

LEA or Charter Name/Number: Durham Public Schools - 320

School Name and Number: James E. Shepard International Baccalaureate Magnet Middle School 338

School Address: 2401 Dakota St., Durham, NC 27707

Plan Year(s): 2011-2012

Date Prepared: September 9, 2011, October 17, 2011 Revised

*Ericka Boone*  
Principal Signature

*Sept. 9, 2011*  
Date

### School Improvement Team Membership

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

Committee Position	Name	Committee Position	Name
Principal	Ericka Boone <i>Ericka Boone</i>	Teacher Representative	JeVar Bransome <i>JeVar Bransome</i>
Assistant Principal	Anthony Bonchick <i>Anthony Bonchick</i>	Teacher Representative	Brittney Richards <i>Brittney Richards</i>
Inst. Support Representative	Tanisa Rucker <i>Tanisa Rucker</i>	Teacher Representative	Margaret Lloyd <i>Margaret Lloyd</i>
Inst. Support Representative	Coieen Doucette <i>Coieen Doucette</i>	Teacher Representative	Danielle Payton <i>Danielle Payton</i>
Parent Representative	Cathy Wickward <i>Cathy Wickward</i>	Parent Representative	Kim Wright <i>Kim Wright</i>
Parent Representative	Almira Marshall <i>Almira Marshall</i>	Parent Representative	April Rhodes <i>April Rhodes</i>
Staff Representative	Cay Melges <i>Cay Melges</i>	Parent Representative	Latisha Williams <i>Latisha Williams</i>
Counselor Representative	Angela Teal <i>Angela Teal</i>	Parent Representative	Retella Jones <i>Retella Jones</i>

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

PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education, Department of Public Instruction

T-601 P. 002/002 F-677

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FROM-SHEPHERD MAGNET

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<b>Principal</b>	<b>Ericka Boone</b>	<b>Teacher Representative</b>	<b>JeVar Bransome</b>
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## State Board of Education Goals - Future-Ready Students for the 21st Century

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

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

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

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

**Goal 5** – North Carolina public schools will be governed and supported by 21<sup>st</sup> Century systems.

### District Goals for Durham Public Schools

**District Goal 1:**

Ensure achievement of high academic performance by all students.

**Supports SBE Goal:**

**Goal 1** - North Carolina Public School will produce globally competitive students.

**District Goal 2:**

Ensure high quality staff and leadership district-wide and at every school.

**Supports SBE Goal:**

**Goal 2** - North Carolina Public Schools will be led by 21st century professionals.  
**Goal 4** - Leadership will guide innovation in North Carolina public schools.

**District Goal 3:**

Ensure efficient and effective business systems operations.

**Supports SBE Goal:**

**Goal 5** - North Carolina Public Schools will be governed and supported by 21st Century systems.

**District Goal 4:**

Ensure district and school climate and culture that develop effective and positive relations and foster the well-being of students, staff, board, and community.

**Supports SBE Goal:**

**Goal 3** - North Carolina Public School students will be healthy and responsible.

## **School Vision and Mission Statements for**

**Vision:** The Shepard family believes the balanced development of a child requires the commitment and active involvement of the entire school community to foster lifelong learning. Our school public includes students, parents, educators, administrators, surrounding universities, local businesses, and community volunteers. The school family believes all students can and must achieve. When the community-at-large invests energies in the education and improvement of children, the positive results can be extraordinary. The efficacy of any school depends on the level of commitment and caring embodied in the members of the total school community.

**Mission:** Our mission is to provide a premiere educational environment where all students acquire knowledge, skills, and values necessary to live enriched lives as productive members in a global community. Our goal is to support an integrated studies program, centered on our magnet themes--forensics and law related education, technology, and foreign languages. In response to the unique and changing needs of students in the young adolescent stages of development, Shepard Magnet Middle School students will be challenged to question, explore, achieve, succeed, belong, participate, and think analytically. We are committed to creating a school environment that responds to the academic, social, and personal needs of our children.

