

**School Name: Maiden High School**

*Catawba County Schools*

**2009-2012 School Improvement Plan**

## **Mission Statement**

Maiden High School's mission is to teach, learn and lead for the future.

*Teach, Learn and Lead*

## **Maiden High School Core Beliefs**

- Education provides the opportunity for students to prepare and acquire skills to become involved, responsible, and contributing citizens, workers and consumers.
- We recognize and respect that all students are individuals with different learning styles and abilities.
- We are committed to giving each student the opportunity to learn and to succeed by providing a rigorous and diverse curriculum.
- Students will be encouraged to think abstractly, and teachers will promote students' creativity and life-long learning.
- We will prepare students for the twenty-first century by providing access to and instruction for current and emerging technologies.

# Catawba County Schools

## Board of Education

Joyce Spencer .....Chairperson  
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Sherry Butler ..... Member  
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## Administration

Dr. Timothy Markley .....Superintendent  
Steve Demiter .....Assistant Superintendent Operations  
Pat Hensley ..... Assistant Superintendent Human Resources  
Beth Isenhour .....Assistant Superintendent Curriculum & Instruction

## Building Leadership Team Members

The following individuals constitute Maiden High School's Building Leadership Team that **collaboratively** developed the 2009-2012 School Improvement Plan. The following **assurances** were in place in compliance with G. S. 115C-105.27 Development and Approval of School Improvement Plans:

- BLT Composition:
  - Principal
  - Assistant Principal
  - Certified Staff (Instructional Personnel)
  - Certified Instructional Support Staff (i.e. media, counselor, school social worker)
  - Teacher Assistants
  - Parents
- The representatives were elected by their representative groups by secret ballot.
- The parents serving on the School Improvement Team reflect the racial and socioeconomic composition of the students enrolled in the school and **are not** members of the building level staff.
- School Improvement Team meetings are held at a convenient time to assure **substantial** parent participation.
- School Improvement Team includes representative members of the student body.
- The principal has presented the 2009-2012 School Improvement Plan to all affected staff for review and vote by secret ballot.
- A peer review representative from the Central Office has reviewed this document with the principal.
  - Voting results (Note: Total eligible to vote = Number of certified instructional personnel + number of teacher assistants)

Total Eligible to Vote: 88

(Note: The plan must be approved by a simple majority (50% + 1) of the TOTAL Eligible to Vote.)

Vote Tally:                      Yes 88                      No 0

## Additional Assurances

1. The Building Leadership Team has developed a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the BLT.
2. The plan provides a duty-free instructional planning time for every teacher under G. S. 115C-301.1 with the goal of providing an average of at least five hours of planning time per week.
3. If the school is designated as a Title I school, the 10 components required under Title I directives is included in the document.
4. If the school serves students in kindergarten or first grade, a plan for preparing students to read at grade level by the time they enter second grade is included in the document. The plan shall require kindergarten and first grade teachers to notify parents or guardians when their child is not reading at grade level and is at risk of not reading at grade level by the time the child enters second grade.
5. The Building Leadership Team understands that meetings relative to the school improvement plan are subject to North Carolina's Open Meetings Law. To comply with the law, the public must be notified of meetings.
6. The Building Leadership Team will ensure that Professional Development addresses "Training appropriate school personnel in the management of disruptive or dangerous student behavior (Effective July 1, 2006).
7. The Building Leadership Team will ensure that procedures for informing staff and implementing General Statute 391.1, "Permissible use of seclusion and restraint," is reviewed.
8. The Building Leadership Team will assure that the Healthy Active Children Policy, 150 minutes of physical activity per week in elementary schools and 225 minutes per week in middle schools is upheld

## Building Leadership Team

Name	Position or Role	Term Expiration Date	Signature	Date of Official Sign-Off
R. Dwayne Finger	Principal	/ /	On File	8 / 26 / 2010
Maria Ballard	Assistant Principal	/ /	On File	8 / 26 / 2010
Claudia Daly	BLT Chairperson	6 / 30 / 2011	On File	8 / 26 / 2010
Jeff Price	Assistant Principal	/ /	On File	8 / 26 / 2010
Tammy Lutz	Teacher	6 / 30 / 2011	On File	8 / 26 / 2010
Jeanna Goodson	Teacher	6 / 30 / 2012	On File	8 / 26 / 2010
Linda Lilly	Teacher	6 / 30 / 2011	On File	8 / 26 / 2010
Sean McGovern	Teacher	6 / 30 / 2011	On File	8 / 26 / 2010
Christie Moza	Teacher	6 / 30 / 2012	On File	8 / 26 / 2010
Kim Teague	School Counselor	6 / 30 / 2012	On File	8 / 26 / 2010
Deidre Westmoreland	Teacher	6 / 30 / 2012	On File	8 / 26 / 2010
Rita Felts	Office Staff	6 / 30 / 2012	On File	8 / 26 / 2010
Butch Parker	Teacher Assistant	6 / 30 / 2011	On File	8 / 26 / 2010
Kim Collie	Parent	6 / 30 / 2011	On File	8 / 26 / 2010
Dwayne Wilson	Parent	6 / 30 / 2011	On File	8 / 26 / 2010

# Catawba County Profile

Catawba County, from a historical perspective, was the largest producer of gold in the country prior to the 1848 California Gold Rush. The county, nestled comfortably between the foothills and the Piedmont of North Carolina, gained national attention for its citizens' concerted efforts to fight the 1940's polio epidemic. Catawba County also boasts the longest running live radio broadcast in the country, the Men's Bible Class Sunday School hour, from First United Methodist Church in Newton.

As part of its Sesquicentennial Celebration in 1992, the county adopted the theme "Keeping the Spirit Alive Since 1842." That spirit has produced many nationally recognized individuals, including: Bobby Lutz, head basketball coach for the University of North Carolina-Charlotte; Pauletta Pearson Washington, Broadway star and wife of Denzel Washington; Phillip Moose, world-renowned artist; and Jon Reep, winner of the nationwide Last Comic Standing contest. Artisans and county natives Eddie Hamrick and Burlon Craig have pieces displayed in the Smithsonian Museum of Art.

Catawba County's seal, adopted in 1925, depicted four key representations of life in this county at that time. The cross symbolized the religious life of the area; the yellow torch on a field of white embodied the county's commitment to education; the cow spoke to the agrarian roots of the area; and the wheel represented manufacturing – specifically furniture and textiles.

According to July 2007 statistical data from the North Carolina Department of Commerce, EDIS Database, Catawba County's population is 153,404. When broken down by ethnicity, United States Census estimates (projected from Census 2000) indicate: White 81.8%; African American 8.0%; American Indian and Alaska Native .4%; Asian 2.6%; Native Hawaiian and other Pacific Islander 0.1% Hispanic 8.3% and those listing two or more ethnic affiliations 2.1%.

The median age of Catawba County residents is 37.0. According to data from the Catawba County Economic Development Corporation, educational status for Catawba County citizens is:

Less than high school graduate:	20.5%	Associate Degree	7.8%
High School Graduate:	33.3%	Bachelor's Degree	13.3%
Some College:	20.4%	Master's Degree	4.7%

The economic downturn of the last decade has virtually annihilated all vestiges of manufacturing in Catawba County. Furniture and textile plants have been closed or relocated overseas. Such impenetrable cornerstones as Corning Fiber Optics and CommScope have significantly reduced employment.

Staggering unemployment rates have transcended every socio-economic group. Statistics from the North Carolina Employment Security Commission (February 2009) showed Catawba County with a twenty-five year high unemployment rate of 15.0%, compared to the state's unadjusted jobless rate of 11.3%.

Three public school systems: Newton-Conover with 2,802 students; Hickory Public with 4,474 students; and Catawba County Schools with 17,407 students operate within the county. In addition, 8 church-related schools and academies and two private schools are located here. The 2008 North Carolina Home School Statistical Summary identifies 615 home schools licensed in Catawba County.

Higher Education opportunities include Catawba Valley Community College, offering one- and two-year vocational programs as well as two-year college transfer programs. CVCC is also home to myriad continuing education programs and serves as a satellite campus for Appalachian State University. CVCC offers MagNIT, information highway, dual enrollment and Huskins courses to Catawba County Schools students. In addition, CVCC is home to the Hickory Metro Higher Education Center (HMHEC) and Challenger Early College High School. Lenoir-Rhyne University is a private liberal arts institution located in Hickory. The High School Scholars Academy (HSSA) located on Lenoir-Rhyne's campus affords 30 high school students in the greater Hickory-Metro the opportunity to complete their senior year in a university setting while earning college credits.

Collectively, business and industry have made a commitment to educational excellence in Catawba County. The Chamber of Commerce identifies education as its "number one economic development priority" in its Strategic Plan for 2008-2010. The Champions of Education targets pre-K-12 grade education and teacher recruitment and retention as two key foci of their mission to enhance education in Catawba County.

In an era where there are few constants and known variables within Catawba County, the area's commitment to education has intensified. Building on that support and the undaunting spirit of the citizens of Catawba County, this school system is certain to see each identified goal to successful completion.



# Self Assessment

Year	AYP Status	ABC Status		
2008-2009	Met <u>13</u> out of <u>13</u> target goals	_____ High Growth	<input checked="" type="checkbox"/> Expected Growth	_____ No Recognition
2009-2010	Met <u>13</u> out of <u>13</u> target goals	<input checked="" type="checkbox"/> High Growth	_____ Expected Growth	_____ No Recognition
2010-2011	Met _____ out of _____ target goals	_____ High Growth	_____ Expected Growth	_____ No Recognition
2011-2012	Met _____ out of _____ target goals	_____ High Growth	_____ Expected Growth	_____ No Recognition

## Synthesized Narrative of School

Maiden High School, located in Maiden, North Carolina has a student population of 801 students, based on the 8<sup>th</sup> month Principal's Monthly Report (PMR) for 2008-2009. In examining our school, we note the following strengths based on North Carolina ABC Accountability testing data, No Child Left Behind Adequate Yearly Progress (AYP) data, demographic data, district-generated survey data, EVAAS data, attendance data from NC WISE, discipline data from the North Carolina Crime and Violence Report, information from the North Carolina Teacher Working Conditions Survey, Teacher Quality data and district survey data.

Identified Strength	Supporting Evidence and Reflection	Data Source
Use of technology for instruction	Strongly Agree/Agree - 84%	District Survey
Teachers use multiple teaching strategies to reach diverse learners.	Strongly Agree/Agree - 83%	District Survey
Students pursue higher education.	Eighty percent of seniors enroll in either two-year or four-year institutions.	Student Survey
Maiden High School scores above the district average in Geometry, Physical Science and US History.	Geometry - 88.3% MHS; 84.4% CCS Physical Science - 73.2% MHS; 69.6% CCS US History - 80% MHS; 76.4% CCS	ABC Data
Strong Community Support	High enrollment in booster clubs, strong financial support	Booster Clubs Enrollment Records, Tremendous Twenty-Four and Super 10 Programs

## Self Assessment (continued)

Our examination of the aforementioned data sources also leads us to recognize the following areas requiring focus within the School Improvement Plan. These weaknesses serve as the impetus for our school's **SMART Goals** that will span the 2009-2010, 2010-2011 and 2011-2012 school years.

Identified Weakness	Supporting Evidence and Reflection	Data Source
Maiden High School's Graduation Cohort Rate is the lowest in the district.	80.1%	AYP Data
Maiden High School falls below the district's proficiency for End-of-Course tests and 10 <sup>th</sup> Grade Writing.	EOCs: 75.3% MHS; 76.7% CCS Writing: 66.7% MHS; 74.6 CCS	ABC Data
Few AP course offerings and low enrollment in AP courses	2008-09 4 AP courses taught on-campus	NCWise

# Summarization of SMART Goals for Maiden High School

SMART Goal One: By June 2012, increase Graduation Cohort rate to 87.6% to achieve AYP achievement.

Aligns with: District Strategic Priority:  1  2  3  4  5  6  7  8

NC 21<sup>st</sup> Century Priority Goals:  1  2  3  4  5

SMART Goal Two: By June 2012, increase student achievement on overall EOC proficiency to 83.2%.

