

**Walker-Spivey Elementary School**  
**2014-2016 SIP**

Walker Spivey Elementary School  
Cumberland County School System

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Fayetteville, NC 28301-5851

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## **Overview**

### **Plan Name**

Walker-Spivey Elementary School 2014-2016 SIP

### **Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

| # | Goal Name   | Goal Details                                    | Goal Type      | Total Funding |
|---|---|---|----------------|---------------|
| 1 | 2014-2016 To create a safe and caring climate that enhances learning. | Objectives: 1<br>Strategies: 3<br>Activities: 4 | Organizational | \$500         |
| 2 | 2014-2016 To expect academic growth by all children.                  | Objectives: 1<br>Strategies: 3<br>Activities: 3 | Academic       | \$0           |
| 3 | 2014-2016 To promote continuous quality improvement.                  | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Organizational | \$500         |

## Goal 1: 2014-2016 To create a safe and caring climate that enhances learning.

### Measurable Objective 1:

collaborate to increase on task behaviors and decrease office referrals and lost instructional time by 06/01/2016 as measured by discipline referrals and ISS and OSS data.

### Strategy 1:

School-wide expectations and reinforcement programs. - A PBIS team will be developed and used to guide school-wide behavioral expectations, analysis and reinforcement activities. The team will consist of staff representatives across grade levels and staff roles, to include parental membership. Monthly meetings will take place, starting in July 2014, to analyze data and determine adjustments to the school-wide systems. These systems will include a matrix, school expectations, referral processes, consequence continuums, positive reinforcement processes, and intervention strategies. Resources will include meeting time, Educator's Handbook, parent and community volunteer, donations and fundraising efforts. The program will be monitored using Educator's Handbook and discipline data along with student and parent surveys.

| Activity - PBIS summer meeting.   | Activity Type | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|-------------------|
| The PBIS team will meet over the summer to develop school-wide expectations and reinforcement procedures. These will be presented to the staff for input. Additional team meetings will take place each month to analyze data, develop further programs, identify needs and address them. This team will guide the school through the PBIS process. | Other         | 07/01/2014 | 08/15/2014 | \$0               | No Funding Required | PBIS Team         |

| Activity - Monthly PBIS Team meetings.   | Activity Type | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|--|---------------|------------|------------|-------------------|---------------------|-------------------|
| The PBIS team will meet monthly to review discipline data. They will use Educator's Handbook for this process. The data will determine strengths and weakness of the school-wide systems and guide the team to make changes as needed. | Other         | 08/18/2014 | 05/27/2016 | \$0               | No Funding Required | PBIS Team         |

### Strategy 2:

Data Usage - The PBIS Team will use discipline data and teacher/parent/student surveys to determine professional development needs of the school. Once needs are identified, they will research interventions that will help meet those needs. Professional Development sessions after school will then be held for all staff members and the team will conduct walk throughs focused on the strategies presented in these sessions. Individualized coaching will be provided on an as needed basis. The team will use Educator's Handbook, Google Forms, Assist Survey, and Teacher Working Condition Surveys for data collection.

| Activity - Data Usage | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-----------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|  |                                   |                   |                   |              |   |                  |
|--|-----------------------------------|-------------------|-------------------|--------------|---|------------------|
| <p>The PBIS Team will use discipline data and teacher/parent/student surveys to determine professional development needs of the school. Once needs are identified, they will research interventions that will help meet those needs. Professional Development sessions after school will then be held for all staff members, and the team will conduct walk throughs focused on the strategies presented in these sessions. Individualized coaching will be provided on an as need basis. The team will use Educator's Handbook, Google Forms, Assist Survey, and Teacher Working Condition Surveys for data collection.</p> | <p>Behavioral Support Program</p> | <p>08/18/2014</p> | <p>06/03/2016</p> | <p>\$500</p> | <p>Title I School Improvement (ISI)</p> | <p>PBIS Team</p> |
|--|-----------------------------------|-------------------|-------------------|--------------|---|------------------|

**Strategy 3:**

Morning Meetings - School Staff along with the PBIS Team will implement Morning Meetings each day from 7:45-8:00 am during the first two weeks of school. Thereafter, morning meetings will be conducted only on Monday mornings and then on an as needed basis. Morning meetings will be used to build a positive emotional climate within the classroom by building relationships between the adults and students and student to student. Team building activities, daily expectations and review of areas in need of improvement will be discussed each day. Walk throughs during Morning Meetings will be conducted to assess their implementation and effectiveness.

