

**School Name: Mill Creek Middle**

*Catawba County Schools*

**2009-2012 School Improvement Plan**

## **Mission Statement**

Mill Creek Middle School's mission is to teach, learn and lead for the future.

*Teach, Learn and Lead*

## **Mill Creek Middle School Core Beliefs**

- Teachers must incorporate a variety of instructional strategies in order to meet the needs of all students.
- All children can learn; but not at the same rate or in the same way.
- Every student in our school is important and valued.
- It is our responsibility to lead all students into the 21<sup>st</sup> Century with a complete set of learning skills.
- School, home, and community must all collaborate in order to educate the whole child.

# Catawba County Schools

## Board of Education

Joyce Spencer ..... Chairperson  
Charlie Wyant..... Vice Chairperson  
Betty Blackburn ..... Member  
Sherry Butler ..... Member  
Carolyn Connor..... Member  
Steve Hilton ..... Member  
Marilyn McRee ..... Member  
Crystal Davis ..... Attorney

## 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 Mill Creek Middle 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 classified staff)

Total Eligible to Vote: **47**

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

Vote Talley:                      Yes **47**              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
Robert Rucker	Principal	/ /	On File	/ /
Mitzi Story	Assistant Principal	/ /	On File	/ /
Neil Bolick	BLT Chairperson	6 / 15 / 12	On File	/ /
Donna Bolick	Math Teacher	6 / 15 / 12	On File	/ /
Debbie Burris	Math Teacher	6 / 15 / 12	On File	/ /
Yvonne Hildrbran	Media Coordinator	6 / 15 / 12	On File	/ /
Billie Holland	CTE Teacher	6 / 15 / 10	On File	/ /
Kelly Johnson	CTE Teacher	6 / 15 / 10	On File	/ /
Mike Miller	Science Teacher	6 / 15 / 12	On File	/ /
Connie Redus	Science Teacher	6 / 15 / 12	On File	/ /
Liesl Slone	LA Teacher	6 / 15 / 12	On File	/ /
Todd Wimberly	EC Teacher	6 / 15 / 12	On File	/ /
Tammy Crouse	Classified Staff	6 / 15 / 12	On File	/ /
Cathy Hefner	Parent	6 / 15 / 10	On File	/ /
Tamala McCall	Parent	6 / 15 / 10	On File	/ /
Maria Carinci and Hanna Dent	Students	6 / 10 / 10	On File	/ /

# 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>17</u> out of <u>17</u> target goals	<u>X</u> High Growth	_____ Expected Growth	_____ No Recognition
2009-2010	Met _____ out of _____ target goals	_____ 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

Mill Creek Middle School, located in Catawba County, North Carolina has a student population of 493 students. This enrollment figure was reported on September 8, 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 the district surveys.

Identified Strength	Supporting Evidence and Reflection	Data Source
Overall proficiency and growth/School of Distinction	84.1% overall proficiency/High Growth	2009 EOG
High expectations for student learning	Surveys: 100% of Certified and Classified Staff and 89.21% of Students agree or strongly agree that high expectations are present in our school	District survey data
Use of educational technology	Surveys: 100% of Certified and Classified Staff and 81.26% of Students agree or strongly agree that technology is a strength	District survey data
Clear understanding of school's Mission and Beliefs	Survey: 98.11% of Certified and Classified Staff, and 75.97% of Students agree or strongly agree that they clearly understand	District survey data

	the Mission and Beliefs of our school	
Strong atmosphere of trust and mutual respect within the school	Survey: 88% of Certified and Classified Staff agree or strongly agree that there is an atmosphere of trust and mutual respect within the school	Teacher Working Conditions Survey
Safe and orderly school	Survey: 100% of Certified and Classified Staff, and 78% of Students and Parents agree or strongly agree that they (or their child) is safe at school	District survey data
High quality of teaching staff	100% of Certified Staff is HQ, 72% have 10+ years of experience, 25% hold advanced degrees, and the 3 year turnover rate is 7%	NC Schools Report Card data

## 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
Overall reading proficiency	75.8% proficient in reading	2009 EOG
Parental involvement	PTO attendance logs, amount of unreturned materials, conference attendance, unreturned phone calls	Team logs, PTO attendance logs, proctor logs, CONNECTED data
Bullying	Surveys: 75.48% of Staff, 70.5% of Students, and 75.2% of Parents have a concern about bullying	District survey data
Use of formative assessment tools	Administration report of overall usage	ClassScape, student response system, navigators
Overall Math proficiency	89% proficient in Math	2009 EOG
Overall Science proficiency	78.2% proficiency in Science	2009 EOG

# Summarization of SMART Goals for Mill Creek Middle School

SMART Goal One: By June 2012, the percentage of students scoring on grade level in reading will increase from 75.8% to 85%, as measured by the EOG test in reading.