Aligns with: District Strategic Priority:  1  2  3  4  5  6  7  8

NC 21<sup>st</sup> Century Priority Goals:  1  2  3  4  5

SMART Goal Three: By June 2012, increase AP Course offerings by 2 courses, and increase enrollment in AP courses, Honors Courses, and online college courses by 7%.

Aligns with: District Strategic Priority:  1  2  3  4  5  6  7  8

NC 21<sup>st</sup> Century Priority Goals:  1  2  3  4  5

SMART Goal Four: By June 2012, \_\_\_\_\_.

Aligns with: District Strategic Priority:  1  2  3  4  5  6  7  8

NC 21<sup>st</sup> Century Priority Goals:  1  2  3  4  5

SMART Goal Five: By June 2012, \_\_\_\_\_.

Aligns with: District Strategic Priority:  1  2  3  4  5  6  7  8

NC 21<sup>st</sup> Century Priority Goals:  1  2  3  4  5

# SMART Goal #1 2009-2010

**Overall SMART Goal: Increase Graduation Cohort rate by 2.5% each year for 3 years to ensure AYP achievement.**

**Target SMART Goal/Measure: By June 2010, increase Graduation Cohort rate to 82.6% to ensure AYP achievement.**

**Target SMART Goal/Measure: By June 2011, increase Graduation Cohort rate to 85.1% to achieve AYP achievement.**

**Target SMART Goal/Measure: By June 2012, increase Graduation Cohort rate to 87.6% to achieve AYP achievement.**

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Study</b>	<p>Data Analysis: (SWOT) analysis</p> <p><b>SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats</b></p>	<p><b>1. What does the data tell us? Seven students have been enrolled in the minimum credit diploma program. At-risk students have been assigned a faculty mentor. Thirty-six students are enrolled in credit recovery this semester. Freshman Success guidelines are in place.</b></p> <p><b>2 What cannot be gleaned from the data? At this time, the data does not show the impact of the Freshman Transition Program.</b></p> <p><b>3. What improvements have been made to this point? Contact has increased with at-risk students. Freshmen are maintaining one freshman notebook.</b></p> <p><b>4. What are the opportunities for improvement? All freshman teachers need to implement program consistently. Student progress needs to be evaluated.</b></p>	<p>1. Additional students have been enrolled in the minimum credit diploma program. 53.5% of the courses attempted for credit recovery were completed. 93.6% of the freshmen passed three of four courses. Thirty-six students are enrolled in at least one credit recovery course this semester.</p> <p>2. We will not be able to gauge success of 2<sup>nd</sup> semester credit recovery courses until the end of the year. We will also reevaluate progress of minimum credit diploma students at the end of the year.</p> <p>3. A majority of the freshmen were successful 1<sup>st</sup> semester. Students are recovering credits via PLATO.</p> <p>4. The Freshmen Success program needs to be implemented consistently in all classes. We have learned that students who enroll in two credit recovery classes are not completing the second course. There is not time to finish two.</p>	<p>1. Star Group teachers will review grades with students in homeroom.</p> <p>2. We will not be able to gauge success of 2<sup>nd</sup> semester credit recovery courses until the end of the year. We will also reevaluate progress of minimum credit diploma students at the end of the year.</p> <p>3. Teachers continue to make contact with their mentees. Freshmen students are still maintaining one freshman notebook.</p> <p>4. We need to ensure that student progress is monitored throughout the semester.</p>	<p>1. Nine students graduated with minimum credit diplomas, and we had four graduating juniors. These students all counted in their cohort. Two hundred twenty-nine of two hundred forty-five freshmen were promoted. Forty-five credit recovery courses were attempted this semester (37 students). Twenty-six courses were successfully completed (58%).</p> <p>2. At this point, we do not know our graduation cohort rate for the year.</p> <p>3. Teachers are working with their mentees. The minimum credit diploma program is keeping students with their graduation cohort. Freshmen are being successful in their courses.</p> <p>4. We are going to improve our mentor/mentee program. We are going to revamp credit recovery criteria.</p>

# SMART Goal #1    2009-2010

**Action Step/Strategy:** Identify and support at-risk students.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Person Responsible for ensuring the strategy is deployed.	<b>SIT Coordinator</b>	<b>SIT Coordinator</b>	<b>SIT Coordinator</b>	<b>SIT Coordinator</b>
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	<b>Payment for Novell Contract (Online EC program) - Remediation money (\$800)</b>	<b>No additional funding at this time</b>	<b>No additional funding at this time</b>	<b>No additional funding at this time</b>
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	<b>Faculty training on mentoring at-risk students</b>	<b>County SIT coordinator to train counselors</b>	<b>County SIT coordinator to train counselors</b>	<b>None at this time</b>
Parent & Community Involvement during each quarter	<b>Consultation and support, home visits when appropriate</b>	<b>Consultation and support, home visits when appropriate</b>	<b>Consultation and support, home visits when appropriate</b>	<b>Consultation and support, home visits when appropriate</b>
How is technology an integral part of the strategy's deployment?	<b>Record keeping for attendance and grades, online courses, email correspondence</b>	<b>Record keeping for attendance and grades, online courses, email correspondence</b>	<b>Record keeping for attendance and grades, online courses, email correspondence</b>	<b>Record keeping for attendance and grades, online courses, email correspondence</b>
Set up deployment plan.				

# SMART Goal #1 2009-2010

**Action Step/Strategy: Identify and support at-risk students.**

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<p>Evaluation:</p> <p>A. What data will you use to determine if the strategy was deployed?</p> <p>B. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>C. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p><b>A. Percentage of students approved by board and enrolled in the minimum credit diploma program, Student contact logs, Enrollment reports for online courses</b></p> <p><b>B. The number of students enrolled in the minimum credit diploma compared to the number of students who applied for the program</b></p> <p><b>C. Progress reports and attendance records, increase or decrease in number of students enrolled in minimum credit diploma program</b></p>	<p><b>A. Continued enrollment of students in minimum credit diploma program, Student contact logs, Enrollment reports for online courses, Number of students staffed by Student Intervention Team</b></p> <p><b>B. Student progress monitored through Star Groups</b></p> <p><b>C. Progress reports and attendance records</b></p>	<p><b>A. Continued enrollment of students in minimum credit diploma program, Student contact logs, Enrollment reports for online courses, Number of students staffed by Student Intervention Team</b></p> <p><b>B. Student progress monitored through Star Groups and faculty mentors</b></p> <p><b>C. Report cards (1<sup>st</sup> semester grades) and attendance records</b></p>	<p><b>A. Number of 09-10 Minimum Credit Diploma Graduates, Number of students participating in Minimum Credit Diploma Program Enrollment reports for online courses, Number of students staffed by Student Intervention Team,</b></p> <p><b>B. Student progress monitored through Counselors, Star Group Teachers and faculty mentors</b></p> <p><b>C. Report cards (2<sup>nd</sup> semester) and attendance records</b></p>

# SMART Goal #1 2009-2010

**Action Step/Strategy: Identify and support at-risk students.**

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<p>Report the data from the current quarter deployment plan and use the data questions to analyze the results</p>	<ol style="list-style-type: none"> <li>1. What does the data tell us? Seven students are enrolled in the minimum credit diploma program. Each faculty member has been assigned a student mentee. Meetings are documented on student contact log. Thirty-six students are enrolled in credit recovery this semester.</li> <li>2. What cannot be gleaned from the data? The data does not tell if students are on track in the courses.</li> <li>3. What improvements have been made to this point? Improvements include increased student and parent contacts.</li> <li>4. What are the opportunities for improvement? Student progress needs to be evaluated.</li> </ol>	<ol style="list-style-type: none"> <li>1. What does the data tell us? During first semester, fifty-one students retook at least one course via PLATO. Seventy-one courses were assigned. 53.5% of the courses were passed. Of the twenty students scheduled for two courses, fourteen students did not complete their second course, and seven of these failed both assigned courses. Nine students are enrolled in the minimum credit diploma program. Four students are pending approval to enroll in the program. Thirty-six students are enrolled in credit recovery at this point for 2<sup>nd</sup> semester.</li> <li>2. What cannot be gleaned from the data? At this point, we can determine success from 1<sup>st</sup> semester. The data does reflect 2<sup>nd</sup></li> </ol>	<ol style="list-style-type: none"> <li>1. What does the data tell us? There is no new data at this time.</li> <li>2. What cannot be gleaned from the data? The data does not tell if students are on track in the credit recovery courses.</li> <li>3. What improvements have been made to this point? Students continue to be identified for the minimum credit diploma program. We have improved the procedures for checking on students with a fifth period. Teachers are still meeting with their mentees.</li> <li>4. What are the opportunities for improvement? We need to ensure that student progress is monitored regularly and consistently.</li> </ol>	<ol style="list-style-type: none"> <li>1. Nine students graduated with minimum credit diplomas, and we had four graduating juniors. These students all counted in their cohort. Forty-five credit recovery courses were attempted this semester (37 students). Twenty-six courses were successfully completed (58%).</li> <li>2. We do not have good data on the mentor/mentee program. Next year, teachers will report monthly.</li> <li>3. More students were successful second semester in credit recovery.</li> <li>4. Freshmen will not be allowed to attempt credit recovery.</li> </ol>

		<p>semester.</p> <p>3. What improvements have been made to this point? Thirty-seven students received credit by retaking a course. Two minimum credit diploma students finished in January 2010. More students are enrolled in the minimum credit diploma program. Four 5<sup>th</sup> year seniors finished in January 2010. Three early graduates finished in January 2010.</p> <p>4. What are the opportunities for improvement? We have discovered that students should not be scheduled for two courses to have a PLATO period. There is not enough time to complete them both.</p>		
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next

	quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.
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<b>SMART Goal #1 2009-2010</b>				
<b>Action Step/Strategy: Identify and support at-risk students.</b>				
<b>Steps</b>	<b>Quarter 1 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	During summer, identify students eligible for minimum credit diploma program.	Guidance (per caseload)	Transcript analysis	8 / 25 / 2009

2.	Meet with parents to inform them of the minimum credit diploma program process.	Guidance (per caseload)	Student participation and completion of required paperwork	9 / 30 / 2009
3.	Send completed minimum credit diploma program applications to superintendent.	Guidance (per caseload) and Principal	Approved applications	10 / 15 / 2009
4.	Identify students for faculty mentors.	Guidance (per caseload)	List of Students	9 / 1 / 2009
5.	Assign faculty mentors and begin weekly contact with students	Guidance, Administration and Faculty Mentors	Mentor/Mentee Assignment List	9 / 15 / 2009
6.	Enroll eligible students in credit recovery courses	Guidance (per caseload)	Transcript Analysis and online reports	8 / 30 / 2009
7.	Make referrals to Student Intervention Team, Parent Educator, School Social Worker, and Drop-out Prevention Coordinator	Guidance, Administration and Faculty	Contact logs	10 / 30 / 2009

Steps	Quarter 2 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Continue to make referrals for Minimum Credit Diploma Program.	Guidance (per caseload)	Approved applications	1 / 22 / 2010
2.	Continue to make referrals to SIT, Parent Educator, School Social Worker, and Drop-out Prevention Coordinator.	Guidance, Administration and Faculty	Contact logs	1 / 22 / 2010
3.	Identify students eligible for credit recovery 2 <sup>nd</sup> semester.	Guidance	Enrollment numbers	1 / 22 / 2010
4.				/ /
5.				/ /
6.				/ /
7.				/ /

# SMART Goal #1 2009-2010

**Action Step/Strategy: Identify and support at-risk students.**

<b>Steps</b>	<b>Quarter 3 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Continue to make referrals for Minimum Credit Diploma Program.	Guidance (per caseload)	Approved applications	4 / 2 / 2010
2.	Continue to make referrals to SIT, Parent Educator, School Social Worker, and Drop-out Prevention Coordinator.	Guidance, Administration and Faculty	Contact logs	4 / 2 / 2010
3.	Continue to meet with mentees.	Faculty	Contact logs	4 / 2 / 2010
4.	Take group of students to Real World Simulation.	Guidance	List of attendees	4 / 2 / 2010
5.				/ /
6.				/ /
7.				/ /

<b>Steps</b>	<b>Quarter 4 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Continue to make referrals for Minimum Credit Diploma Program.	Guidance (per caseload)	Approved applications	6 / 11 / 2010
2.	Continue to make referrals to SIT, Parent Educator, School Social Worker, and Drop-out Prevention Coordinator.	Guidance, Administration and Faculty	Contact logs	6 / 11 / 2010
3.	Continue to meet with mentees.	Faculty	Contact logs	6 / 11 / 2010
4.	Counselors will meet with seniors who are failing a course needed for graduation	Guidance	Contact logs	6 / 11 / 2010
5.	Counseling Intern will advise students with attendance issues and grade concerns.	Counseling Intern	Contact logs	6 / 11 / 2010
6.				/ /
7.				/ /



# SMART Goal #1 2009-2010

**Action Step/Strategy:** Develop freshman transition program.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Person Responsible for ensuring the strategy is deployed.	<b>Freshman Success Committee Chairperson</b>	<b>Freshman Success Committee Chairperson</b>	<b>Freshman Success Committee Chairperson</b>	<b>Freshman Success Committee Chairperson</b>
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	<b>Social funds - \$500 – School funds</b>	<b>Notebooks - \$15; Paper - \$200</b>	<b>Paper - \$100</b>	<b>Paper - \$100</b>
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	<b>Faculty training on freshman notebooks</b>	<b>Faculty discussions during planning period faculty meetings</b>	<b>Faculty discussions during planning period faculty meetings</b>	<b>None at this time</b>
Parent & Community Involvement during each quarter	<b>Communication with parents about events, Donations from community</b>	<b>Freshman newsletter, counselor website, handouts in Star Groups</b>	<b>Freshman newsletter, counselor website, handouts in Star Groups</b>	<b>Freshman newsletter, counselor website, handouts in Star Groups</b>
How is technology an integral part of the strategy's deployment?	<b>Email correspondence</b>	<b>Document creation, email correspondence, website</b>	<b>email correspondence, website</b>	<b>email correspondence, website</b>
Set up deployment plan.				