Morning meetings will also be held on College Days. College Days are every 4th Friday at WSES. Teachers will take this time to discuss college, careers, tuition, majors/minors, scholarships/loans, GPA and other entry requirements and answer any questions students may have. All staff will wear their college shirts on College Days with their jeans.

| Activity - Professional Development   | Activity Type                     | Begin Date        | End Date          | Resource Assigned | Source Of Funding          | Staff Responsible          |
|---|-----------------------------------|-------------------|-------------------|-------------------|----------------------------|----------------------------|
| <p>The PBIS team will present professional development to all staff members during the workdays in August 2014 to provide them with the needed information for implementation of Morning Meetings and teaching PBIS. This session will last approximately 45 minutes to 1 hour. Once professional development is complete, the team will provide coaching and modelling for teachers as needed. The team will meet with staff after school to discuss PBIS guidelines and share success stories and activities that are used effectively.</p> | <p>Behavioral Support Program</p> | <p>08/18/2014</p> | <p>06/03/2016</p> | <p>\$0</p>        | <p>No Funding Required</p> | <p>PBIS Team and Staff</p> |

**Goal 2: 2014-2016 To expect academic growth by all children.**

**Measurable Objective 1:**

A 30% increase of Kindergarten, First, Second and Third grade students will demonstrate a proficiency and growth in English Language Arts by 06/01/2015 as measured by Reading 3D TRC levels..

**Strategy 1:**

Writing Prompts - This will be done through Reading 3D, direct instruction, independent practice, and remediation if necessary.

| Activity - Writing Prompts  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|--------------------------|------------|------------|-------------------|---------------------|---|
| Students will respond to literature through opened ended writing prompts supplied by Reading 3D. Each student will respond to each AR book they read with writing prompt and each week the students will participate in teacher led modelling, guided instruction and independent practice with the writing prompts. Instruction will be specifically planned each week and will start with teacher modelling. Students will then work through the process in guided practice and finally independent practice. After independent practice, teachers will use the rubric to assess mastery and build remediation groups according to that data. | Academic Support Program | 08/25/2014 | 06/01/2015 | \$0               | No Funding Required | K, 1, 2 and 3 teacher along with administration , instructional coach and reading specialist. |

**Strategy 2:**

Fluency Skills - This will be facilitated through daily ELA blocks and detailed in lesson plans.

| Activity - Fluency Skills  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| Students will take part in daily fluency skill building lessons. Fluency instruction will be integrated into ELA lesson plans. Students will be placed in small groups according to fluency scores from Reading 3D and will get differentiated instruction. They will also complete daily fluency center work. Building fluency through practice and performance and increasing fluency with high frequency word phrases will be used in the classroom to support this goal. We will also use AR, Reading 3D, What Now Tools and other valuable assessments. | Academic Support Program | 08/25/2014 | 06/05/2015 | \$0               | No Funding Required | K, 1, 2 and 3 grade teachers along with administration , instructional coach and reading specialist. |

**Strategy 3:**

Progress Monitoring - Our instructional coach will assist with progress monitoring when needed. Teachers will be on a progress monitoring schedule by group of students. The instruction coach will remind teachers when this time is drawing near.

| Activity - Progress Monitoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

|   |                          |            |            |     |                     |   |
|---|--------------------------|------------|------------|-----|---------------------|---|
| Students will be progress monitored in Reading 3D and information gained from these assessments will be used to develop remediation groups and plans. Intensive and strategic students will be monitored every 10 days, Proficient students will be monitor every 28 days and Above Proficient students will be monitored every 45 days. After each monitoring remediation groups and plans will be adjusted accordingly. | Academic Support Program | 08/25/2014 | 06/03/2016 | \$0 | No Funding Required | K, 1, 2, and 3 grade teachers along with administration , instructional coach and reading specialist. |
|---|--------------------------|------------|------------|-----|---------------------|---|

**Goal 3: 2014-2016 To promote continuous quality improvement.**

**Measurable Objective 1:**

collaborate to increase parent involvement in school activities and programs by 06/12/2015 as measured by attendance sheets for PTA meetings, Curriculum Nights, SIT meetings, PBIS meetings and Parent Teacher Conferences .