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, the overall composite percentage of students scoring on grade level or above in all EOG tested areas will increase from 84.1% to 90% as measured by the EOG overall composite scores.

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, decrease incidences of bullying, as well as student perceptions of bullying, as measured by the district survey.

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:** The percentage of students scoring on grade level in reading will increase from 75.8% to 85%, as measured by the EOG test in reading, by June 2012.

**Target SMART Goal/Measure:** By June 2010, the percentage of students scoring on grade level in reading will reach 79%.

**Target SMART Goal/Measure:** By June 2011, the percentage of students scoring on grade level in reading will reach 82%.

**Target SMART Goal/Measure:** By June 2012, the percentage of students scoring on grade level in reading will reach 85%.

		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? 2 What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?</p> <p>1. Both 7<sup>th</sup> and 8<sup>th</sup> grades have much room for growth</p> <p>2. Whether class organization/instructional delivery/design affected achievement</p> <p>3. Staff has been trained on ClassScape and Learning Bridges</p> <p>4. Comprehension and fluency in both grades</p>	<p>1. Both 7<sup>th</sup> and 8<sup>th</sup> grades have much room for growth.</p> <p>2. Whether class organization/instructional delivery/ design affected achievement.</p> <p>3. Staff has been trained on ClassScape and Learning Bridges.</p> <p>4. Comprehension and fluency in both grades.</p>		

# SMART Goal #1 2009-2010

**Action Step/Strategy: Focus on improved reading instruction and meeting individual student's needs by use of formative assessments.**

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Person Responsible for ensuring the strategy is deployed.	Principal	Principal, Assistant Principal, BLT Chair, Counselor		
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	Accelerated Reader incentives (\$300) Brain POP (\$600)	Elmos (\$1200), Student Headsets (\$800), AR Points Incentives (\$300)		
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	EVAAS training for staff (various hours), ClassScape updates for staff, (various hours), Learning Bridges (various hours)	EVAAS training for staff, Formative Assessment Training I (5 hours), LCS "Big Six Ideas" Review/Refresher, web page design for teams and/or individuals		
Parent & Community Involvement during each quarter	PTO meetings, team conferences, DEP parent meetings, PEP parent meetings, IEP meetings, Study Buddies, emails to parents, webpages, newsletters, and telephone alert system	PTO Meetings, Team Conferences, PEP parent meetings, IEP meetings, Study Buddies, emails to parents, Webpage, Newsletters, Alert Now Calling System, Bandys Feeder Area Advisory Council "Reading Night", "Student/Parent Computer After-School Hours", websites for reading		
How is technology an integral part of the	ClassScape, on-line LDP testing, School Pads, computer software, internet usage, Elmo,	ClassScape, School Pads, Computer Software, Internet Usage, Elmo, Student Response		

strategy's deployment?	student response system, mobile labs, emails to parents, webpages, telephone alert system	System, Mobile Labs, emails to parents, webpage, Alert Now Calling System		
Set up deployment plan.	Administration, BLT, Reading Committee	Administration, BLT, Reading Committee		

# SMART Goal #1 2009-2010

**Action Step/Strategy: Focus on improved reading instruction and meeting individual student's needs by use of formative assessments.**

	<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>A. 2008-09 EOG data (Goal Summary data), EVAAS data, predictor scores, ClassScape data, VIS information</p> <p>B. Formal/Informal observation data, teacher lesson plans, student goal-setting sheets, formative assessments, ClassScape summary data</p> <p>C. ClassScape on-going, EVAAS on-going, individual student grades, NCWise grade distribution data</p>	<p>A. Winter LDP Assessment, 2008-09 EOG data, EVAAS data, VIS information, predictor scores, ClassScape goal/benchmark reports</p> <p>B. Formal/Informal observation data, teacher lesson plans, student goal setting sheets, formative assessments, Mid-year IGP</p> <p>C. ClassScape on-going, EVAAS, individual student grades</p>		