# SMART Goal #1    2009-2010

**Action Step/Strategy:** Develop freshman transition program.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Evaluation: D. What data will you use to determine if the strategy was deployed? E. What data will you use to determine if the strategy was deployed with fidelity? F. What data will you use to determine if the strategy impacted the overall goal or target goal?	<b>D. Minutes from Freshman Success Committee Meetings, Sign-In sheets from events</b> <b>E. Weekly notebook checklists</b> <b>F. Student progress reports and report cards, attendance records, discipline records</b>	<b>D. Minutes from Freshman Success Committee Meetings</b> <b>E. Weekly notebook checklists</b> <b>F. Student progress reports and report cards, attendance records, discipline records</b>	<b>D. Minutes from Freshman Success Committee Meetings.</b> <b>E. Weekly notebook checklists</b> <b>F. We will look at data to determine how many freshmen were successful first semester. Success is defined as passing three of four classes.</b>	<b>D. Minutes from Freshman Success Committee Meetings</b> <b>E. Weekly notebook checklists</b> <b>F. We will look at data to determine how many freshmen were successful second semester and for the year as a whole. Success is defined as passing three of four classes per semester and six of eight classes for the year.</b>

# SMART Goal #1 2009-2010

**Action Step/Strategy: Develop freshman transition program.**

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<p>Report the data from the current quarter deployment plan and use the data questions to analyze the results</p>	<ol style="list-style-type: none"> <li>5. What does the data tell us? The Freshman Success Committee is active. Teacher input has been solicited and adjustments to the program have been made accordingly.</li> <li>6. What cannot be gleaned from the data? The data does not tell how the program is impacting student achievement.</li> <li>7. What improvements have been made to this point? Freshman understand Cornell notes and are using a notebook regularly.</li> <li>8. What are the opportunities for improvement? All freshman teachers need to implement program consistently.</li> </ol>	<ol style="list-style-type: none"> <li>5. What does the data tell us? 93.6% of the freshmen passed three of four classes. This high success rate indicates that most freshmen are being very successful.</li> <li>6. What cannot be gleaned from the data? We will evaluate 2<sup>nd</sup> semester data at the end of the year.</li> <li>7. What improvements have been made to this point? The freshmen are being successful in their high school courses. They are utilizing Cornell notes in their classes and organizing their materials in one notebook.</li> <li>8. What are the opportunities for improvement? Program needs to be</li> </ol>	<ol style="list-style-type: none"> <li>1. What does the data tell us? Nine week grades are addressed by Freshmen Star Group leaders. We can tell if freshmen are being successful in their 2<sup>nd</sup> semester classes. Star Group leaders advise students who are not being successful. PEPs will be written for students with 76 or below an Exit Standard Course.</li> <li>2. What cannot be gleaned from the data? We will evaluate 2<sup>nd</sup> semester data at the end of the year.</li> <li>3. What improvements have been made to this point? Freshmen are using one notebook. Cornell notes are utilized school-wide.</li> <li>4. What are the opportunities for improvement? We are working to implement program consistently in all</li> </ol>	<ol style="list-style-type: none"> <li>1. Two hundred twenty-nine of two hundred forty-five freshmen were promoted.</li> <li>2. Several of the repeaters will be freshmen for the third time.</li> <li>3. Cornell notes are being utilized school-wide. Freshmen are more organized by utilizing one notebook that is inspected regularly.</li> <li>4. The program needs to be implemented consistently in all freshmen courses.</li> </ol>

		implemented consistently in all classes.	freshman courses.	
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

# SMART Goal #1 2009-2010

**Action Step/Strategy: Develop freshman transition program.**

<b>Steps</b>	<b>Quarter 1 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Form Freshman Success Committee	Administration	Committee Roster	8 / 19 / 2009
2.	Hold Freshman Orientation	Administration, Guidance	Attendance	8 / 17 / 2009
3.	Train freshmen on notebook organization and Cornell notes	Freshman Success Committee Chairperson	Freshman notebooks	9 / 15 / 2009
4.	Establish procedures for freshmen	Freshman Success Committee Chairperson	Freshman guidelines	9 / 15 / 2009
5.	Host social event for freshmen	Freshman Success Committee Chairperson	Social Event	9 / 30 / 2009
6.				/ /
7.				/ /

<b>Steps</b>	<b>Quarter 2 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Host social event for freshmen.	Freshman Success Committee Chairperson	Social Event	1 / 22 / 2010
2.	Increase use of Cornell notes.	Freshman Success Committee Chairperson	Student notebooks	1 / 22 / 2010
3.	Continue to implement freshman transition strategies.	Freshman Success Committee Chairperson	Freshman notebooks	1 / 22 / 2010
4.				/ /
5.				/ /
6.				/ /
7.				/ /

# SMART Goal #1 2009-2010

**Action Step/Strategy: Develop freshman transition program.**

<b>Steps</b>	<b>Quarter 3 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Host social event for freshmen.	Freshman Success Committee Chairperson	Social Event	4 / 2 / 2010
2.	Increase use of Cornell notes.	Freshman Success Committee Chairperson	Student notebooks	4 / 2 / 2010
3.	Continue to implement freshman transition strategies.	Freshman Success Committee Chairperson	Freshman notebooks	4 / 2 / 2010
4.				/ /
5.				/ /
6.				/ /
7.				/ /

<b>Steps</b>	<b>Quarter 4 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Continue to implement freshman transition strategies.	Freshman Success Committee Chairperson	Freshman notebooks	6 / 11 / 2010
2.	Freshmen Success Committee will meet to determine the direction of the program next year.	Freshman Success Committee	Minutes from meeting	6 / 15 / 2010
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

## SMART Goal #2 2009-2010

**Overall SMART Goal: Increase student achievement on overall ABC proficiency from 74.2% to 83.2% by June 2012.**

**Target SMART Goal/Measure: By June 2010, increase student achievement on overall EOC proficiency to 77.2%.**

**Target SMART Goal/Measure: By June 2011, increase student achievement on overall EOC proficiency to 80.2%.**

**Target SMART Goal/Measure: By June 2012, increase student achievement on overall EOC proficiency to 83.2%.**

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Study</b>	<p>Data Analysis: (SWOT) analysis</p> <p><b>SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats</b></p>	<p>1. What does the data tell us? Teachers are utilizing ClassScape and usatestprep to administer benchmarks. Students are participating in the school-wide writing program.</p> <p>2. What cannot be gleaned from the data? At this time, we do not know how using the computer programs will affect student achievement. Although we know students are participating in the writing program, we do not know how they are performing or how the program will affect the scores.</p> <p>3. What improvements have been made to this point? We have increased the use of ClassScape. We have improved the writing program.</p> <p>4. What are the opportunities for improvement? We are surveying teachers on the implementation of the writing program. Teachers are collaborating with their department members to share different ways of utilizing</p>	<p>1. We achieved 89.2% proficiency first semester. Teachers continue to utilize usatestprep and ClassScape in their classes. Students are participating in the writing program.</p> <p>2. We will not have any feedback on the writing program until we receive 10<sup>th</sup> grade writing test scores.</p> <p>3. Teachers are utilizing ClassScape and usatestprep in their classrooms.</p> <p>4. Teachers continue to share different ways of utilizing ClassScape. We are going to offer writing seminars for the 10<sup>th</sup> grade students prior to the Writing Assessment.</p>	<p>1. Teachers continue to use ClassScape and usatestprep to administer benchmarks. We transitioned the writing program to a reading program after the 10<sup>th</sup> Grade Writing Test.</p> <p>2. We are still waiting on feedback from the 10<sup>th</sup> Grade Writing Test. It is difficult to tell mid-semester how using the computer programs will affect student achievement.</p> <p>3. Teachers are utilizing ClassScape and usatestprep in their classrooms.</p> <p>4. We will evaluate writing test data when it arrives to determine the impact of the writing program. We are still working to find different ways to utilize ClassScape in the classroom.</p>	<p>1. Preliminary results show 87.5% proficiency for the school. The school achieved 87.5% proficiency on EOCs and 82.2% proficiency on the writing test.</p> <p>2. Not applicable</p> <p>3. We have increased our EOC scores and our scores on the writing test.</p> <p>4. We will address weak areas and continue to improve our writing program.</p>

		ClassScape.			
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## SMART Goal #2    2009-2010

**Action Step/Strategy:** Ensure 100% of End-of-Course teachers are utilizing formative assessments and benchmarks.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Person Responsible for ensuring the strategy is deployed.	<b>Administration</b>	<b>Administration</b>	<b>Administration</b>	<b>Administration</b>
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	<b>\$300 per subject area (usatestprep)-school funds</b>	<b>None</b>	<b>None</b>	<b>\$600 - We added two additional usatesprep subjects.</b>
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	<b>Staff development on ClassScapes and usatestprep, Learning Centered Schools Training, county workshops in tested areas</b>	<b>Learning Centered Schools Staff Development</b>	<b>We are forming a data team. Kelly Rhoney, CCS Accountability Director, is going to provide training for the team.</b>	<b>The data team has met once. We are still looking to schedule training with Kelly Rhoney.</b>
Parent & Community Involvement during each quarter	<b>Awareness, Parent Contacts, Post information on line for parents to help them access online programs at home</b>	<b>Post information online for parents to help them access online programs at home</b>	<b>Post information online for parents to help them access online programs at home</b>	<b>Post information online for parents to help them access online programs at home</b>
How is technology an integral part of the strategy's deployment?	<b>Online programs and resources</b>	<b>Online programs and resources</b>	<b>Online programs and resources</b>	<b>Online programs and resources</b>
Set up deployment plan.				