**Strategy 1:**

Parent Involvement Focus - To increase paraticipation in parent involvement activities.

| Activity - Family Nights & PTA Meetings  | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible |
|--|--------------------|------------|------------|-------------------|--------------------|-------------------|
| Our team has planned one night each month for parents to attend in the evening with their child. The nights range from Family Reading Nights/AR, PTA meetings, winter concerts, Curriculum Nights, and carnivals. We have also scheduled Grandparents Day activities, Pastries for Parents, and a Volunteer Appreciation Luncheon. We will inform parents of these opportunities to participate through Parent Link calls, newsletters, flyers, and our marquee. We will create an environment where parents feel comfortable and excited to be apart of our school activities. We have also partnered with several community groups and organizations to donate door prizes that will appeal to our students and parents to raffle at the end of every meeting. | Parent Involvement | 08/26/2014 | 06/12/2015 | \$500             | Title I Schoolwide | Full staff        |



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

| Activity Name                | Activity Description   | Activity Type      | Begin Date | End Date   | Resource Assigned | Staff Responsible |
|------------------------------|--|--------------------|------------|------------|-------------------|-------------------|
| Family Nights & PTA Meetings | Our team has planned one night each month for parents to attend in the evening with their child. The nights range from Family Reading Nights/AR, PTA meetings, winter concerts, Curriculum Nights, and carnivals. We have also scheduled Grandparents Day activities, Pastries for Parents, and a Volunteer Appreciation Luncheon. We will inform parents of these opportunities to participate through Parent Link calls, newsletters, flyers, and our marquee. We will create an environment where parents feel comfortable and excited to be apart of our school activities. We have also partnered with several community groups and organizations to donate door prizes that will appeal to our students and parents to raffle at the end of every meeting. | Parent Involvement | 08/26/2014 | 06/12/2015 | \$500             | Full staff        |
| <b>Total</b>                 |  |                    |            |            | \$500             |                   |

### No Funding Required

| Activity Name   | Activity Description  | Activity Type            | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|-----------------|---|--------------------------|------------|------------|-------------------|---|
| Writing Prompts | Students will respond to literature through opened ended writing prompts supplied by Reading 3D. Each student will respond to each AR book they read with writing prompt and each week the students will participate in teacher led modelling, guided instruction and independent practice with the writing prompts. Instruction will be specifically planned each week and will start with teacher modelling. Students will then work through the process in guided practice and finally independent practice. After independent practice, teachers will use the rubric to assess mastery and build remediation groups according to that data. | Academic Support Program | 08/25/2014 | 06/01/2015 | \$0               | K, 1, 2 and 3 teacher along with administration , instructional coach and reading specialist. |

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|                             |  |                            |            |            |            |   |
|-----------------------------|--|----------------------------|------------|------------|------------|---|
| Fluency Skills              | Students will take part in daily fluency skill building lessons. Fluency instruction will be integrated into ELA lesson plans. Students will be placed in small groups according to fluency scores from Reading 3D and will get differentiated instruction. They will also complete daily fluency center work. Building fluency through practice and performance and increasing fluency with high frequency word phrases will be used in the classroom to support this goal. We will also use AR, Reading 3D, What Now Tools and other valuable assessments. | Academic Support Program   | 08/25/2014 | 06/05/2015 | \$0        | K, 1, 2 and 3 grade teachers along with administration , instructional coach and reading specialist.  |
| PBIS summer meeting.        | The PBIS team will meet over the summer to develop school-wide expectations and reinforcement procedures. These will be presented to the staff for input. Additional team meetings will take place each month to analyze data, develop further programs, identify needs and address them. This team will guide the school through the PBIS process.  | Other                      | 07/01/2014 | 08/15/2014 | \$0        | PBIS Team   |
| Progress Monitoring         | Students will be progress monitored in Reading 3D and information gained from these assessments will be used to develop remediation groups and plans. Intensive and strategic students will be monitored every 10 days, Proficient students will be monitor every 28 days and Above Proficient students will be monitored every 45 days. After each monitoring remediation groups and plans will be adjusted accordingly.  | Academic Support Program   | 08/25/2014 | 06/03/2016 | \$0        | K, 1, 2, and 3 grade teachers along with administration , instructional coach and reading specialist. |
| Monthly PBIS Team meetings. | The PBIS team will meet monthly to review discipline data. They will use Educator's Handbook for this process. The data will determine strengths and weakness of the school-wide systems and guide the team to make changes as needed.   | Other                      | 08/18/2014 | 05/27/2016 | \$0        | PBIS Team   |
| Professional Development    | The PBIS team will present professional development to all staff members during the workdays in August 2014 to provide them with the needed information for implementation of Morning Meetings and teaching PBIS. This session will last approximately 45 minutes to 1 hour. Once professional development is complete, the team will provide coaching and modelling for teachers as needed. The team will meet with staff after school to discuss PBIS guidelines and share success stories and activities that are used effectively.                       | Behavioral Support Program | 08/18/2014 | 06/03/2016 | \$0        | PBIS Team and Staff   |
| <b>Total</b>                |  |                            |            |            | <b>\$0</b> |   |

