

Mount Olive Middle Wayne County Public Schools School Improvement Plan

School Improvement Plan
2014 through 2016

Tammy C. Keel
309 Wooten Street
Mount Olive, NC 28365

District Improvement Plan Goals and Vision

State Board of Education Goals:

- Goal 1** – North Carolina public schools will produce globally competitive students.
- Goal 2** – North Carolina public schools will be led by 21st Century professionals.
- Goal 3** – North Carolina Public School students will be healthy and responsible.
- Goal 4** – Leadership will guide innovation in North Carolina public schools.
- Goal 5** – North Carolina public schools will be governed and supported by 21st Century systems.

District Goals for Wayne County Public Schools (960)

- District Goal 1** – Wayne County Public Schools will produce globally competitive students.
- District Goal 2** – Wayne County Public Schools will be led by 21st Century professionals.
- District Goal 3** – Wayne County Public Schools students will be healthy and responsible.
- District Goal 4** – Leadership will guide innovation in Wayne County Public Schools.
- District Goal 5** – Wayne County Public Schools will be governed and supported by 21st Century systems.

Mount Olive Middle School (348)

- School Goal 1** – Increase our efforts to improve student, staff, and community safety at Mount Olive Middle School as measured by disciplinary incident reports and student referrals, and increase in professional development devoted to safety. In addition, MOMS will successfully implement the school-wide PBIS program and mentoring program that will teach students acceptable behaviors and minimize student discipline issues. Discipline referrals will decrease by 10% as a result of this program.
- School Goal 2** – Mount Olive Middle School will strive to ensure that 100% of our teaching staff is creating 21st century learning environments in their classrooms by using student data to inform instructional practices.
- School Goal 3** - Implement personalized professional development activities and resources, based on current research and selected by the needs of staff, that are aligned to digital competencies for educators and focus on current products available in the district for the 2015-2016 school year.
- School Goal 4** – Reading - 36% of Mount Olive Middle School (MOMS) students will score at the College & Career Readiness (CCR) level on the Reading EOG; Math - 27% of MOMS students will score at the CCR level on the Math EOG; 36% of MOMS students in grades 5 and 8 will score at the CCR level on the Science EOG. In addition, MOMS will exceed expected growth.

District Mission Statement for Wayne County Public Schools (960)

Mission: Wayne County Public Schools holds high expectations for all students by collaborating with parents and the community to provide individualized support.

Mission Statement for Mount Olive Middle School (348)
Mission: The Mission of Mount Olive Middle School is that we strive to teach students skills that will enable them to be competitive in the 21 st Century.

District Vision and Beliefs Statement for Wayne County Public Schools (960)	
Vision:	Cultivation, Personalization, Innovation Every Student, Every Day!
Beliefs:	<ul style="list-style-type: none"> * The education of children is a priority and is the responsibility of the entire community. * Education is a sound investment for society and a key to ending the cycle of poverty. * Understanding and respecting cultural diversity enriches the learning environment. * All students deserve a quality education. * Learning is a lifelong process.

Vision and Beliefs Statement for Mount Olive Middle School (348)	
Vision:	We envision all students learning and achieving at their highest potential so they are prepared for the rigors of independence in the 21st Century.
Beliefs:	<ol style="list-style-type: none"> 1. Learning is a life-long process. 2. All students deserve a quality education. 3. Children learn better when parents are involved. 4. Every person deserves to be treated equitably. 5. The education of children is a priority and is the responsibility of the entire community.

Cover Sheet – Wayne County Public Schools

LEA or Charter Name/Number:	Wayne County Public Schools - 960
School Name/Number:	Mount Olive Middle School (348)
School Address:	309 Wooten Street, Mount Olive, NC 28365
Plan Year(s):	2014-2016

School Improvement Team Membership	
Committee Position	Name
Principal	Tammy Keel
Assistant Principal	NaTale Nelson
5 th grade	Christy Sutton
6 th grade	Corey Martin
7 th grade	E. J. Cromartie, Jr.
8 th grade	Nana Strickland
Electives	Karen Helms
Exceptional Children	Toni Tadlock
Instructional Assistants	Shelton Daye
Classified Staff	Beverly Cashwell
Media	Valerie Blokland
Counselor	Mack Beard
Success Coach	Mary Kay James
Parent	Kimberly Kornegay

Percentage of Staff Approval:	100%
Principal Signature:	9/28/15
Local Board Approval Date:	
	<Date goes here>
	Date

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Executive Summary –Mount Olive Middle School

Synopsis of School Demographics

Mount Olive Middle School operates on a five-block day, with electives on a Day 1, Day 2 schedule. Classes are 72 minutes long for all grade levels. The school is a very diverse school with 30% white students, 34% black students, 34% Hispanic students, and 2% multi-racial students.

Student Performance Data

In 2007-2008, Mount Olive Middle made High Growth based on the North Carolina ABC standards. The school met 19 out of 22 target goals based on AYP data and therefore did not make AYP. The following subgroups did not make AYP for the 2007-2008 school year: LEP students, black students, and all students in Math.

In 2008-2009, Mount Olive Middle made High Growth based on the North Carolina ABC standards. The school also met all target goals for AYP.