## **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 school's strengths?**

**Our school's strengths include community support, teacher empowerment, a high rate of student attendance, strong mathematics in 7<sup>th</sup>, 8<sup>th</sup>, and Algebra and Geometry**

### **2. What does the analysis tell you about your school's gaps or opportunities for improvement?**

**Our school shows some concerns in school facilities, overall literacy skills, 6<sup>th</sup> grade testing proficiency, and working with students with disabilities**

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

The SIT would like to review the following information:

- Disciplinary data from last year to determine areas for improvement; will be collected and analyzed by the PBIS committee this year. Would like to be disaggregated by teacher, location, offense, and student demographics.
- Failure lists from last year/ how many students failed more than one core class; counselors collect this data each quarter, provide targeted interventions, and track progress of students.
- Attendance/tardy numbers from 2011-2012 school year; will be collected by the NC Wise Data Manager and Social Worker
- Parent perspective on school performance and policies; would like to create a parent survey and schedule more PTO general meetings this year.
- Teacher Working Conditions Survey- comparison data for the past two to three years.
- Lexile Analysis (SRI data charts)
- Data by teacher/team to determine scheduling problems, pacing issues, etc.

### **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.**

**Literacy skills (no grade level above 66% proficient), mathematics (6<sup>th</sup> grade proficiency below 60%), school facilities (66.3% in TWC)**

### Priority 1 Goal and Associated Strategies

Plan/Do	<b>Area for improvement and supporting data:</b> Improve the reading performance of all students at Shepard IB Middle School for 2011-2012 year.	
	<b>School Goal 1: Supports this district goal:</b>	Ensure achievement of high academic performance by all students.
	<b>Target: Indicator: Milestone date: May 2012</b>	Improve the percentage of students receiving at least a “3” on their Reading EOG to the following levels: 6 <sup>th</sup> grade: Improve from 59.1% (score as 5 <sup>th</sup> graders) to 69.1% passing 7 <sup>th</sup> grade: Improve from 51.0% (score as 6 <sup>th</sup> graders) to 62.0% passing 8 <sup>th</sup> grade: Improve from 65.9% (score as 7 <sup>th</sup> graders) to 75% passing
	<b>Goal 1 improvement Strategies - Identify research based strategies whenever possible.</b>	
	<b>Strategy 1:</b>	<b>Strategy:</b> Increase reading comprehension and stamina with every student
		<b>Action Steps:</b> <ul style="list-style-type: none"> <li>▪ Teams coordinate schedule to facilitate one SSR activity a week in each content area</li> <li>▪ Implement word walls, UNRAAVEL vocabulary strategies, talking to the text strategies, and Powerful Vocabulary across each curriculum</li> <li>▪ Develop and enroll students in a variety of school book clubs</li> <li>▪ Creation of Literacy Team</li> <li>▪ Use of SRI on a quarterly basis to document growth</li> <li>▪ Media Coordinator facilitating book check out competition amongst teams and grade levels</li> </ul>
	<b>Strategy 2:</b>	<b>Strategy:</b> Staff meetings and PLC’s will serve as a medium to educate faculty on reading strategies
		<b>Action Steps:</b> <ul style="list-style-type: none"> <li>▪ Teachers will be called upon to train faculty on use of literacy strategies such as Word Walls, Big Fox, etc.</li> <li>▪ Instructional Facilitator will meet with PLC’s to introduce curriculum appropriate strategies</li> <li>▪ Media Coordinator provide in house service of Lexile Scores and implementation of SRI</li> <li>▪ Support ELA Department through the Instructional Facilitator and Administrative Team</li> <li>▪ Reinforce best practices</li> <li>▪ Utilize meeting time during First Fridays to review and analyze current literacy practices</li> </ul>
	<b>Strategy 3:</b>	<b>Strategy:</b> Utilize assessment data to drive lesson planning and provide corrective instruction as needed
		<b>Action Steps:</b> <ul style="list-style-type: none"> <li>▪ Provide staff with training in Achievement Series</li> <li>▪ Analyze data from CA’s and SGA’s to create individualized instruction when needed</li> <li>▪ Ensure that PLC’s focus on data driven decision making</li> <li>▪ Provide academic interventions after school with 21<sup>st</sup> Century and tutoring programs</li> <li>▪ Counseling Team meet with staff identified students at-risk</li> <li>▪ Teach students and parents about Lexile levels in order for them to read appropriate materials</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Literacy Team present strategies during Parent Night</li> <li>▪ Use of wiki and blogs to provide a open forum for discussing various genres of literature</li> </ul>		
	<b>How will we fund these strategies? School and district funds will be used to provide substitutes when Professional Development is needed for staff</b>		
	<b>Funding Source 1</b> <b>Funding Source 2</b> <b>Funding Source 3</b>	Select a funding source Select a funding source Select a funding source	<b>Funding Amount: \$</b> <b>Funding Amount: \$</b> <b>Funding Amount: \$</b>  <b>Total initiative funding: \$</b>
	<b>Review Frequency: Quarterly</b>  <b>Assigned Implementation Team: Administrative Staff, IF, ELA Department</b>		
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	<b>SRI Lexile Levels, Achievement Series, teacher observations and evaluations, Professional Development Logs, Professional Development Plans, agenda's and minutes from grade level, department, and PLC meetings</b>		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
	<b>Data analysis of district's CA's and in house SRI assessments, and End of Grade results</b>		
	<b>What does the data show regarding the results of the implemented strategies?</b>		
<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>		