## SMART Goal #2    2009-2010

**Action Step/Strategy:** Ensure 100% of teachers are utilizing formative assessments and benchmarks.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Evaluation: G. What data will you use to determine if the strategy was deployed? H. What data will you use to determine if the strategy was deployed with fidelity? I. What data will you use to determine if the strategy impacted the overall goal or target goal?	<b>G. ClassScape and USAtestprep participation reports, Benchmark assessment reports</b> <b>H. Teacher usage logs</b> <b>I. Program generated progress reports, Student progress reports</b>	<b>G. ClassScape and USAtestprep participation reports, Benchmark assessment reports</b> <b>H. Teacher usage logs</b> <b>I. Program generated progress reports, Student progress reports</b>	<b>G. ClassScape and USAtestprep participation reports, Benchmark assessment reports</b> <b>H. Teacher usage logs</b> <b>I. End-of-Course test scores from 1<sup>st</sup> semester</b>	<b>G. ClassScape and USAtestprep participation reports, Benchmark assessment reports</b> <b>H. Teacher usage logs</b> <b>I. Program generated progress reports, Student progress reports</b>

# SMART Goal #2 2009-2010

**Action Step/Strategy: Ensure 100% of teachers are utilizing formative assessments and benchmarks.**

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Report the data from the current quarter deployment plan and use the data questions to analyze the results	<ol style="list-style-type: none"> <li>1. What does the data tell us? Teachers are utilizing ClassScape and usatestprep to enhance instruction and to administer benchmarks.</li> <li>2. What cannot be gleaned from the data? At this point, we cannot tell how the use will impact EOC scores.</li> <li>3. What improvements have been made to this point? We have increased the use of ClassScape and usatestprep. Teachers are using the programs as instructional tools.</li> <li>4. What are the opportunities for improvement? Teachers are collaborating in departments to share different ways of utilizing ClassScape.</li> </ol>	<ol style="list-style-type: none"> <li>1. What does the data tell us? We achieved 89.2% proficiency 1<sup>st</sup> semester. Teachers continue to utilize ClassScape and usatestprep to enhance instruction and to administer benchmarks.</li> <li>2. What cannot be gleaned from the data? We have examined 1<sup>st</sup> semester data.</li> <li>3. What improvements have been made to this point? Our 1<sup>st</sup> semester test scores show improvement.</li> <li>4. What are the opportunities for improvement? Continue to share different ways of utilizing ClassScape.</li> </ol>	<ol style="list-style-type: none"> <li>1. What does the data tell us? Teachers are utilizing ClassScape and usatestprep to enhance instruction and to administer benchmarks.</li> <li>2. What cannot be gleaned from the data? It is difficult to tell mid-semester how the use will impact EOC scores. What improvements have been made to this point? Teachers have increased their use of ClassScape and usatestprep.</li> <li>4. What are the opportunities for improvement? Continue to share different ways of utilizing ClassScape.</li> </ol>	<ol style="list-style-type: none"> <li>1. Our scores indicate that teachers are taking advantage of the resources that are available to them.</li> <li>2. It is difficult to tell exactly how much impact formative assessments and benchmarks had on our increased scores.</li> <li>3. Teachers are utilizing benchmarks and formative assessments in their classes and as a remediation tool.</li> <li>4. We will continue to use benchmarks and formative assessments next year.</li> </ol>
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below.	<input checked="" type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below.

	<input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.
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## SMART Goal #2 2009-2010

**Action Step/Strategy: Ensure 100% of teachers are utilizing formative assessments and benchmarks.**

<b>Steps</b>	<b>Quarter 1 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Staff development on ClassScapes and usatestprep	Melissa Moose	staff attendance log	9 / 15 / 2009
2.	Enroll students in ClassScope and usatestprep	Teachers	program generated report	9 / 20 / 2009
3.	Complete pretests	Teachers	test results	9 / 30 / 2009
4.	Teachers will attend county workshops to develop benchmarks and pacing guides.	Curriculum Coach	Benchmarks and pacing guides	9 / 15 / 2009
5.				/ /
6.				/ /
7.				/ /

<b>Steps</b>	<b>Quarter 2 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Continue to use ClassScope and usatestprep weekly for instruction and assessments.	Teachers	Log and program generated reports	1 / 22 / 2010
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

## SMART Goal #2    2009-2010

**Action Step/Strategy:** Ensure 100% of teachers are utilizing formative assessments and benchmarks.

<b>Steps</b>	<b>Quarter 3 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Enroll 2 <sup>nd</sup> semester students in ClassScape and usatestprep	Teachers	program generated reports	4 / 2 / 2010
2.	Complete pretests	Teachers	tests results	4 / 2 / 2010
3.	Continue to use ClassScape and usatestprep weekly for instruction and assessments.	Teachers	Logs and program generated reports	4 / 2 / 2010
4.	Form data team.	Teachers	Meeting minutes	4 / 2 / 2010
5.				/ /
6.				/ /
7.				/ /

<b>Steps</b>	<b>Quarter 4 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Continue to use ClassScape and usatestprep weekly for instruction and assessments.	Teachers	Logs and program generated reports	6 / 11 / 2010
2.	Continue data team meetings	Administration	Meeting minutes	6 / 15 / 2010
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

## SMART Goal #2    2009-2010

**Action Step/Strategy:** Enhance school-wide writing program.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Person Responsible for ensuring the strategy is deployed.	<b>Writing Committee Chairperson</b>	<b>Writing Committee Chairperson</b>	<b>Writing Committee Chairperson</b>	<b>Writing Committee Chairperson</b>
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	<b>None</b>	<b>None</b>	<b>None</b>	<b>None</b>
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	<b>Faculty Training</b>	<b>Faculty Training during planning periods</b>	<b>Faculty Training during planning periods if necessary</b>	<b>None at this time</b>
Parent & Community Involvement during each quarter	<b>Awareness - article on webpage</b>	<b>Awareness- post article on webpage</b>	<b>Parent Letter or phone tree message to 10<sup>th</sup> grade parents</b>	<b>None at this time</b>
How is technology an integral part of the strategy's deployment?	<b>Email, projector</b>	<b>Email, projector</b>	<b>Email, projector</b>	<b>Email, projector</b>
Set up deployment plan.				

## SMART Goal #2    2009-2010

**Action Step/Strategy:** Enhance school-wide writing program.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<p>Evaluation:</p> <p>J. What data will you use to determine if the strategy was deployed?</p> <p>K. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>L. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p><b>J. Weekly writing logs, writing prompts</b></p> <p><b>K. Departmental reflections</b></p> <p><b>L. Writing portfolios and faculty discussions</b></p>	<p><b>J. Writing checksheets, writing prompts</b></p> <p><b>K. Departmental reflections</b></p> <p><b>L. Writing portfolios and faculty discussions</b></p>	<p><b>J. Writing checksheets, writing prompts</b></p> <p><b>K. Departmental reflections</b></p> <p><b>L. Writing portfolios and faculty discussions</b></p>	<p><b>J. We transitioned to a reading program after the 10<sup>th</sup> grade Writing Test.</b></p> <p><b>K. 3<sup>rd</sup> period teachers took their courses to the media center to check out books. We can look at circulation numbers.</b></p> <p><b>L. We will analyze 10<sup>th</sup> grade Writing Test Scores when they arrive.</b></p>

## SMART Goal #2 2009-2010

**Action Step/Strategy:** Enhance school-wide writing program.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<p>Report the data from the current quarter deployment plan and use the data questions to analyze the results</p>	<ol style="list-style-type: none"> <li>1. What does the data tell us? The students are participating in the school-wide writing program.</li> <li>2. What cannot be gleaned from the data? The data does not indicate how students are performing, just that they are participating.</li> <li>3. What improvements have been made to this point? The students have reviewed grammar, prompt analysis, essay structure, elaboration and peer editing.</li> <li>4. What are the opportunities for improvement? The teachers will</li> </ol>	<ol style="list-style-type: none"> <li>1. What does the data tell us? The students are participating in the school-wide writing program.</li> <li>2. What cannot be gleaned from the data? The data does not indicate how the students are performing, just that they are participating.</li> <li>3. What improvements have been made to this point? The students have reviewed grammar and are practicing writing essays.</li> <li>4. What are the opportunities for improvement? We are going to host writing seminars for 10<sup>th</sup> grade students prior to</li> </ol>	<ol style="list-style-type: none"> <li>1. What does the data tell us? The students participated in the school-wide writing program until the first week in March. 10<sup>th</sup> grade students who had English 1<sup>st</sup> semester attending a writing seminar prior to the test. After the writing test, we transitioned to a school-wide reading program.</li> <li>2. What cannot be gleaned from the data? The data does not indicate how the students are performing, just that they are participating.</li> <li>3. What improvements have been made</li> </ol>	<ol style="list-style-type: none"> <li>1. The school achieved 82.2% proficiency on the writing test.</li> <li>2. We are able to look at individual results as well as school-wide trends.</li> <li>3. After analyzing individual writing scores, we discovered that 100 students out of 187 (53%) who scored a level three received a content score of 8 and a conventions score of 4. The conventions component, which is the primary focus of the School-wide Writing Program, was crucial to</li> </ol>

	complete a survey on the implementation of the program.	the Writing Assessment.	to this point? We developed a reading program with weekly assignments. 4. What are the opportunities for improvement? We need to look for ways to make sure program is implemented consistently in all classrooms.	students' success on the writing test.  4. The writing program was very successful this year. We will continue to implement the program in the future.
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input checked="" type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

## SMART Goal #2    2009-2010

**Action Step/Strategy:** Enhance school-wide writing program.

<b>Steps</b>	<b>Quarter 1 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Writing committee evaluates writing program and brainstorms improvements.	Writing Committee Chairperson	List of ideas	8 / 25 / 2009
2.	Writing committee develops prompts for writing period.	Writing Committee Chairperson	Writing prompts	10 / 30 / 2009
3.	Faculty is trained on new program.	Writing Committee Chairperson	Attendance Log	8 / 25 / 2009
4.	School-wide writing program is implemented daily.	Writing Committee Chairperson	Prompts	10 / 30 / 2009
5.				/ /
6.				/ /
7.				/ /

<b>Steps</b>	<b>Quarter 2 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Survey faculty members on program implementation.	Writing Committee Chairperson	Survey results	11 / 20 / 2009
2.	Writing Committee meets to analyze faculty feedback.	Writing Committee Chairperson	Meeting minutes	11 / 30 / 2009
3.	Continue to implement school-wide writing program.	Writing Committee Chairperson	Prompts	1 / 22 / 2009
4.				/ /
5.				/ /
6.				/ /
7.				/ /

## SMART Goal #2 2009-2010

**Action Step/Strategy:** Enhance school-wide writing program.

<b>Steps</b>	<b>Quarter 3 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Continue to implement school-wide writing program.	Writing Committee Chairperson	Prompts	4 / 2 / 2010
2.	Offer writing seminars for 10 <sup>th</sup> grade students.	English Department	Attendance Log	4 / 2 / 2010
3.	Reward students who were proficient on Writing Test last year.	Administration	Roster of identified students	4 / 2 / 2010
4.				/ /
5.				/ /
6.				/ /
7.				/ /

<b>Steps</b>	<b>Quarter 4 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Continue to implement school-wide reading program.	Writing Committee Chairperson/Media Coordinator	Weekly assignments	6 / 15 / 2010
2.	Analyze 10 <sup>th</sup> grade writing test results.	Administration	Meeting Minutes	6 / 15 / 2010
3.	Writing Committee will meet to determine direction for writing program next year.	Writing Committee Chairperson	Meeting Minutes	6 / 12 / 2010
4.				/ /
5.				/ /
6.				/ /
7.				/ /

# SMART Goal #3      2009-2010 increase AP Course offerings by 2 courses, and increase enrollment in AP courses, Honors Courses, and online college courses by 7%

**Overall SMART Goal:** Improve academic stringency as measured by number of AP courses offered, enrollment in AP courses, Honors courses, and online college courses .

**Target SMART Goal/Measure:** By June 2010, increase enrollment in AP courses, Honors courses, and online college courses by 3%.

**Target SMART Goal/Measure:** By June 2011, increase AP Course offerings by 1 course, and increase enrollment in AP courses, Honors Courses, and online college courses by 5%.

**Target SMART Goal/Measure:** By June 2012,.

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Study</b>	Data Analysis: (SWOT) analysis  <b>SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats</b>	1. What does the data tell us? We need to offer additional higher level courses. 2 What cannot be gleaned from the data? Yearlong enrollment numbers are unavailable first quarter. 3. What improvements have been made to this point? Proper placement was emphasized during the drop/add period. 4. What are the opportunities for improvement?	1. What does the data tell us? We need to offer additional higher level courses. 2. What cannot be gleaned from the data? We are now able to look at yearlong enrollment numbers. Student success cannot be determined until the end of the year. 3. What improvements have been made to this point? Counselors worked with students on 2 <sup>nd</sup> semester schedules. Efforts are being made to add courses for next school year. We are preparing for the	1. What does the data tell us? We have 50 kids registered to take 64 AP exams. 2. What cannot be gleaned from the data? Student success cannot be determined until the end of the year. We have have registration numbers for next year during the next quarter. 3. What improvements have been made to this point? We are offering an additional AP course (Environmental Science) next year. Two teachers are registered to attend AP Summer institutes this summer.	1. AP course enrollment increased from 101 students to 145, Honors course enrollment increased from 639 students to 781, and online course enrollment increased from 186 students to 329 for the 2010-2011 school year. We are adding AP Environmental Science next year and possibly an AP English course. We are also adding an honors art course.  2. The data includes students taking multiple honors courses.