# SMART Goal #1 2009-2010

**Action Step/Strategy: Focus on improved reading instruction and meeting individual student's needs by use of formative assessments .**

	<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	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?	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?	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?	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 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.	<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 2009-2010

**Action Step/Strategy: Focus on improving reading instruction and meeting individual student's needs by use of formative assessments .**

<b>Steps</b>	<b>Quarter 1 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	EVAAS training	Administration/Testing and Accountability	Staff attendance log	10 / 23 / 09
2.	ClassScape updated training	Liesl Slone/Beth Elmore	Staff attendance log	10 / 23 / 09
3.	AR guidelines and incentive plan	Cheryl Guthrie/Grace Drum	School-wide participation data	10 / 23 / 09
4.	Initial data analysis and placement (such as goal summaries and EVAAS predictors)	Core/Encore Teams	Assessment analysis/placement results	10 / 23 / 09
5.	Increased Use of ClassScape to a minimum of three times per quarter in addition to county benchmarks	Administration, Language Arts Teachers	ClassScape data, lesson plans, computer lab log sheets	10 / 23 / 09
6.	Team/Grade/Department assessment/strategy meetings	Administration, 7/8 Certified Staff	Team meeting notes, department minutes	10 / 23 / 09
7.	Student goal setting in all classes	Certified Staff	Student journals	10 / 23 / 09

<b>Steps</b>	<b>Quarter 2 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	EVAAS Training	Administration/Testing and Accountability, Jeff Isenhour	Staff attendance logs	1 / 22 / 10
2.	AR guidelines and incentive plan	Cheryl Guthrie/Grace Drum	School-wide participation data	1 / 22 / 10
3.	Increase use of ClassScape to minimum of three times per quarter in addition to county benchmarks and LDP	Administration/language arts teachers	ClassScape data, lesson plans, computer lab log sheets	1 / 22 / 10
4.	Formative Assessment Training	Curriculum Specialist	Staff attendance log	1 / 22 / 10
5.	Team/Grade/Department strategy meetings	Administration, 7/8 certified staff	Team meeting notes, department meeting minutes	1 / 22 / 10
6.	Fall LDP Assessments	7/8 certified staff	ClassScape data, computer lab log sheets	1 / 22 / 10

# SMART Goal #1 2009-2010

Action Step/Strategy: Focus on improved reading instruction and meeting individual student's needs by use of formative assessments.

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

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

## SMART Goal #2 2009-2010

**Overall SMART Goal:** The overall composite percentage of students scoring on grade level or above in all EOG tested areas will increase from 84.1% to 90% by June 2012.

**Target SMART Goal/Measure:** By June 2010, the overall composite percentage of all students scoring on grade level or above in all EOG tested areas will increase from 84.1% to 86%.

**Target SMART Goal/Measure:** By June 2011, the overall composite percentage of students scoring on grade level or above in all EOG tested areas will increase from 86% to 88% .

**Target SMART Goal/Measure:** By June 2012, the overall composite percentage of students scoring on grade level or above in all EOG tested areas will reach 90%.

		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? 2 What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?</p> <p>1. 7<sup>th</sup> grade math has the greatest potential for growth</p> <p>2. Whether organization/instructional delivery/design affected achievement and the effect of the calculator inactive component on overall 7<sup>th</sup> grade achievement</p> <p>3. Staff has been trained on ClassScape and Learning Bridges</p> <p>4. 7<sup>th</sup> grade calculator inactive component</p>	<p>1. 7<sup>th</sup> grade math has the greatest potential for growth</p> <p>2. Whether organization/instructional delivery/design affected achievement and computer based assessment vs. paper and pencil.</p> <p>3. Staff has been provided with ClassScape updates and "Learning Bridges" training.</p> <p>4. 7<sup>th</sup> grade calculator inactive component</p>		

## SMART Goal #2 2009-2010

**Action Step/Strategy: Focus on improved math instruction and meeting individual student's needs by use of formative assessments .**