**Title I School Improvement (ISI)**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|

**Walker-Spivey Elementary School 2014-2016 SIP**

Walker Spivey Elementary School

|              |   |                            |            |            |              |           |
|--------------|---|----------------------------|------------|------------|--------------|-----------|
| Data Usage   | The PBIS Team will use discipline data and teacher/parent/student surveys to determine professional development needs of the school. Once needs are identified, they will research interventions that will help meet those needs. Professional Development sessions after school will then be held for all staff members, and the team will conduct walk throughs focused on the strategies presented in these sessions. Individualized coaching will be provided on an as need basis. The team will use Educator's Handbook, Google Forms, Assist Survey, and Teacher Working Condition Surveys for data collection. | Behavioral Support Program | 08/18/2014 | 06/03/2016 | \$500        | PBIS Team |
| <b>Total</b> |   |                            |            |            | <b>\$500</b> |           |

**LEA or Charter Name/Number:** Cumberland County Schools - 260

**School Name:** Walker-Spivey Elementary School

**School Number:** 405

**Plan Year(s):** 2014-2016

**Voting:** All staff must have the opportunity to vote anonymously on the School Improvement Plan.

**# For** 28

**# Against** 0

**Percentage For** 100%

**Date approved by Vote:** 8/22/2014

### School Improvement Team Membership

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

| Committee Position*                | Name                     | Year elected |
|------------------------------------|--------------------------|--------------|
| Principal                          | Mrs. Erica Fenner-McAdoo | 2014         |
| Assistant Principal Representative | Rebekah Hadley           | 2010         |
| Teacher Representative             | Deborah Saburro          | 2010         |
| Inst. Support Representative       | Rebecca Hankin           | 2014         |
| Teacher Assistant Representative   | Rosalyn Hinton           | 2012         |
| Parent Representative              | April Ashford            | 2014         |
| Additional Representative          | Sheila Tolbert           | 2012         |
| Additional Representative          | Dianne Shortsleeve       | 2010         |
| Additional Representative          | Patricia Johnson         | 2010         |
| Additional Representative          | Heather Kaiser           | 2010         |
| Additional Representative          | Shellemiah Graham        | 2014         |
| Additional Representative          | Sarah Cessna             | 2014         |
| Additional Representative          | Anetrica Thomas          | 2014         |
| Additional Representative          | Sheena Patterson         | 2014         |
| Additional Representative          | Elizabeth Blue           | 2014         |
| Additional Representative          | Lorraine Moultrie        | 2010         |

**School-Based Management and Accountability Program  
Summary of School-based Waiver Requests  
Program Years: 2014-2016**

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

**LEA or Charter School Name/Number:**

Cumberland County Schools -  
260

**School Name:**

Walker-Spivey Elementary School

**Waivers**

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

Waiver requests shall:

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

**Allowable Waivers and Conditions**

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

**DPI allowable waiver (Elementary Schools only)**

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

**Allocation of Teachers: Class size - Flexibility**

Yes

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

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

3. State how the waiver will be used.

larger class sizes

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

All students will be in larger classes but with a teacher

## Remediation Plan

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

School: Walker-Spivey Elementary School

Year: 2014-2016

## Description of the Plan

|                  |   |
|------------------|---|
| Purpose:         | To remediate students who fall short of proficiency in the core subject areas.          |
| Delivery:        | The supply money will be spent across several grade levels for instructional resources. |
| Students Served: | Salary for Teacher: Third Grade Teacher   |



### Budget Amount

### AMOUNT

Total Allocation:

\$26,215.70



### Budget Breakdown

### AMOUNT

Personnel:

1 teacher @ 50% (\$2,476.69) for 10 months

\$24,766.92

|  |  |
|--|--|
|  |  |
|  |  |

|                       |                   |                    |
|-----------------------|-------------------|--------------------|
|                       |                   |                    |
|                       |                   |                    |
| Materials & Supplies: | Academic supplies | \$1,448.78         |
|                       |                   |                    |
|                       |                   |                    |
|                       |                   | <b>AMOUNT</b>      |
| Transportation:       |                   |                    |
|                       |                   |                    |
|                       |                   |                    |
| <b>Grand Total:</b>   |                   | <b>\$26,215.70</b> |
|                       |                   |                    |

Title II Plan



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

School: Walker-Spivey Elementary School  
 Year: 2014-2015

## Description of the Plan

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

## Budget Amount

### AMOUNT

Total Allocation: \$1,190.00

**Budget Breakdown** Briefly describe the title of and purpose for the staff development:

**Staff Development**  
**1** **Data Day- We will examine student data to determine remediation/enrichment groups.**

### Description

### AMOUNT

Personnel: 8 subs @ \$48.50 each for 1 half day= \$388.00 x 2 half days = \$776.00 \$776.00

Training materials:

Registration/Fees:

Travel:

|  |  |          |
|--|--|----------|
| Mileage/Airfare:   |  |          |
| Lodging/Meals:   |  |          |
| Consulting Services:   |  |          |
| Follow up activities   |  |          |
| Total for staff development 1:<br>This cell will automatically total for you |  | \$776.00 |

**Budget Breakdown**

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

**Staff Development  
2**

**Data Day- We will meet to examine student data to determine remediation/enrichment groups.**

**Description**

**AMOUNT**

|                     |  |          |
|---------------------|--|----------|
| Personnel:          | 4 subs @ \$48.50 each for 1 half day = 194.00 x 2 half days = \$388.00 | \$388.00 |
| Training materials: |  |          |
| Registration/Fees:  |  |          |
| <u>Travel:</u>      |  |          |
| Mileage/Airfare:    |  |          |

|  |  |          |
|--|--|----------|
| Lodging/Meals:   |  |          |
| Consulting Services:   |  |          |
| Follow up activities   |  |          |
| Total for staff development 2:<br>This cell will automatically total for you |  | \$388.00 |

| District Wide Components       |   |            |
|--------------------------------|---|------------|
|                                |   |            |
| Duty Free Lunch                | <b>Please indicate if your School Improvement Team voted for your teachers to have a duty free lunch by indicating yes (Y) or no (N) in the box to the right.</b> | Y          |
| Duty free planning time        | <b>Please describe approximately how much planning time your teachers have during a week:</b> They have 40 minutes per day to plan during their resource.         |            |
| PBIS school                    | <b>Please indicate if your school is currently a PBIS school by indicating yes (Y) or no (N) in the box to the right.</b>   | in process |
| PBIS rating from previous year | <b>Please indicate your most recent PBIS assessment rating (Green Ribbon, Model, or Exemplar) if applicable in the box to the right:</b>                          |            |

|   |   |
|---|---|
| <p>Parental Involvement</p>                               | <p><b>Please describe your parental involvement plan briefly (i.e. dates or frequency of parent events, P/T conferences, PTA meetings, etc.): We are going to have 2 scheduled parent teacher conference days in October and February. Parents may plan conferences at any time. We will have 3 official PTA meetings. We will also have parent reading nights, curriculum nights, and awards day every quarter.</b></p>  |
| <p>Safe and Orderly schools</p>                           | <p>The Cumberland County School System (CCS) has a commitment to excellence in providing a safe and healthy workplace. Safety of employees and students must be given first priority in every activity. To that end, all our employees have access to our district Safety Manual and Crisis Management Handbook on the CCS intranet. The Safety Manual is provided to help schools insure their day to day practices are in line with best safety practices, prepare for events that can be better managed with a safety plan, and outline protocols for handling potentially hazardous materials in our schools. Although a crisis is an event that is extraordinary and cannot be predicted, the Crisis Management Handbook was prepared to provide the principal and the local crisis team a quick reference guide of procedures to follow when a crisis occurs that affects the school.</p> |
| <p>Review of the SIP plan and notification of changes</p> | <p>As a part of our continuous improvement process, all schools create 2 year School Improvement plans. At the end of the first year of the plan and once test scores are received, the School Improvement Team will review both academic and organizational goals and make changes as needed. The superintendent's designee will be informed when the plan has been changed.</p>   |