		<p>Counselors are looking at student schedules for 2<sup>nd</sup> semester.</p>	<p>registration process. 4. What are the opportunities for improvement? We are planning to offer two additional AP courses next year. The data team will help ensure students are taking proper courses.</p>	<p>We offered six AP courses to students for the 2010-11 school year. 4. What are the opportunities for improvement? The Data Team has had one meeting. This team can be instrumental in ensuring that students are taking the proper courses.</p>	<p>3. Enrollment numbers are up, and we are adding additional honors/AP courses. 4. The data team will be instrumental in student placement. Counselors will continue to work individually with students on course placement.</p>
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## SMART Goal #3 2009-2010

**Action Step/Strategy:** Educate students about the opportunities and the advantages of taking higher level courses .

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Person Responsible for ensuring the strategy is deployed.	<b>Administration</b>	<b>Administration</b>	<b>Administration</b>	<b>Administration</b>
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	<b>Textbooks (Textbook account)</b>	<b>None</b>	<b>None</b>	<b>County Office is paying for two teachers to attend AP Summer Institutes this summer.</b>
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	<b>AIG training through county office</b>	<b>AIG and AP training through County Office and College Board</b>	<b>AIG training through the County Office</b>	<b>AIG Training through County Office. Two teachers will be attending weeklong AP institutes this summer.</b>
Parent & Community Involvement during each quarter	<b>Awareness, Recruitment</b>	<b>Promote higher level courses to parents</b>	<b>Promote higher level courses to parents</b>	<b>Promote higher level courses to parents</b>
How is technology an integral part of the strategy's deployment?	<b>Labs, Schoolpad, Online courses</b>	<b>Labs, Schoolpad, Online courses</b>	<b>Labs, Schoolpad, Online Courses</b>	<b>Labs, Schoolpad, Online Courses</b>
Set up deployment plan.				

## SMART Goal #3 2009-2010

**Action Step/Strategy:** Educate students about the opportunities and the advantages of taking higher level courses .

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<p>Evaluation:</p> <p>M. What data will you use to determine if the strategy was deployed?</p> <p>N. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>O. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p><b>M. Enrollment numbers , AP courses, Honors courses and online college courses</b></p> <p><b>N. NC Wise data</b></p> <p><b>O. Progress reports</b></p>	<p><b>M. Enrollment numbers , AP courses, Honors courses and online college courses</b></p> <p><b>N. NC Wise data</b></p> <p><b>O. Progress reports</b></p>	<p><b>M. Enrollment numbers, AP courses, Honors courses and online college courses</b></p> <p><b>N. NC Wise data</b></p> <p><b>O. Progress reports</b></p>	<p><b>M. Enrollment numbers (for this school year and for next school year), AP courses, Honors courses and online college courses</b></p> <p><b>N. NC Wise data</b></p> <p><b>O. Progress reports</b></p>

# SMART Goal #3 2009-2010

**Action Step/Strategy: Educate students about the opportunities and the advantages of taking higher level courses .**

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<p>Report the data from the current quarter deployment plan and use the data questions to analyze the results</p>	<ol style="list-style-type: none"> <li>1. What does the data tell us? We need to offer additional higher level courses.</li> <li>2. What cannot be gleaned from the data? Yearlong enrollment numbers are unavailable first quarter.</li> <li>3. What improvements have been made to this point? Proper placement was emphasized during the drop/add period.</li> <li>4. What are the opportunities for improvement? Counselors are looking at student schedules for 2<sup>nd</sup> semester.</li> </ol>	<ol style="list-style-type: none"> <li>1. What does the data tell us? We need to offer additional higher level courses.</li> <li>2. What cannot be gleaned from the data? We are now able to look at yearlong enrollment numbers. Student success cannot be determined until the end of the year.</li> <li>3. What improvements have been made to this point? Counselors worked with students on 2<sup>nd</sup> semester schedules. Efforts are being made to add courses for next school year. We are preparing for the registration process.</li> <li>4. What are the opportunities for improvement? We are planning to offer two additional AP courses next year. The data team will help ensure students are taking proper courses.</li> </ol>	<ol style="list-style-type: none"> <li>1. What does the data tell us? We have 50 kids registered to take 64 AP exams.</li> <li>2. What cannot be gleaned from the data? Student success cannot be determined until the end of the year. We have have registration numbers for next year during the next quarter.</li> <li>3. What improvements have been made to this point? We are offering an additional AP course (Environmental Science) next year. Two teachers are registered to attend AP Summer institutes this summer. We offered six AP courses to students for the 2010-11 school year.</li> <li>4. What are the opportunities for improvement? The Data Team has had one meeting. This team can be instrumental in ensuring that students are taking the proper courses.</li> </ol>	<ol style="list-style-type: none"> <li>1. AP course enrollment increased form 101 students to 145, Honors course enrollment increased from 639 students to 781, and online course enrollment increased from 186 students to 329 for the 2010-2011 school year. We are adding AP Environmental Science next year and possibly an AP English course. We are also adding an honors art course.</li> <li>2. The data includes students taking multiple honors courses.</li> <li>3. Enrollment numbers are up, and we are adding additional honors/AP courses.</li> <li>4. The data team will be instrumental in student placement. Counselors will continue to work individually with students on course selection.</li> </ol>

Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input checked="" type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

## SMART Goal #3 2009-2010

**Action Step/Strategy:** Educate students about the opportunities and the advantages of taking higher level courses .

<b>Steps</b>	<b>Quarter 1 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Promote AP courses, Honors courses and online college courses during the summer and during drop/add period	Guidance	Enrollment numbers, drop/add forms	9 / 9 / 2009
2.	Review four-year plans for students and hold student conferences as necessary	Guidance	Documentaion of discussions	10 / 01 / 2009
3.	Enroll junior and senior AVID students in UNCGi courses	Guidance	Course enrollment rosters	9 / 01 / 2009
4.	Advise AVID sophomores about the college courses they will take as part of the AVID program	Guidance and AVID teacher	Documentation of discussion	10 / 01 / 2009
5.				/ /
6.				/ /
7.				/ /

<b>Steps</b>	<b>Quarter 2 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Hold conferences with upper level freshmen students	Guidance	Documentation of conferences	1 / 15 / 2010
2.	Enroll students in UNCGi courses for 2 <sup>nd</sup> semester.	Guidance	Enrollment numbers	1 / 29 / 2010
3.	Have AP teachers present to AVID sophomores and	AVID coordinator	Documentation of	1 / 15 / 2010

	juniors.		presentations	
4.	Promote AP courses, Honors courses and online college courses to prepare students for 2 <sup>nd</sup> semester.	Guidance	Student contact logs	1 / 22 / 2010
5.				/ /
6.				/ /
7.				/ /

## SMART Goal #3 2009-2010

**Action Step/Strategy:** Educate students about the opportunities and the advantages of taking higher level courses .

<b>Steps</b>	<b>Quarter 3 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Promore AP courses, Honors courses and online college courses to prepare students for 2 <sup>nd</sup> semester.	Guidance	Documentation of egristration meetings and student conferences	4 / 2 / 2010
2.	Enroll Crystal White (AP Calculus) and Jeanna Goodson (AP Environmental Science) in AP Summer Institutes.	Administration	Proof of enrollment	4 / 2 / 2010
3.	Recruit rising 9 <sup>th</sup> and 10 <sup>th</sup> graders for AVID program.	AVID Site Coordinator	AVID rosters for next year	4 / 2 / 2010
4.	Develop plan to teach AP Literature and AP Environmental Science for 2010-2011 school year. This will ensure at least one AP course in all four core areas.	Administration	Enrollment numbers from registration	4 / 2 / 2010
5.	Use data team to help ensure higher level students are recommended for and enrolling in higher level courses.	Administration	Minutes from meetings	4 / 2 / 2010
6.				/ /
7.				/ /

<b>Steps</b>	<b>Quarter 4 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Continue to recruit rising 9 <sup>th</sup> and 10 <sup>th</sup> graders for AVID program.	AVID Site Coordinator	AVID rosters for next year	6 / 15 / 2010
2.	Secure resources for AP Literature and AP Environmental Science for 2010-2011 school year.	Administration	Enrollment numbers from registration	6 / 15 / 2010
3.	Use data team to help ensure higher level students are recommended for and enrolling in higher level courses.	Administration	Minutes from meetings	6 / 15 / 2010
4.				/ /
5.				/ /

6.				/ /
7.				/ /

# Waiver Requests

## School-Based Management and Accountability Program School-Based Waiver Request for 2009-2012

LEA: Catawba County Schools

LEA Code: 180

School Name: Maiden High School School Code: 348

### Requests for Waivers

Type	Class size waiver in Grades 4-12 (This excludes class limitation in Grades K-3)
Legal Reference	North Carolina General Statutes Section 115C-301(c) Maximum Class Size North Carolina General Statutes Section 115-301 (d) Maximum Teaching Load
Rationale	The waiver will allow flexibility to ad hoc grouping in both skill and content areas. It will allow for more effective use of staffing, focusing on individual strengths of the faculty/staff.
Congruency to Student Achievement	More effective teaching/learning will occur as schools are able to operate the master schedule with fluidity, moving students in and out of skill groups as assessment indicates. The waiver also diminishes the possibility of whole-school reorganization if student enrollment is significantly higher than student projections.

# SMART Goal #1 2010-2011

**Overall SMART Goal:** Increase Graduation Cohort rate by 2.5% each year for 3 years to ensure AYP achievement.  
**Target SMART Goal/Measure:** By June 2010, increase Graduation Cohort rate to 82.6% to ensure AYP achievement.  
**Target SMART Goal/Measure:** By June 2011, increase Graduation Cohort rate to 85.1% to achieve AYP achievement.  
**Target SMART Goal/Measure:** By June 2012, increase Graduation Cohort rate to 87.6% to achieve AYP achievement.

		<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<b>Study</b>	<p>Data Analysis: (SWOT) analysis</p> <p><b>SWOT:</b> Strengths, Weaknesses, Opportunities for Improvement, and Threats</p>	<ol style="list-style-type: none"> <li>1. What does the data tell us?</li> <li>2. What cannot be gleaned from the data?</li> <li>3. What improvements have been made to this point?</li> <li>4. What are the opportunities for improvement?</li> </ol>			

# SMART Goal #1 2010-2011

**Action Step/Strategy: Help at-risk students remain with their graduation cohort group.**

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Person Responsible for ensuring the strategy is deployed.	<b>Guidance Department</b>			
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	<b>Payment for Novell Contract (Online EC program) - Remediation money (\$800)</b>			
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	<b>None at this time</b>			
Parent & Community Involvement during each quarter	<b>Consultation and support, home visits when appropriate</b>			
How is technology an integral part of the strategy's deployment?	<b>Record keeping for attendance and grades, online courses, email correspondence</b>			
Set up deployment plan.				

