC survey data, PLC survey data, student achievement data, and DPS scorecard data, there is a need to enhance teacher planning and collaboration, data driven instruction, and intervention planning, as well as to more closely align instruction vertically and horizontally

**School Goal 1:**

Raise student achievement in all core and elective courses by improving the Professional Learning Community (PLC) organization and implementation structure at Carrington

**Supports this district goal:**

Ensure achievement of high academic performance by all students; Ensure high quality staff and leadership district-wide and at every school

**Target:**

Increase the DPS scorecard goals achieved from 55.2% to 75%

**Indicator:**

DPS Scorecard – Total Score (Goals Met)

**Milestone date:**

June 10, 2012

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

<b>Strategy 1:</b>	<b>Strategy:</b> To provide 45 minutes of scheduled, structured common planning time for PLC Like Groups on a weekly basis and a 60-120 minute monthly planning time.		
	<b>Action steps:</b>		
	<b>1. Administrative monitoring of PLC meetings (weekly)</b>		
	<b>2. Minutes/notes from PLC meetings reviewed (quarterly)</b>		
	<b>3. Scheduled common planning time among PLC members (daily)</b>		
	<b>4. Structured Early Release/PLC Schedule (according to district calendar)</b>		
<b>Strategy 2:</b>	<b>Strategy:</b> Utilize Instructional Facilitator, Administrators, and PLC Leaders to provide monitoring, guidance, and support to PLC Groups		
	<b>Action steps:</b>		
	<b>1. Instructional Facilitator and administrators attend PLC meetings (weekly)</b>		<b>5. Reinforcement is provided to PLC Like Groups and Leaders through email, bulletin, notes (weekly)</b>
	<b>2. Like Group Leaders share minutes (weekly)</b>		<b>6. Administration reviews posted lesson plans for</b>

			horizontal curriculum (weekly)
		3. Instructional Facilitator provides appropriate staff development to all staff members (monthly)	7.
		4. Post PLC Curriculum Snapshots for all teachers to view (quarterly)	8.
Plan/Do		<b>Strategy:</b> Utilize data from benchmarks, unit assessments, common assessments, formative assessments, and informal assessments to provide direct intervention and remediation	
		<b>Action steps:</b>	
	Strategy 3:	1. Provide data to teachers in a timely manner	5. Develop an intervention period for struggling students to get additional help in core content areas (1 <sup>st</sup> Quarter)
		2. Provide planning time to discuss data from assessments (weekly)	6. Share Lexile scores across school (three times per year)
		3. Administrators and Instructional Facilitator monitor the use of common assessments among PLCs (monthly)	7. Create and implement PEPs for all students who are not on grade level in reading/math (on-going)
	4. Create grade level data charts to track and monitor interventions and student achievement (quarterly)	8.	
	How will we fund these strategies?		
	Funding source 1:	Select a funding source	Funding amount:
	Funding source 2:	Select a funding source	Funding amount:
	Funding source 3:	Select a funding source	Funding amount:
	Funding source 4:	Select a funding source	Funding amount:
	Funding source 5:	Select a funding source	Funding amount:
		<b>Total initiative funding:</b>	
	Review frequency:	Quarterly	
	Assigned implementation team:	Administrators, Instructional Facilitator, PLC Leaders, SIT	

**Check**

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

Student Achievement Data  
BOOST Period data (Intervention Period)  
Lexile Score Data  
DPS Scorecard data

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

Formative Data:

Student Work Samples  
Common Assessments  
SGA's and CA's  
Walkthroughs  
SRI – Lexile Assessment – 3 times per year

Performance Data:

CA's  
SGA's

Summative Data:

EOG Scores  
Promotion Rates  
ABC results  
AYP results

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

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

## Priority Goal 2 and Associated Strategies

**Area for improvement and supporting data:**

**Student achievement in reading – Based on student achievement data, SRI data, and DPS Scorecard data, there is a need to provide additional instruction in literacy strategies that will improve student achievement in all disciplines**