## Priority 2 Goal and Associated Strategies

<b>Plan/Do</b>	<b>Area for improvement and supporting data:</b> Improve the math performance of all students at Shepard IB Middle School for 2011-2012 year	
	<b>School Goal 2: Supports this district goal:</b>	Ensure achievement of high academic performance by all students.
	<b>Target: Indicator: Milestone date: May 2012</b>	Improve the percentage of students receiving at least a “3” on their Math EOG to the following levels: 6 <sup>th</sup> grade: Improve from 66.8% (score as 5 <sup>th</sup> graders) to 76.8% passing 7 <sup>th</sup> grade: Improve from 59.4% (score as 6 <sup>th</sup> graders) to 70.0% passing 8 <sup>th</sup> grade: Improve from 79.5% (score as 7 <sup>th</sup> graders) to 85% passing Algebra: 100% passing
	<b>Goal 2 improvement Strategies - Identify research based strategies whenever possible.</b>	
	<b>Strategy 1:</b>	<b>Strategy: Unpack state standards to align the tested and taught curriculum</b>
		<b>Action Steps:</b> <ul style="list-style-type: none"> <li>▪ Utilize PLC days and common planning times to unpack curriculum standards</li> <li>▪ Math word walls will be displayed in classrooms to facilitate discussions and applications of various math concepts</li> <li>▪ Math Department meetings will discuss pacing and standards</li> <li>▪ Warmups will incorporate a minimum of one word problem a day</li> <li>▪ DPI Indicators and released EOG items will be reviewed</li> </ul>
	<b>Strategy 2:</b>	<b>Strategy: Teachers will utilize various teaching methods to implement test taking strategies</b>
		<b>Action Steps:</b> <ul style="list-style-type: none"> <li>▪ Professional development in data analysis</li> <li>▪ UNRAAVEL strategies will be incorporated in lesson plans</li> <li>▪ Review of SGA’s and CA’s with students</li> <li>▪ Counseling Team will provide students with guidance in classroom visits and small group consults</li> <li>▪ Using content language and math jargon when reviewing material and concepts with students (ex. Find the difference instead of subtract)</li> </ul>
	<b>Strategy 3:</b>	<b>Strategy: Utilization of technology in classrooms</b>
		<b>Action Steps:</b> <ul style="list-style-type: none"> <li>▪ Incorporation of Bright Link and interactive boards to engage students</li> <li>▪ Familiarize students with grade level appropriate calculators</li> <li>▪ Teacher websites to provide students with links and resources to practice concepts outside of the classroom</li> <li>▪ Professional development on usage of various math related technology opportunities</li> </ul>
<b>How will we fund these strategies? School and district funds will be used to provide substitutes when Professional Development is needed for staff</b>		