# SMART Goal #1 2010-2011

**Action Step/Strategy:** Help at-risk students remain with their graduation cohort group.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<p>Evaluation:</p> <p>P. What data will you use to determine if the strategy was deployed?</p> <p>Q. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>R. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p><b>A. Percentage of students approved by board and enrolled in the minimum credit diploma program, Student contact logs, Enrollment reports for online courses</b></p> <p><b>B. The number of students enrolled in the minimum credit diploma program compared to the number of students who applied for the program</b></p> <p><b>C. Progress reports and attendance records, increase or decrease in number of students enrolled in minimum credit diploma program</b></p>			

# SMART Goal #1 2010-2011

**Action Step/Strategy: Help at-risk students remain with their graduation cohort group.**

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Report the data from the current quarter deployment plan and use the data questions to analyze the results	9. What does the data tell us? 10. What cannot be gleaned from the data? 11. What improvements have been made to this point? 12. What are the opportunities for improvement?	9. What does the data tell us? 10. What cannot be gleaned from the data? 11. What improvements have been made to this point? 12. What are the opportunities for improvement?	5. What does the data tell us? 6. What cannot be gleaned from the data? 7. What improvements have been made to this point? 8. What are the opportunities for improvement?	1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

# SMART Goal #1 2010-2011

**Action Step/Strategy: Help at-risk students remain with their graduation cohort group.**

<b>Steps</b>	<b>Quarter 1 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	During summer, identify students eligible for minimum credit diploma program.	Guidance (per caseload)	Transcript analysis	8 / 25 / 2010
2.	Meet with parents to inform them of the minimum credit diploma program process.	Guidance (per caseload)	Student participation and completion of required paperwork	9 / 30 / 2010
3.	Send completed minimum credit diploma program applications to superintendent.	Guidance (per caseload) and Principal	Approved applications	10 / 15 / 2010
4.	Enroll eligible students in credit recovery courses	Guidance (per caseload)	Transcript Analysis and online reports	8 / 30 / 2010
5.	Make referrals to Student Intervention Team, Parent Educator, School Social Worker, and Drop-out Prevention Coordinator	Guidance, Administration and Faculty	Contact logs	10 / 30 / 2010

<b>Steps</b>	<b>Quarter 2 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.				/ /
2.				/ /

3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

# SMART Goal #1 2010-2011

Action Step/Strategy: Help at-risk students remain with their graduation cohort group .

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /

7.				/ /
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Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /

7.				/ /
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# SMART Goal #1 2010-2011

**Action Step/Strategy:** Continue to implement freshman transition program.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Person Responsible for ensuring the strategy is deployed.	<b>Freshman Success Committee Chairperson</b>			
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	<b>None at this time</b>			
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	<b>Faculty training on freshman notebooks</b>			
Parent & Community Involvement during each quarter	<b>Communication with parents about events, Donations from community</b>			
How is technology an integral part of the strategy's deployment?	<b>Email correspondence</b>			
Set up deployment plan.				

# SMART Goal #1 2010-2011

**Action Step/Strategy:** Continue to implement freshman transition program.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Evaluation: S. What data will you use to determine if the strategy was deployed? T. What data will you use to determine if the strategy was deployed with fidelity? U. What data will you use to determine if the strategy impacted the overall goal or target goal?	<b>D. Minutes from Freshman Success Committee Meetings, Sign-In sheets from events</b> <b>E. Weekly notebook checklists</b> <b>F. Student progress reports and report cards, attendance records, discipline records</b>			

# SMART Goal #1 2010-2011

**Action Step/Strategy: Continue to implement freshman transition program.**

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Report the data from the current quarter deployment plan and use the data questions to analyze the results	13. What does the data tell us? 14. What cannot be gleaned from the data? 15. What improvements have been made to this point? 16. What are the opportunities for improvement?	13. What does the data tell us? 14. What cannot be gleaned from the data? 15. What improvements have been made to this point? 16. What are the opportunities for improvement?	9. What does the data tell us? 10. What cannot be gleaned from the data? 11. What improvements have been made to this point? 12. What are the opportunities for improvement?	5. What does the data tell us? 6. What cannot be gleaned from the data? 7. What improvements have been made to this point? 8. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

# SMART Goal #1 2010-2011

**Action Step/Strategy:** Continue to implement freshman transition program.

Steps	Quarter 1 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Hold Freshman Success Committee Meeting	Committee Chairperson	Minutes	8 / 25 / 2010
2.	Hold Freshman Orientation	Administration, Guidance	Attendance	8 / 12 / 2010
3.	Train freshmen on notebook organization, Cornell notes, clubs/organizations/athletics at Maiden High School, time management and study skills	Freshman Success Committee Chairperson	Freshman notebooks	9 / 15 / 2010
4.	Host social event for freshmen	Freshman Success Committee Chairperson	Social Event	9 / 30 / 2010
5.				
6.				

Steps	Quarter 2 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /

4.				/ /
5.				/ /
6.				/ /
7.				/ /

# SMART Goal #1 2010-2011

Action Step/Strategy: Continue to implement freshman transition program.

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /

7.				/ /
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Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /

7.				/ /
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# SMART Goal #1 2010-2011

**Action Step/Strategy:** Implement mentor/mentee program to target students with credit deficiencies.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Person Responsible for ensuring the strategy is deployed.	<b>Administration and Guidance</b>			
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	<b>None at this time</b>			
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	<b>Faculty Training on Mentor/Mentee Program (1 hour)</b>			
Parent & Community Involvement during each quarter	<b>Consultation and support, home visits when appropriate</b>			
How is technology an integral part of the strategy's deployment?	<b>NC Wise Credit Deficiency Report, Record keeping for attendance and grades, online courses, email correspondence</b>			
Set up deployment plan.				

# SMART Goal #1 2010-2011

**Action Step/Strategy:** Implement mentor/mentee program to target students with credit deficiencies.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<p>Evaluation:</p> <p>V. What data will you use to determine if the strategy was deployed?</p> <p>W. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>X. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p><b>A. Student contact logs</b></p> <p><b>B. Teachers will submit monthly student contact logs</b></p> <p><b>C. Progress reports and attendance records</b></p>			

# SMART Goal #1 2010-2011

**Action Step/Strategy:** Implement mentor/mentee program to target students with credit deficiencies.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Report the data from the current quarter deployment plan and use the data questions to analyze the results	17. What does the data tell us? 18. What cannot be gleaned from the data? 19. What improvements have been made to this point? 20. What are the opportunities for improvement?	17. What does the data tell us? 18. What cannot be gleaned from the data? 19. What improvements have been made to this point? 20. What are the opportunities for improvement?	13. What does the data tell us? 14. What cannot be gleaned from the data? 15. What improvements have been made to this point? 16. What are the opportunities for improvement?	9. What does the data tell us? 10. What cannot be gleaned from the data? 11. What improvements have been made to this point? 12. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

# SMART Goal #1 2010-2011

**Action Step/Strategy:** Implement mentor/mentee program to target students with credit deficiencies.

Steps	Quarter 1 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Identify students for faculty mentors	Guidance (per caseload)	List of Students	8 / 25 / 2010
2.	Assign faculty mentors	Administration	Mentor/Mentee Assignment List	8 / 25 / 2010
3.	Train Faculty on revised mentor/mentee program	Administration	Staff Development Attendance Sheet	8 / 19 / 2010
4.	Begin weekly contact with students	Faculty mentors	Student Contact Log to be submitted monthly to administration	10 / 15 / 2010
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 2 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
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1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

# SMART Goal #1 2010-2011

Action Step/Strategy: Implement mentor/mentee program to target students with credit deficiencies.

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /

7.				/ /
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Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /

7.				/ /
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## SMART Goal #2    2010-2011

**Overall SMART Goal:** Increase student achievement on overall ABC proficiency from 74.2% to 83.2% by June 2012.

**Target SMART Goal/Measure:** By June 2010, increase student achievement on overall EOC proficiency to 77.2%.

**Target SMART Goal/Measure:** By June 2011, increase student achievement on overall EOC proficiency to 89.3%.

**Target SMART Goal/Measure:** By June 2012, increase student achievement on overall EOC proficiency to 90.3%.

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Study</b>	Data Analysis:  (SWOT) analysis  <b>SWOT:</b> Strengths, Weaknesses, Opportunities for Improvement, and Threats	1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?			

## SMART Goal #2    2010-2011

**Action Step/Strategy:** Ensure 100% of teachers are utilizing formative assessments and benchmarks.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Person Responsible for ensuring the strategy is deployed.	<b>Administration</b>			
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	<b>\$300 per subject area (usatestprep)- school funds</b>			
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	<b>Staff development on ClassScapes and usatestprep, Learning Centered Schools Training</b>			
Parent & Community Involvement during each quarter	<b>Awareness, Parent Contacts, Post information online for parents to help them access online programs at home</b>			
How is technology an integral part of the strategy's deployment?	<b>Online programs and resources</b>			

Set up deployment plan.				
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## SMART Goal #2    2010-2011

**Action Step/Strategy: Ensure 100% of teachers are utilizing formative assessments and benchmarks.**

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Evaluation: Y. What data will you use to determine if the strategy was deployed? Z. What data will you use to determine if the strategy was deployed with fidelity? AA. What data will you use to determine if the strategy impacted the overall goal or target goal?	<b>G. ClassScape and USAtestprep participation reports, Benchmark assessment reports</b>  <b>H. Teacher usage logs</b>  <b>I. Program generated progress reports, Student progress reports</b>			

# SMART Goal #2     2010-2011

**Action Step/Strategy: Ensure 100% of teachers are utilizing formative assessments and benchmarks.**

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Report the data from the current quarter deployment plan and use the data questions to analyze the results	21. What does the data tell us? 22. What cannot be gleaned from the data? 23. What improvements have been made to this point? 24. What are the opportunities for improvement?	21. What does the data tell us? 22. What cannot be gleaned from the data? 23. What improvements have been made to this point? 24. What are the opportunities for improvement?	17. What does the data tell us? 18. What cannot be gleaned from the data? 19. What improvements have been made to this point? 20. What are the opportunities for improvement?	13. What does the data tell us? 14. What cannot be gleaned from the data? 15. What improvements have been made to this point? 16. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

## SMART Goal #2 2010-2011

**Action Step/Strategy:** Ensure 100% of teachers are utilizing formative assessments and benchmarks.

Steps	Quarter 1 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Staff development on ClassScapes	Melissa Moose	staff attendance log	9 / 15 / 2010
2.	Enroll students in ClassScape and usatestprep	Teachers	program generated report	9 / 20 / 2010
3.	Complete pretests	Teachers	test results	9 / 30 / 2010
4.	Utilize ClassScapes for Bellringer questions at least once a week	Teachers	Teacher documentation	10 / 30 / 2010
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 2 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /

2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

## SMART Goal #2 2010-2011

Action Step/Strategy: Ensure 100% of teachers are utilizing formative assessments and benchmarks.

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /

7.				/ /
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Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /

7.				/ /
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## SMART Goal #2    2010-2011

**Action Step/Strategy:** Enhance school-wide writing program.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Person Responsible for ensuring the strategy is deployed.	<b>Writing Committee Chairperson</b>			
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	<b>None</b>			
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	<b>Faculty Training</b>			
Parent & Community Involvement during each quarter	<b>Awareness - article on webpage</b>			
How is technology an integral part of the strategy's deployment?	<b>Email, projector</b>			
Set up deployment plan.				



## SMART Goal #2    2010-2011

**Action Step/Strategy:** Enhance school-wide writing program.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Evaluation: BB. What data will you use to determine if the strategy was deployed? CC. What data will you use to determine if the strategy was deployed with fidelity? DD. What data will you use to determine if the strategy impacted the overall goal or target goal?	<b>J. Weekly writing logs, writing prompts</b>  <b>K. Departmental reflections</b>  <b>L. Writing portfolios and faculty discussions</b>			

# SMART Goal #2      2010-2011

**Action Step/Strategy:** Enhance school-wide writing program.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Report the data from the current quarter deployment plan and use the data questions to analyze the results	25. What does the data tell us? 26. What cannot be gleaned from the data? 27. What improvements have been made to this point? 28. What are the opportunities for improvement?	25. What does the data tell us? 26. What cannot be gleaned from the data? 27. What improvements have been made to this point? 28. What are the opportunities for improvement?	21. What does the data tell us? 22. What cannot be gleaned from the data? 23. What improvements have been made to this point? 24. What are the opportunities for improvement?	17. What does the data tell us? 18. What cannot be gleaned from the data? 19. What improvements have been made to this point? 20. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

## SMART Goal #2    2010-2011

**Action Step/Strategy:** Enhance school-wide writing program.

<b>Steps</b>	<b>Quarter 1 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Writing committee evaluates writing program and brainstorms improvements.	Writing Committee Chairperson	List of ideas	8 / 25 / 2010
2.	Writing committee develops prompts for writing period.	Writing Committee Chairperson	Writing prompts	10 / 30 / 2010
3.	Faculty is trained on new program.	Writing Committee Chairperson	Attendance Log	8 / 25 / 2010
4.	School-wide writing program is implemented daily.	Writing Committee Chairperson	Prompts	10 / 30 / 2010
5.				/ /
6.				/ /
7.				/ /

<b>Steps</b>	<b>Quarter 2 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
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1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

## SMART Goal #2    2010-2011

**Action Step/Strategy:** Enhance school-wide writing program.

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /

7.				/ /
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Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /

7.				/ /
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## SMART Goal #2    2010-2011

**Action Step/Strategy:** Offer remediation for students in EOC subject areas.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Person Responsible for ensuring the strategy is deployed.	<b>Administration</b>			
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	<b>May use remediation funds to pay teachers for extracurricular time</b>			
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	<b>None at this time</b>			
Parent & Community Involvement during each quarter	<b>Awareness - article on webpage</b>			
How is technology an integral part of the strategy's deployment?	<b>Email communication with parents</b>			
Set up deployment plan.				