**School Goal 2:**

Improve student achievement in reading

**Supports this district goal:**

Ensure achievement of high academic performance by all students

**Target:**

Improve student achievement on Reading EOG test

**Indicator:**

6<sup>th</sup> from 69.1% to 75% (for 7<sup>th</sup> grade)

7<sup>th</sup> from 50.9% to 75% (for 8<sup>th</sup> grade)

8<sup>th</sup> from 61.6% to 75%

**Milestone date:**

June 10, 2012

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

**Strategy:** To develop and implement a literacy period for all students (START Students and Teachers are Reading Together)

**Action steps:**

1. Daily lesson plans to be implemented in all classes

2. Daily Sustained Silent Reading (SSR) and expectations for all students/teachers

3. Literacy lessons focusing on school-wide literacy skills; taught by all teachers; created by Instructional Facilitator (daily)

4. Common grading structure for START class (1<sup>st</sup> Q)

5. Lexile growth analysis discussion in START. (quarterly)

6. Create a literacy class for LEP and ECP students that focuses more on the unique needs of these students (1<sup>st</sup> quarter)

7. Level I students are taught by English Language Arts (ELA) teacher; literacy strategies are more focused on needs of struggling readers (on-going)

8.

**Strategy 2:**

**Strategy:** Utilize data from benchmarks, unit assessments, formative assessments, and SRI to provide direct intervention and remediation to struggling readers

Plan/Do

	<b>Action steps:</b>		
	1. Provide support to ELA teachers through the Instructional Facilitator (on-going)		6. Provide intervention period for struggling students (daily)
	2. Create grade level data charts to track and monitor interventions (on-going)		6.
	3. Provide district assessment data in a timely manner (quarterly)		7.
	4. Provide common planning time to discuss data and plan interventions (weekly)		8.
	<b>Strategy:</b> Incorporate literacy strategies in all classes		
Strategy 3:	<b>Action steps:</b>		
	1. Provide professional development to all teachers in literacy strategies (monthly)		5. Reinforce best practices, such as Word Walls, vocabulary instruction, and reading aloud (on-going)
	2. Provide daily literacy lessons for START period (weekly)		6.
	3. Have grade level monthly/unit literacy focus areas		7.
	4. Incorporate the use of literacy strategies in teacher evaluations (quarterly)		8.
<b>Plan/Do</b>	<b>How will we fund these strategies?</b>		
	<b>Funding source 1:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>
			<b>Total initiative funding:</b>
	<b>Review frequency:</b>	Quarterly	
	<b>Assigned implementation team:</b> Administrators, Instructional Facilitator, ELA teachers, Team Leaders		

**Check**

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

SRI – Lexile data  
Reading EOG  
Teacher Evaluations  
START observations and data collection  
Professional Development logs and agendas

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

Formative Data:

Student Work Samples  
Lesson Plans  
Common Assessments  
SGA's and CA's  
Walkthroughs  
SRI – Lexile Assessment – 3 times per year

Performance Data:

SGA's  
CA's  
EVAAS

Summative Data:

PAPA  
EOG Scores  
Promotion Rates  
ABC results  
AYP results

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

## Priority Goal 3 and Associated Strategies

**Area for improvement and supporting data:**

**Special Populations – Based on student achievement data (growth and proficiency) and DPS Scorecard data, there is a need to assure that students who have special needs are getting their individual needs met**

**School Goal 3:**

To improve student achievement with students who have special, unique needs (i.e., AIG, LEP, ECP)

**Supports this district goal:**

Ensure achievement of high academic performance by all students; Ensure school climate and culture that foster well-being of students, staff, and community

**Target:**

Increased student achievement in reading and math by LEP, ECP, and AIG students (proficiency and growth)

**Indicator:**

AIG – 100% proficiency and 60% making growth  
LEP – 75% proficiency in reading and math; 60% making growth  
ECP – 75% proficiency in reading and math; 60% making growth

**Milestone date:**

June 10, 2012

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

**Strategy:** Utilize data from benchmarks, unit assessments/common assessments, SRI, Access; and other informal assessments to provide direct intervention and remediation; Monitor progress

**Action steps:**

**Strategy 1:**

1. Lead teachers for AIG, LEP, ECP will monitor and track progress (proficiency and growth) for students on database (on-going)

5.