	<b>Funding Source 1</b> <b>Funding Source 2</b> <b>Funding Source 3</b>	Select a funding source Select a funding source Select a funding source	<b>Funding Amount: \$</b> <b>Funding Amount: \$</b> <b>Funding Amount: \$</b>  <b>Total initiative funding: \$</b>
	<b>Review Frequency: Quarterly</b>  <b>Assigned Implementation Team: Administrative Staff, IF, Mathematics Department</b>		
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	<b>Achievement Series, teacher observations and evaluations, Professional Development Logs, Professional Development Plans, agenda's and minutes from grade level, department, and PLC meetings</b>		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
	<b>Data analysis of CA's, SGA's, and End of Grade Results</b>		
	<b>What does the data show regarding the results of the implemented strategies?</b>		
<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>		

**Priority 3 Goal and Associated Strategies**

<b>Plan/Do</b>	<b>Area for improvement and supporting data:</b>		
	<b>School Goal 3: Supports this district goal:</b>		
	<b>Target: Indicator: Milestone date:</b>		
	<b>Goal 3 improvement Strategies - Identify research based strategies whenever possible.</b>		
	<b>Strategy 1:</b>	<b>Strategy:</b>	
		<b>Action Steps:</b>	
	<b>Strategy 2:</b>	<b>Strategy:</b>	
		<b>Action Steps:</b>	
	<b>Strategy 3:</b>	<b>Strategy:</b>	
		<b>Action Steps:</b>	
<b>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>Total initiative funding: \$</b>			
<b>Review Frequency:</b> Quarterly			
<b>Assigned Implementation Team:</b>			
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
<b>What does the data show regarding the results of the implemented strategies?</b>			

**Priority 4 Goal and Associated Strategies**

<b>Plan/Do</b>	<b>Area for improvement and supporting data:</b>		
	<b>School Goal 4: Supports this district goal:</b>		
	<b>Target: Indicator: Milestone date:</b>		
	<b>Goal 4 improvement Strategies - Identify research based strategies whenever possible.</b>		
	<b>Strategy 1:</b>	<b>Strategy:</b>	
		<b>Action Steps:</b>	
	<b>Strategy 2:</b>	<b>Strategy:</b>	
		<b>Action Steps:</b>	
	<b>Strategy 3:</b>	<b>Strategy:</b>	
		<b>Action Steps:</b>	
<b>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>Total initiative funding: \$</b>			
<b>Review Frequency:</b> Quarterly			
<b>Assigned Implementation Team:</b>			
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
<b>What does the data show regarding the results of the implemented strategies?</b>			

## Safe School Plan for

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:

### 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: (INSERT APPROPRIATE INFORMATION BELOW)

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: (INSERT APPROPRIATE INFORMATION BELOW)

The consequences may include a reprimand in the principal’s personnel file or withholding of the principal’s salary or both

### 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): Anthony Bonchick

Teachers: All Teachers

Teacher Assistants:

Other School : Staff All classified SRO.

**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.)

<b>Goal: To decrease the Out of School Suspension rate. Our suspension rate was 8.1</b>	
<b>Target: To decrease the numbers to 7.0%</b>	
<b>Indicator: DPS Scorecard 2010-2011</b>	
<b>Milestone Date: June 2011</b>	
<b>Goal:</b>	
<b>Target:</b>	
<b>Indicator:</b>	
<b>Milestone Date:</b>	
<b>Goal:</b>	
<b>Target:</b>	
<b>Indicator:</b>	
<b>Milestone Date:</b>	
<b>Goal:</b>	
<b>Target:</b>	
<b>Indicator:</b>	
<b>Milestone Date:</b>	
<b>Professional Development</b>	<b>Planned/Completed</b>
See PAPA, PD360 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. See District Safe Schools Plan	

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.

See District Safe Schools Plan

### Funding Uses and Sources - At Risk and Alternative Learning Schools and Programs

Program or Strategy Being Funded	Amount of Funding	Source of Funding
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