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Person Responsible for ensuring the strategy is deployed.	Principal	<b>Principal, Assistant Principal, BLT Chair, Counselor</b>		
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	Brain Pop (\$600), Elmos (\$600)	Elmos (\$1200), Student Headsets (\$800), Math Counts (\$80), Algebra I Competition (\$50), and Math Olympiads (\$50)		
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	EVAAS training for staff (various hours), ClassScape updates for staff, (various hours), student response system training (various hours), Learning Bridges (various hours)	EVAAS training for staff (various hours), Formative Assessment Training I (5 hours), LCS "Big Six Ideas" Review/Refresher, web page design for teams and/or individuals		
Parent & Community Involvement during each quarter	PTO meetings, team conferences, DEP parent meetings, PEP parent meetings, IEP meetings, Study Buddies, emails to parents, webpages, newsletters, and telephone alert system	PTO meetings, team conferences, IEP meetings, Study Buddies, emails to parents, webpages, newsletters, telephone alert system, "Student/Parent Computer After-School Hours", websites for math		
How is technology an integral part of the strategy's deployment?	ClassScape, School Pads, computer software, internet usage, Elmo, student	ClassScape, School Pads, computer software, internet usage, Elmo, student		

	response system	response system, communicators		
Set up deployment plan.	Administration, BLT, Overall Proficiency Committee	Administration, BLT, Overall Proficiency Committee		

## SMART Goal #2 2009-2010

**Action Step/Strategy: Focus on improved math instruction and meeting individual student's needs by use of formative assessments .**

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<p>Evaluation:</p> <p>D. What data will you use to determine if the strategy was deployed?</p> <p>E. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>F. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p>D. 2008-09 EOG data, EVAAS data, VIS information, predictor scores</p> <p>E. Formal/Informal observation data, teacher lesson plans, student goal setting sheets, formative assessments</p> <p>F. ClassScape on-going, EVAAS, individual student grades</p>	<p>D. Winter LDP Assessment, 2008-09 EOG data, EVAAS data, VIS information, predictor scores, ClassScape goal and benchmark reports</p> <p>E. Formal/Informal observation data, teacher lesson plans, student goal setting sheets, formative assessments, mid-year IGPs</p> <p>F. ClassScape on-going, EVAAS, individual student grades</p>		

# SMART Goal #2 2009-2010

**Action Step/Strategy: Focus on improved math instruction and meeting individual student's needs by use of formative assessments .**

	<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	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?	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?	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?	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 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.	<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 2009-2010

**Action Step/Strategy: Focus on improved math instruction and meeting individual student's needs by use of formative assessments .**

<b>Steps</b>	<b>Quarter 1 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	EVAAS training	Administration/Testing and Accountability	staff attendance log	10 / 23 / 09
2.	ClassScape updated training	Lead Teacher Trainers	Staff attendance log	10 / 23 / 09
3.	Advanced School Pad training	IT Facilitator	Staff attendance log, informal/formal observations, lesson plans	10 / 23 / 09
4.	Initial Data Analysis and Placement (county recommendation spreadsheet, EVAAS predictors, and goal summary sheets)	Core and Encore Teams	Assessment analysis/placement results	10 / 23 / 09
5.	Increased use of ClassScape to a minimum of three times per quarter in addition to county benchmarks	Administration, math teachers	ClassScape data, lesson plans, computer lab log sheets	10 / 23 / 09
6.	Team/Grade/Department assessment strategy meetings	Administration, Certified Staff	Team meeting notes, departmental notes	10 / 23 / 09
7.	Student goal setting in all classes	Certified Staff	Student notebooks, student folders	10 / 23 / 09

<b>Steps</b>	<b>Quarter 2 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	EVAAS training	Administration/Testing and Accountability, Jeff Isenhour	staff attendance log	1/ 22 / 10
2.	Advanced School Pad training	IT Facilitator	Staff attendance log, informal/formal observations, lesson plans	1/ 22 / 10
3.	Formative Assessment Training I	Curriculum Specialist	staff attendance log	1/ 22 / 10
4.	Continuation of increased use of ClassScape to a minimum of three times per quarter in addition to county benchmarks	Administration, math teachers	ClassScape data, lesson plans, computer lab log sheets	1/ 22 / 10
5.	Team/Grade/Department assessment strategy	Administration, Certified Staff	Team meeting notes,	1/ 22 / 10

	meetings		departmental notes	
<b>6.</b>	Student goal setting in all classes	Certified Staff	Student notebooks, student folders	1/ 22 / 10
<b>7.</b>	Share Point/Web Pages	Certified Staff	web pages	1/ 22 / 10

## SMART Goal #2 2009-2010

Action Step/Strategy: Focus on improved math instruction and meeting individual student's needs by use of formative assessments .