## SMART Goal #2    2010-2011

**Action Step/Strategy:** Offer remediation for students in EOC subject areas.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<p>Evaluation:</p> <p>EE. What data will you use to determine if the strategy was deployed?</p> <p>FF. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>GG. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p><b>J. Departmental Remediation plans</b></p> <p><b>K. Remediation attendance logs</b></p> <p><b>L. EOC scores</b></p>			

# SMART Goal #2      2010-2011

**Action Step/Strategy:** Offer remediation for students in EOC subject areas.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Report the data from the current quarter deployment plan and use the data questions to analyze the results	29. What does the data tell us? 30. What cannot be gleaned from the data? 31. What improvements have been made to this point? 32. What are the opportunities for improvement?	29. What does the data tell us? 30. What cannot be gleaned from the data? 31. What improvements have been made to this point? 32. What are the opportunities for improvement?	25. What does the data tell us? 26. What cannot be gleaned from the data? 27. What improvements have been made to this point? 28. What are the opportunities for improvement?	21. What does the data tell us? 22. What cannot be gleaned from the data? 23. What improvements have been made to this point? 24. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

## SMART Goal #2 2010-2011

**Action Step/Strategy:** Offer remediation for students in EOC subject areas.

Steps	Quarter 1 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.	Hold departmental meetings to set remediation plans	Department Chairpersons	Minutes from meeting, Remediation plans	9 / 17 / 2010
2.	Analyze student data to determine targeted students	Classroom teachers	Remediation lists	9 / 17 / 2010
3.	By the end of the first quarter, begin offering remediation	Classroom teachers	Attendance sheets	10 / 31 / 10
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 2 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /

2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

## SMART Goal #2 2010-2011

**Action Step/Strategy:** Offer remediation for students in EOC subject areas.

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /

7.				/ /
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Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /

7.				/ /
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## SMART Goal #3    2010-2011

Overall SMART Goal: .

Target SMART Goal/Measure: By June 2010, .

Target SMART Goal/Measure: By June 2011, .

Target SMART Goal/Measure: By June 2012, .

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Study</b>	Data Analysis: (SWOT) analysis	1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?			
	<b>SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats</b>				

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## SMART Goal #3    2010-2011

Action Step/Strategy: .

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Person Responsible for ensuring the strategy is deployed.				
Financial Resources Needed per Quarter (Include \$ figures and funding sources)				
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)				
Parent & Community Involvement during each quarter				
How is technology an integral part of the strategy's deployment?				

Set up deployment plan.				
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## SMART Goal #3    2010-2011

Action Step/Strategy: .

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Evaluation: HH. What data will you use to determine if the strategy was deployed? II. What data will you use to determine if the strategy was deployed with fidelity? JJ. What data will you use to determine if the strategy impacted the overall goal or target goal?				

# SMART Goal #3      2010-2011

**Action Step/Strategy:** .

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Report the data from the current quarter deployment plan and use the data questions to analyze the results	33. What does the data tell us? 34. What cannot be gleaned from the data? 35. What improvements have been made to this point? 36. What are the opportunities for improvement?	33. What does the data tell us? 34. What cannot be gleaned from the data? 35. What improvements have been made to this point? 36. What are the opportunities for improvement?	29. What does the data tell us? 30. What cannot be gleaned from the data? 31. What improvements have been made to this point? 32. What are the opportunities for improvement?	25. What does the data tell us? 26. What cannot be gleaned from the data? 27. What improvements have been made to this point? 28. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current

	strategy and identify new strategy.	strategy and identify new strategy.	strategy and identify new strategy.	strategy and identify new strategy.
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## SMART Goal #3    2010-2011

Action Step/Strategy: .

Steps	Quarter 1 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /

6.				/ /
7.				/ /

<b>Steps</b>	<b>Quarter 2 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /

6.				/ /
7.				/ /

## SMART Goal #3    2010-2011

Action Step/Strategy: .

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /

6.				/ /
7.				/ /

<b>Steps</b>	<b>Quarter 4 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /

6.				/ /
7.				/ /

# SMART Goal #4    2010-2011

Overall SMART Goal: .

Target SMART Goal/Measure: By June 2010, .

Target SMART Goal/Measure: By June 2011, .

Target SMART Goal/Measure: By June 2012, .

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Study</b>	Data Analysis: (SWOT) analysis	<ol style="list-style-type: none"> <li>1. What does the data tell us?</li> <li>2. What cannot be gleaned from the data?</li> <li>3. What improvements have been made to this point?</li> <li>4. What are the opportunities for improvement?</li> </ol>			
	<b>SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats</b>				

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## SMART Goal #4    2010-2011

**Action Step/Strategy:** .

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Person Responsible for ensuring the strategy is deployed.				
Financial Resources Needed per Quarter (Include \$ figures and funding sources)				
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)				
Parent & Community Involvement during each quarter				
How is technology an integral part of the strategy's deployment?				

Set up deployment plan.				
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## SMART Goal #4    2010-2011

Action Step/Strategy: .

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Evaluation: KK. What data will you use to determine if the strategy was deployed? LL. What data will you use to determine if the strategy was deployed with fidelity? MM. What data will you use to determine if the strategy impacted the overall goal or target goal?				

# SMART Goal #4    2010-2011

**Action Step/Strategy:** .

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Report the data from the current quarter deployment plan and use the data questions to analyze the results	37. What does the data tell us? 38. What cannot be gleaned from the data? 39. What improvements have been made to this point? 40. What are the opportunities for improvement?	37. What does the data tell us? 38. What cannot be gleaned from the data? 39. What improvements have been made to this point? 40. What are the opportunities for improvement?	33. What does the data tell us? 34. What cannot be gleaned from the data? 35. What improvements have been made to this point? 36. What are the opportunities for improvement?	29. What does the data tell us? 30. What cannot be gleaned from the data? 31. What improvements have been made to this point? 32. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current

	strategy and identify new strategy.	strategy and identify new strategy.	strategy and identify new strategy.	strategy and identify new strategy.
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# SMART Goal #4 2010-2011

Action Step/Strategy: .

Steps	Quarter 1 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /

6.				/ /
7.				/ /

<b>Steps</b>	<b>Quarter 2 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /

6.				/ /
7.				/ /

# SMART Goal #4    2010-2011

Action Step/Strategy: .

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /

6.				/ /
7.				/ /

<b>Steps</b>	<b>Quarter 4 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /

6.				/ /
7.				/ /

# SMART Goal #5    2010-2011

Overall SMART Goal: .

Target SMART Goal/Measure: By June 2010, .

Target SMART Goal/Measure: By June 2011, .

Target SMART Goal/Measure: By June 2012, .

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Study</b>	Data Analysis: (SWOT) analysis	<ol style="list-style-type: none"> <li>1. What does the data tell us?</li> <li>2 What cannot be gleaned from the data?</li> <li>3. What improvements have been made to this point?</li> <li>4. What are the opportunities for improvement?</li> </ol>			
	<b>SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats</b>				

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## SMART Goal #5    2010-2011

**Action Step/Strategy:** .

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Person Responsible for ensuring the strategy is deployed.				
Financial Resources Needed per Quarter (Include \$ figures and funding sources)				
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)				
Parent & Community Involvement during each quarter				
How is technology an integral part of the strategy's deployment?				

Set up deployment plan.				
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## SMART Goal #5    2010-2011

Action Step/Strategy: .

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Evaluation:</p> <p>NN. What data will you use to determine if the strategy was deployed?</p> <p>OO. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>PP. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>				

# SMART Goal #5      2010-2011

**Action Step/Strategy:** .

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Report the data from the current quarter deployment plan and use the data questions to analyze the results	41. What does the data tell us? 42. What cannot be gleaned from the data? 43. What improvements have been made to this point? 44. What are the opportunities for improvement?	41. What does the data tell us? 42. What cannot be gleaned from the data? 43. What improvements have been made to this point? 44. What are the opportunities for improvement?	37. What does the data tell us? 38. What cannot be gleaned from the data? 39. What improvements have been made to this point? 40. What are the opportunities for improvement?	33. What does the data tell us? 34. What cannot be gleaned from the data? 35. What improvements have been made to this point? 36. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current

	strategy and identify new strategy.	strategy and identify new strategy.	strategy and identify new strategy.	strategy and identify new strategy.
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# SMART Goal #5    2010-2011

Action Step/Strategy: .

Steps	Quarter 1 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /

6.				/ /
7.				/ /

<b>Steps</b>	<b>Quarter 2 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /

6.				/ /
7.				/ /

# SMART Goal #5    2010-2011

Action Step/Strategy: .

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /

6.				/ /
7.				/ /

<b>Steps</b>	<b>Quarter 4 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /

6.				/ /
7.				/ /

# Waiver Requests

## School-Based Management and Accountability Program School-Based Waiver Request for 2009-2012

LEA: Catawba County Schools

LEA Code: 180

School Name: \_\_\_\_\_ School Code: \_\_\_\_\_

### Requests for Waivers

Type	Class size waiver in Grades 4-12 (This excludes class limitation in Grades K-3)
Legal Reference	North Carolina General Statutes Section 115C-301(c) Maximum Class Size North Carolina General Statutes Section 115-301 (d) Maximum Teaching Load
Rationale	The waiver will allow flexibility to ad hoc grouping in both skill and content areas. It will allow for more effective use of staffing, focusing on individual strengths of the faculty/staff.
Congruency to Student Achievement	More effective teaching/learning will occur as schools are able to operate the master schedule with fluidity, moving students in and out of skill groups as assessment indicates. The waiver also diminishes the possibility of whole-school reorganization if student enrollment is significantly higher than student projections.

# *Appendices*

## Catawba County Schools Profile

Catawba County Schools is fully accredited by the Southern Association of Colleges and Schools, now known as Advanc-Ed, and the State of North Carolina. Elementary and middle schools went through the reaccreditation process during the 2007-2008 school year. Challenger Early College High School received initial accreditation during the 2008-2009 school year, and the five traditional high schools are slated for reaccreditation visits during the 2009-2010 school year.

Funding for the Catawba County School System comes from a combination of federal, state and local funds. The state contribution is the highest at 71% of the total budget, followed by local at 23% and federal at 6% .

In terms of student population, the following chart indicates the breakdown by ethnicity of Catawba County Schools as of the 5<sup>th</sup> month of the 2008-2009 school year:

<b>Ethnicity</b>	<b>Number of Students</b>	<b>Percentage of CCS Population</b>
American Indian	51	.29%
Asian	1,270	7.30%
Hispanic	1,584	9.10%
Black	1,021	5.86%
White	12,793	73.50%
Multi-Racial	688	3.95%
Total Enrollment	17,407	

# Maiden Feeder Area Profile

The Maiden feeder district is comprised of five schools within Catawba County: Maiden Elementary, Tuttle Elementary, Startown Elementary, Maiden Middle and Maiden High School. The elementary schools serve students in kindergarten through sixth grade. Maiden Middle covers seventh and eighth grade. Maiden High School completes the grades ninth through twelfth. Geographically, these schools house students primarily from the Maiden community but also from Newton and Balls Creek. While serving a population of approximately 3,073 students, our feeder district employs approximately 202 teachers and 62 teacher assistants. These numbers do not include administration, cafeteria and custodial staff.

According to school demographics, the ethnicity of the Maiden feeder district is comprised of 73% white, 7% African American, .3% American Indian, 7% Hispanic, 7% Asian and 5% listing two or more ethnic affiliations.