2. Teachers will have common planning time with regular education teachers to plan (weekly)

6.

3. ESL Committee will review and track progress of students to determine needed interventions (on-going)

7.

4. Teachers will track progress of Lexile score (3x per year)

8.

**Strategy 2:**

**Strategy:** Provide ongoing staff development and instructional strategies on methods that allow for differentiation

Plan/Do

	<b>Action steps:</b>	
	1.Monthly literacy professional development sessions	5.Teacher evaluations include observation and analysis of work with special populations. (quarterly)
	2.Monthly English as a Second Language (ESL) announcements and updates at Faculty Meeting	6.All teachers post lesson plans on shared folder so that ECP and ESL teachers may help students with curriculum taught in all classes. (weekly)
	3.ELA and Math teachers will get AIG licensure if not already licensed	7.
	4.ELA teachers get staff development on William and Mary curriculum, Word within the Word curriculum, differentiation	8.
	<b>Strategy:</b> Provide interventions and strategies that are specific to students who have special needs	
Strategy 3:	<b>Action steps:</b>	
	1.Offer 7 <sup>th</sup> grade Algebra; 8 <sup>th</sup> Grade Geometry; Online courses as needed	5.Offer BOOST to targeted students (on-going)
	2.Offer Math Counts and Math Competitions (on-going)	6.Offer scholarships to LEP students for Encore After school program
	3.Literacy lab for LEP students (on-going)	7.Offer Parent Nights – AIG and LEP
	4.Offer START to all students (on-going)	8.Hire full time ECP Facilitator (1 <sup>st</sup> quarter)
<b>Plan/Do</b>	<b>How will we fund these strategies?</b>	
	<b>Funding source 1:</b>	Select a funding source
	<b>Funding source 2:</b>	Select a funding source
	<b>Funding source 3:</b>	Select a funding source
	<b>Funding source 4:</b>	Select a funding source
	<b>Funding source 5:</b>	Select a funding source
	<b>Funding amount:</b>	
	<b>Total initiative funding:</b>	
	<b>Review frequency:</b>	Quarterly
	<b>Assigned implementation team:</b> Administrators, EC Facilitator, Instructional Facilitator, ELA and Math teachers, Team Leaders, EC Teachers	

**Check**

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

AYP data  
Student achievement data  
Lexile Score Data  
Math Competition Data

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

Formative Data:

Student Work Samples  
Lesson Plans that support special populations  
Walkthroughs

Performance Data:

CA's  
SGA's  
Common Assessment Scores

Summative Data:

EOG Scores  
Promotion Rates  
ABC results  
AYP results

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

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

## Safe School Plan for (Carrington Middle School)

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

Name and role of person(s) responsible for implementing this plan:  
**Holly Emanuel, Principal, Carrington Middle School**

### Statement of Responsibility for the School District Superintendent

In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur:

See Durham Public Schools District Safe Schools Plan

The consequences "may include a reprimand in the Superintendent's personnel file or withholding of the Superintendent's salary or both".