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

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

# SMART Goal #3 2009-2010

**Overall SMART Goal:** To decrease the percentage of teachers, students, and parents indicating a concern of bullying at Mill Creek from 76.3% to 50%, as measured by the district survey, by June 2012.

**Target SMART Goal/Measure:** By June 2010, the percentage of teachers, students, and parents indicating a concern of bullying at Mill Creek will be reduced from 76.3% to 65%.

**Target SMART Goal/Measure:** By June 2011, the percentage of teachers, students, and parents indicating a concern of bullying at Mill Creek will be reduced from 65% to 57%.

**Target SMART Goal/Measure:** By June 2012, the percentage of teachers, students, and parents indicating a concern of bullying at Mill Creek will be reduced from 57% to 50%.

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
<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> <ol style="list-style-type: none"> <li>1. 73.6% of all stakeholders have a concern of bullying</li> <li>2. A precise definition of bullying can not be determined; and parent perception may vary</li> <li>3. A faculty awareness campaign has begun</li> <li>4. School-based survey with 95-100% participation</li> </ol>	<ol style="list-style-type: none"> <li>1. The majority of students feel safe at school. Most students do nothing when bullying is observed. Most incidents occur in hallways, on the bus and locker rooms.</li> <li>2. Unreported incidents of bullying, gender of the survey participant nor gender of the target, and is it physical or verbal can not be gleaned from the data.</li> <li>3. Gathered student survey data. Increased awareness of anti bullying strategies by faculty and students.</li> </ol>		

		<p>4. Interactive strategies and classroom lessons for RTT offered by counselor and SRO. Change minds of bystanders (student who observe bullying). Work collaboratively with the Bandys to follow with bus incidents. Anonymously reporting bullying</p>		
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## SMART Goal #3 2009-2010

**Action Step/Strategy: To decrease physical and verbal bullying at Mill Creek.**

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Person Responsible for ensuring the strategy is deployed.	Principal	All school staff		
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	Character education materials including posters (\$400)	Posters displayed throughout the school		
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	Survey creation training (Bully Prevention Committee designees (various hours) Bullying prevention training (faculty/staff, various hours)	SRO/Guidance Counselor provide classroom/homeroom resources		
Parent & Community Involvement during each quarter	Informational sessions at PTO meetings and Advisory Council meetings, team conferences	Links to web page, links placed on CCS Facebook and Twitter		
How is technology an integral part of the strategy's deployment?	On-line school survey, on-line district survey	Utilization of homepage. homeroom interactive sites to be used		
Set up deployment plan.	Administration, BLT, Bullying Prevention Committee	Administration, BLT, Bullying Prevention Committee		

## SMART Goal #3 2009-2010

**Action Step/Strategy: To decrease physical and verbal bullying at Mill Creek.**

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<p>Evaluation:</p> <p>G. What data will you use to determine if the strategy was deployed?</p> <p>H. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>I. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p>G. On-line survey, SRO/Counselor class visit log, student journals</p> <p>H. On-line survey results, SRO/Counselor class visit log, student journals in RTT</p> <p>I. On-line survey results, student journals in RTT, number of discipline/counselor referral for bullying</p>	<p>G. Recorded dates of RTT activities. Counter of hits on school web page</p> <p>H. Teacher documentation</p> <p>I. Look for documented decrease of bullying incidents per discipline referrals</p>		

# SMART Goal #3 2009-2010

**Action Step/Strategy: To decrease physical and verbal bullying at Mill Creek.**

	<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?	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?
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## SMART Goal #3 2009-2010

**Action Step/Strategy:** To decrease physical and verbal bullying at Mill Creek.

<b>Steps</b>	<b>Quarter 1 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Create and administer student perception surveys to establish an initial baseline	SRO, Guidance Counselor, BLT, Administration	Survey results	10 / 23 / 09
2.	Faculty awareness training	SRO, SIT	Attendance log	10 / 23 / 09
3.	SRO/Counselor meetings with RTT and/or classes	SRO, Counselor	Class visit logs and agendas	10 / 23 / 09
4.	Bullying awareness and prevention activities during RTT a. collect index card from each student indicating what they think bullying is b. collect concerns and/or questions from RTT classes for SRO/counselor to address in bullying prevention sessions c. write journal responses to bullying situation prompts	RTT Teachers, SRO, Counselor	Informal observations/student journal entries	10 / 23 / 09