The economic downturn of the last decade has crippled manufacturing in our feeder area. Many manufacturers in furniture, textile and fiber optics have closed or relocated overseas. Prominent manufacturers such as Duckhead, Getrag and Ethan Allen have reduced employment through layoffs and downsizing. Current loss of state and local educational funds has produced additional layoffs and cutbacks in the area. Within Catawba County, the North Carolina Employment Security Commission (February 2009) showed Catawba County to be at a twenty-year-high unemployment rate of 15%. A direct consequence of increased unemployment can be measured in the rising number of students receiving free and reduced lunch. Within our feeder area, 43% of the student population received free and reduced lunch in the 2008-2009 school year compared to 41% in the 2007-2008 school year.

In opposition to the economic downturn, our feeder area maintains strong financial support from local and corporate businesses, dedicated PTOs and area churches. Student enrollment has increased slightly for the feeder area. The table below indicates the enrollment based on the ninth month Principal's Monthly Report (PMR) for 2008 and 2009:

School	2008	2009
Maiden Elementary	620	608
Startown Elementary	698	694
Tuttle Elementary	457	501
Maiden Middle	437	440
Maiden High	795	796
Total	3,007	3,039

All five schools share a strong bond with members in their community. The bond is enhanced by school personnel that are caring and dynamic educators. A supportive and progressive administration can be found in each school. While these are common threads throughout the five schools, there are distinct programs and opportunities that make each school unique. It would be difficult to list all the strengths of each school but some of their highlights can be found in the following paragraphs.

Maiden Elementary School receives additional funding based on their Title One designation. These funds are wisely spent on additional staff, including reading specialists, along with supplemental materials. The school participates in AIG Nurturing Classes and the Watch D.O.G. program, which allows dads to volunteer their time for an entire school day in order to interact with the students, monitor the halls, and assist in daily duties when needed. Maiden Elementary houses a self-produced TV program, MeTV Live. It is written, produced, and performed by students. Career Day, competition in Best of the Best Mile Run, and March for Success are just a few more programs that make Maiden Elementary unique and supportive of the community.

Startown Elementary, the oldest school in the feeder area (established in 1904) piloted the AIG nurturing program several years ago serving Academically Gifted children at the K-3 level. Other students are supported through an Exceptional Children's department that includes two resource classes, two Autistic cluster classes as well as providing Speech Therapy, Occupational Therapy and Physical Therapy. Not only does Startown serve school-aged children, it houses one of seven preschool classrooms in the county. This program serves typical preschoolers ages 3-5 as well as preschoolers identified with special needs. Startown Elementary, their PTO and community work diligently to offer Parent Nights, Fall Festivals, and a variety of after-school clubs and activities, including a Summer Reading Program.

Tuttle Elementary is infused with a technology-supported curriculum. Tuttle puts into action the Positive Behavior System (PBS) to celebrate and guide students through success celebrations and character education. Response to Intervention (RTI) is implemented at the school in kindergarten through sixth grade. This program helps the staff to identify students' learning difficulties and provides interventions as needed.

Maiden Middle School leads the area with the largest number of course offerings for middle schools. It also offers the opportunity for middle school students to gain high school credit with Algebra I and online Spanish I. It offers a variety of opportunities to participate in ten different sports as well as numerous clubs and academic competitions to produce a well-rounded group of students.

Opened in the fall of 2006, Maiden High School is a \$26 million facility with state-of-the-art technical advances. The school houses an auxiliary gym, auditorium, seminar room, and outstanding athletic facilities. Technological highlights include the use of on-line education, computer labs, smart boards, and digital projectors. Maiden's 600 seat auditorium is used as a community resource for theatrical and musical performances, conferences, training seminars, lectures and community meetings.

All schools within the feeder area are fully accredited by the Southern Association of Colleges and Schools, now known as AdvancED and the State of North Carolina. Elementary and middle schools went through the reaccreditation process during the 2007-2008 school year. Maiden High School will be receiving reaccreditation visits during the 2010-2011 school year.

## **Maiden High School Profile**

Maiden High School is a public high school that is accredited by the Southern Association of Secondary Schools and Colleges and by the North Carolina Department of Public Instruction. The school is located in the town of Maiden, a small manufacturing town in rural North Carolina. R. Dwayne Finger serves as Principal of Maiden High School. The school has two assistant principals, three counselors, one resource officer, and one media coordinator. There are forty-nine certified staff members, one part-time ELL teacher, six teacher assistants, four clerical staff members, two online facilitators, and one Exceptional Children's program specialist. There are also seven custodians and nine cafeteria workers.

As of August 31, 2009, the enrollment for the 2009 -2010 school year is 847 students. The following data defines our student population by ethnicity and subgroup at the opening of the 2009 – 2010 school year:

Student Group	Number of Students	Percent
Limited English Proficient	58	7%
Academically Intellectually Gifted	145	17.1%
Exceptional Children	101	11.9%
Free Lunch	294	34.7%
Reduced Lunch	66	7.8%
Student Group	Number of Students	Percent
Caucasians	620	73.19%
African Americans	71	8.38%
Hispanics	60	7.08%
Asians	67	7.91%
Other	29	3.42%

The school has courses planned to meet the varied needs of our student body. The school offers regular, college preparatory, honors and Advanced Placement classes. Honors courses are designed for the academically gifted or one who has demonstrated exceptional interest, talent and achievement. Advanced Placement classes are taught at the college level. Students enrolled in Advanced Placement classes are encouraged to take the Advanced Placement exam. One quality point is added to grades earned in honors courses, and two quality points are added to grades earned in Advanced Placement courses when computing grade point average. All students are free to engage in any program of study regardless of race, color, religion, sex or handicapping condition.

Maiden High School offers career and technical courses in business education, marketing education, family and consumer sciences, trade and industrial education, and allied health sciences.

Maiden High School supports 15 clubs and student organizations: Art Club, Beta Club, Chess Club, DECA, Drama Club, Fellowship of Christian Athletes, FCCLA, HOSA, Interact Club, International Club, Model United Nations, Science Club, Spanish Club, Student Council and Varsity Blue. The school also has 22 athletic teams, an Air Force JROTC unit, marching band and chorus.

**Maiden High School has an AVID (Advancement via Individual Determination) program. The AVID program targets middle level students who have the potential to be college prep students. Students are recruited and selected to participate. Participants must take the AVID elective course. This school year, there is a sophomore AVID class, a junior AVID class, and a senior AVID class.**

**The Exceptional Children's Department at Maiden High School serves students that have an Individualized Education Plan. This department houses the Occupational Diploma Program. Students can participate in the Occupational Course of Study as determined by the IEP Team. Exceptional children in a regular diploma program can be served in resource classes, inclusion classes and curriculum and instruction classes as needed.**

## Frequently Used Educational Acronyms

<b>ACT-</b>	Adolescents and Children in Treatment Program
<b>ADA-</b>	Americans with Disabilities Act
<b>AESOP-</b>	Substitute Management System
<b>AIG-</b>	Academically/Intellectually Gifted
<b>AM-</b>	Accelerated Math
<b>AP-</b>	Assistant Principal
<b>AP-</b>	Advanced Placement
<b>AR-</b>	Accelerated Reader
<b>ASCA-</b>	American School Counselors' Association
<b>AT-1-</b>	Written Plan for Student Assistance Team Operation
<b>AUP-</b>	Acceptable Use Policy
<b>AVID-</b>	Advancement via Individual Determination
<b>AYP-</b>	Adequate Yearly Progress

<b>BIP-</b>	Behavior Intervention Plan
<b>BLOG-</b>	Abbreviation for "web log"; an online linear commentary forum
<b>BLT-</b>	Building Leadership Team
<b>BT-</b>	Beginning Teacher
<b>BTI-</b>	Beginning Teacher Induction
<b>CAT-</b>	Central Assistance Team
<b>CDC-</b>	Career Development Coordinator
<b>CDSA-</b>	Children's Developmental Services Agency
<b>CECAS-</b>	Comprehensive Exceptional Children Accountability System
<b>CEU-</b>	Continuing Education Credit
<b>CRISS-</b>	Creating Independence through Student-Owned Strategies
<b>CTE-</b>	Career and Technical Education
<b>CTSO-</b>	Career and Technical Student Organization
<b>CVCC-</b>	Catawba Valley Community College
<b>CVHS-</b>	Catawba Valley High School

<b>DHR-</b>	Department of Human Resources (Public Health, Mental Health, Social Services)
<b>DLT-</b>	District Leadership Team
<b>DOP-</b>	Dropout Prevention
<b>DPI-</b>	Department of Public Instruction
<b>DSS-</b>	Department of Social Services
<b>EAP-</b>	Employee Assistance Program
<b>ED-</b>	Economically Disadvantaged
<b>EEO/AA-</b>	Equal Employment Opportunity/Affirmative Action
<b>ELL-</b>	English Language Learner
<b>EOC's-</b>	End-of-Course Tests (9-12)
<b>EOG's-</b>	End-of-Grade Tests (3-8)
<b>ERATE-</b>	Federal Program for Technology Connectivity Reimbursement
<b>ESL-</b>	English as a Second Language
<b>EVAAS-</b>	Educational Value-Added Assessment System
<b>FAPE-</b>	Free and Appropriate Public Education

<b>FERPA-</b>	Family Education Rights and Privacy Act
<b>FMLA-</b>	Family Medical Leave Act
<b>FRL-</b>	Free and Reduced Lunch
<b>FY-</b>	Fiscal Year
<b>GED-</b>	General Educational Development Program
<b>HQ-</b>	Highly Qualified
<b>HRMS-</b>	Human Resource Management System
<b>NAEP-</b>	National Assessment of Educational Progress
<b>NASW-</b>	National Academy of Social Workers
<b>NBCT-</b>	National Board Certified Teacher
<b>NBPTS-</b>	National Board for Professional Teaching Standards
<b>NCIH-</b>	North Carolina Information Highway
<b>NCLB-</b>	No Child Left Behind
<b>NCSIP-</b>	North Carolina State Improvement Project
<b>NCVPS-</b>	North Carolina Virtual Public School

<b>NCWISE-</b>	North Carolina Window of Information for Student Education
<b>NOM-</b>	National Origin Minority
<b>OCR-</b>	Office of Civil Rights
<b>PAT-</b>	Parent as Teachers
<b>PBS-</b>	Positive Behavior Support
<b>PD-</b>	Professional Development
<b>PEP-</b>	Personalized Educational Plan
<b>PIO-</b>	Public Information Officer
<b>PLC-</b>	Professional Learning Communities
<b>PODCAST-</b>	Combination of iPod and Broadcast; Digital audio files subscribed to through the internet
<b>PSAT-</b>	Pre-Scholastic Assessment Test
<b>RALC-</b>	Regional Alternative Licensing Center
<b>RC-</b>	Reading Counts
<b>RESA-</b>	Regional Educational Service Alliance
<b>RSS-</b>	"Really Simple Syndication" used to subscribe to information through the internet

<b>SACS-CASI-</b>	Southern Association of Colleges and Schools Council on Accreditation and School Improvement
<b>SADFSCA-</b>	Safe and Drug-Free Schools Communities Act
<b>SAT-</b>	Scholastic Aptitude Test
<b>SCOS-</b>	Standard Course of Study
<b>SD-</b>	Staff Development
<b>SD-9A-</b>	Prior Approval Form for Staff Development (aka: the pink sheet)
<b>SEA-</b>	State Education Agency
<b>SHAREPOINT-</b>	CCS web portal that will host district, school, and teacher web pages
<b>SIP-</b>	School Improvement Plan
<b>SIT-</b>	Student Intervention Team
<b>SLD-</b>	Specific Learning Disabled
<b>SLMC-</b>	School Library Media Center
<b>SPC-</b>	Special Populations Coordinator
<b>SRO-</b>	School Resource Officer
<b>SWD-</b>	Student with Disabilities

<b>TA-</b>	Teacher Assistant
<b>TAC-</b>	Teacher's Advisory Council
<b>TPAI-R-</b>	Teacher Performance Appraisal Instrument, Revised
<b>TPAS-R-</b>	Teacher Performance Appraisal System, Revised
<b>TSP-</b>	Technology Service Provider
<b>VIF-</b>	Visiting International Faculty
<b>VOCATS-</b>	Vocational Competency Achievement Tracking System