### Statement of Responsibility for the School Principal

In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur:

Disciplinary actions outlined and defined by in General Statute, DPS Superintendent and Human Resources Department

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

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment: See District Safe Schools Plan Objectives 1.5, 1.8, 1.10, 1.11, 1.14, 1.15

Assistant Principal(s): All Carrington Assistant Principals

Teachers: All Carrington teachers

Teacher Assistants: All Carrington Instructional Assistants

Other School Staff: All Carrington School Staff

**Services for At-risk Students**

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

See District Safe Schools Plan Objectives 1.2-1.6, 1.8, 1.9, 1.14, 1.15

Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

Durham Public Schools has high standards for the behavior of students and for the safety of students and staff. The Student Code of Conduct sets the standard for acceptable behavior for students. Disruptive and disorderly students who are at-risk of academic failure receive a number of interventions including:

- Student Conference
- Team Conference
- Parent Conference
- Counseling
- Mediation
- Detention (Before/After School)
- Character Education Initiatives
- Assignment of a Mentor
- Parental Involvement
- Buddy Teacher
- Social Worker Assistance
- Positive Behavior Support
- Saturday Academy
- Mediation with an Administrator
- School Nurse Assistance
- Counselor Home Visits
- Parent Workshops
- Mental Health Services
- SAP/PEP Services
- In-school Suspension

These multiple interventions support the student, teacher, parent and staff as they work to build successful relationships. More importantly, the relationship allows for the student and teacher to build upon strengths, recognize weaknesses, and support growth and collaboration.

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.

Lakeview School is an alternative program designed for students in grades 6-12 who have a history of chronic misbehavior and/or have been recommended for long-term suspension. There are several different components of the school developed to address the specific needs of students. The staff works with students and their families to design curriculum and personal behavior plans based on each individual student's situation. Students remain in the designated program for a determined period of time or until they meet stated goals and return to their home school or a less restrictive environment.

The mission at Lakeview School is to empower each student utilizing a systematic approach that maximizes academic potential, promotes lifelong learning and develops skills necessary for re-entry into a traditional setting. School components include: Middle and High Schools, Intervention Center, Transition Classes and the New Day program which serves court-involved youth between the ages of 12 and 15 years old.

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

**Goal: To decrease the Out of School Suspension rate**

Target: 10% of students suspended (3.4% decrease)

Indicator: DPS Scorecard 2010-2011

Milestone Date: June 2012

**Goal: To decrease the number of referrals for assault**

Target: Decrease number of offenses from 28 to 10

Indicator: SSP Data; Discipline Referrals

Milestone Date: June 2012

**Goal: To decrease the number of referrals resulting in OSS that stem from behaviors occurring in the classroom**

Target: Decrease the number of classroom referrals (of incidents that occur in the classroom) from 259 to 150

Indicator: SSP Data; Discipline Referrals

Milestone Date: June 2012

Professional Development

Planned/Completed

See PAPA and My Learning Plan for professional development relative to discipline, behavior management and safe schools.

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

The administration and teachers of Carrington Middle School will work closely with the School Resource Officer. Additionally, the school will work closely with Judge Jim Hill for Truancy Court.

Please refer to the district's Safe Schools Plan for additional partnerships.

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

DPS Webpage

NC DPI Webpage

Carrington Middle School Webpage

Hard copy of SIP in School Office

Phone Messages

Work with media

Upon request

<b>Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs</b>		
<b>Program or Strategy Being Funded</b>	<b>Amount of Funding</b>	<b>Source of Funding</b>
Positive Behavior Support		Support Services
Responsiveness to Instruction		Student Support Services
Student Conferences		General Education Program
Team Conferences		General Education Program
Guidance Counseling		Student Support Services
Social Workers		Student Support Services
Dropout Prevention		Student Support Services
Conflict Resolution / Mediation		Support Services
Personal Education Plans		General Education / Title I Support
Student Assistance Plans		Exceptional Children's Program
Performance Learning Center		Local School Funding, Communities in Schools, Alternative Learning Programs
Lakeview School		General, Alternative, EC, Federal
In-School Suspension		General Education Allotment
Saturday Academy		Local, Remedial
Fundamental Behavior Assessments		Regular Education, EC Programs
Behavioral Intervention Plans		Regular Education, EC Programs
Community Education Programs		Student Support Services - Local and State
Homeless Programs		Student Support Services - Local, State, Federal