<b>Steps</b>	<b>Quarter 2 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Posters displayed throughout the school	School Staff	Visibility	1/ 22 / 10
2.	SRO/Guidance Counselor provide classroom/homeroom resources	SRO/Guidance Counselor	Hardcopies and dates of presentations	1/ 22 / 10
3.	Links to web page, links placed on CCS Facebook and Twitter	Web Master	Visibility	1/ 22 / 10
4.	Utilization of homepage, homeroom interactive sites to be used	Web Master/Bullying Prevention Committee	Number of bullying page hits by parents and students	1/ 22 / 10

## SMART Goal #3 2009-2010

Action Step/Strategy: To decrease physical and verbal bullying at Mill Creek.

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

Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
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: Mill Creek Middle School Code: 352

### 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.

# *Appendixes*

## 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	

## **Bandys Feeder Area Profile**

The Bandys feeder area is composed of portions of the towns of Denver, Catawba, Claremont, Newton, Terrell, and Sherrills Ford. Feeder schools to Bandys High School include Mill Creek Middle School, Balls Creek Elementary School, Sherrills Ford Elementary School, and Catawba Elementary School.

The Bandy feeder area has faced a unique challenge over the past ten years, in that early in the decade the Sherrills Ford area experienced a surge in population and commercial growth. According to the Sherrills Ford Small Area Plan, approximately 2,000 homes were expected to be established over a 5 year period. School district lines were redrawn to help accommodate over crowding. However, the recent economic down turn, along with a significant decrease in textile/manufacturing has resulted in a stagnant housing/growth outlook. A consensus among economic forecasters maintains that a revived economy, aided by a close proximity to Charlotte, NC, will once again spur housing and commercial growth which will ultimately impact the population of the Bandys feeder area.

In terms of student population, the following chart indicates the breakdown by ethnicity of the Bandys Feeder Area:

<b>Ethnicity</b>	<b>Percentage of Feeder Population</b>
<b>American Indian</b>	<b>0.5%</b>
<b>Asian</b>	<b>1.8%</b>
<b>Hispanic</b>	<b>2.9%</b>
<b>Black</b>	<b>5.0%</b>
<b>White</b>	<b>89.1%</b>
<b>Multi-Racial</b>	<b>0.7%</b>

# **Mill Creek Middle School Profile**

Mill Creek is a part of the Bandys High School Feeder Area and houses two grade levels: seventh and eighth. Mill Creek is fully accredited by the Southern Association of Colleges and Schools (SACS), also known as Advanc-Ed. Following our last accreditation visit, we received commendations in the following areas: our focus on relationships, rigor, and relevance, an administration that is approachable, visible, and student centered, a faculty and staff who are focused and equally share in the successes of our student, and the maintenance and cleanliness of our facility.

Mill Creek offers a variety of Core and Elective course offerings to students in both grade levels, as well as an "RTT" (Homeroom) period each morning that emphasizes Character Education and also presents students with a variety of extra-curricular activities such as intramurals, quiz bowl, and healthy exercise. Mill Creek has achieved high growth status, as recognized by the State of North Carolina's ABC Accountability Model, in each of the past three school years. Mill Creek has also been designated as a "School of Distinction" by NCDPI two of the past three years as a result of achieving a composite score of above 80% proficiency under the North Carolina State Accountability Standards.

Mill Creek provides a variety of opportunities for our students to participate in competitive sports. We offer eleven competitive sports, spread over three sports seasons, to our students. Last year 107 males and 83 females represented our school in these various sports activities. In addition to athletics, Mill Creek also offers several extracurricular opportunities to all students such as Battle of the Books, Science Olympiads, Science Festival, Math Counts, and the Algebra I Competition. We believe this makes Mill Creek a well-rounded school.

In terms of student population, the following indicates the breakdown of ethnicity of Mill Creek Middle School as of September 9 of the 2009-2010 school year:

<b>White:</b>	<b>428</b>
<b>Black:</b>	<b>19</b>
<b>Hispanic:</b>	<b>16</b>
<b>Asian:</b>	<b>7</b>
<b>Am. Indian:</b>	<b>3</b>
<b>Multi-Racial:</b>	<b>20</b>
<b>Total:</b>	<b>493</b>

## 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