In 2009-2010, Mount Olive Middle made Expected Growth based on the North Carolina ABC standards. The school met 24 out of 29 target goals based on AYP data and therefore did not make AYP. The following subgroups did not make AYP for the 2009-2010 school year: Students with disabilities/Reading; All students/Math; Black students/Math; Economically disadvantaged students/Math; Students with disabilities/Math.

In 2010-2011, MOMS made high growth based on the North Carolina ABC standards and was named a School of Progress. The school met 21 out of 29 goals based on AYP data and therefore did not make AYP based on the NCLB Federal standards. AYP results showed that MOMS met target goals through safe harbor in the following areas: Math--all students, black, white, Limited English Proficient (LEP) and Students with Disabilities (SWD). AYP subgroups in which we were deficient include the following: Math--Hispanic and Economically Disadvantaged (ED) students; Reading--All students, Black, Hispanic, LEP, SWD, and ED students. MOMS made AYP in reading without safe harbor in the White students subgroup.

In 2011-2012, MOMS made high growth based on the North Carolina ABC standards and was named a School of Progress. The school met 19 out of 29 goals for AMO and therefore did not make the overall AMO based on the NCLB Federal standards. AMO results showed that MOMS met target goals through safe harbor in the following area: Reading – Hispanic and Math – LEP. AMO subgroups in which we were deficient include the following: Reading – All Students, Black, White, Economically Disadvantaged, and Students With Disabilities; Math – All Students, Black, White, Economically Disadvantaged, and Students

With Disabilities. MOMS made AMO in Reading in the LEP subgroup and in Math in the Hispanic subgroup.

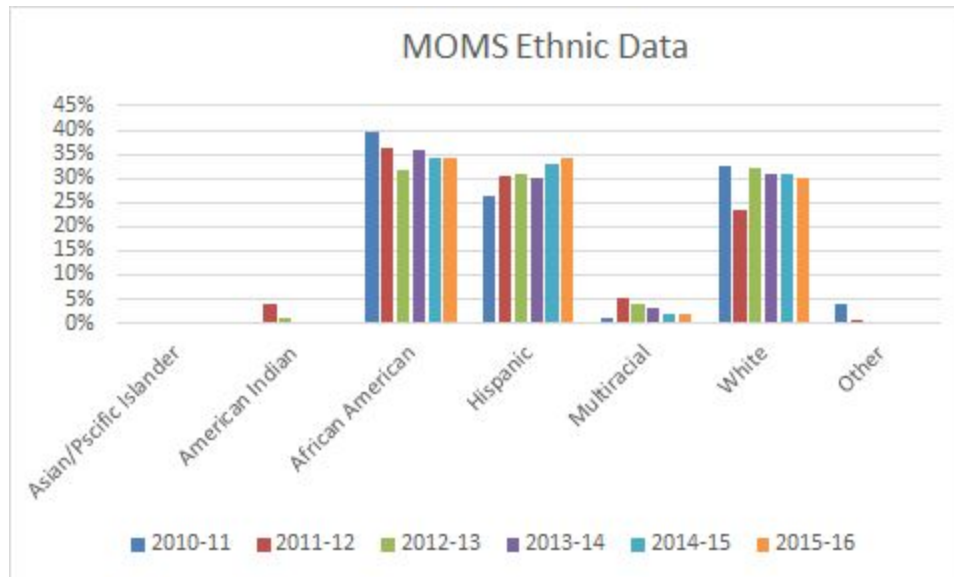
In 2012-13, MOMS made expected growth based on the North Carolina ABC standards. The school met 35 of 43 (81.4%) State AMO targets and 23 of 29 (79.3%) of Federal AMO targets. AMO results showed that MOMS met target goals through the confidence interval in the following areas: Reading – Black, Economically Disadvantage Students (EDS), Limited English Proficient (LEP) and Students With Disabilities (SWD); Math – Hispanic, LEP, SWD; Science – Black, Hispanic, White, and EDS. AMO subgroups in which we were deficient and did not meet AMO include the following: Reading – All Students, White, AIG; Math – All Students, Black, White, EDS; Science – All students subgroup. MOMS made AMO in Reading in the Hispanic subgroup and in Math in the AIG subgroup.

In 2013-2014, MOMS exceeded expected growth based on the North Carolina ABC standards. The school met 29 out of 45 goals (64.4%) for AMO and therefore did not make the overall AMO based on the NCLB Federal standards. AMO results showed that MOMS met target goals through a confidence interval in the following area: Reading – Hispanic, LEP, and AIG; Math – AIG; Science – White. AMO subgroups in which we met AMO targets are as follows: Science – Hispanic; AMO subgroups in which we were deficient include the following: Reading – All Students, Black, White, Economically Disadvantaged, and Students With Disabilities; Math – All Students, Black, Hispanic, White, Economically Disadvantaged, LEP, and Students With Disabilities; Science – All students, Black, Economically Disadvantaged, and Students with Disabilities.

In 2014-15, MOMS made expected growth based on the North Carolina ABC standards. The school met 24 of 45 goals (53.3%) for AMO and therefore did not make the overall AMO based on the NCLD Federal standards. AMO results showed that MOMS met target goals through a confidence interval in the following area: Reading - AIG. MOMS met AMO participation goals in all identified subgroups. However, MOMS did not meet AMO proficiency standards--Levels 3 and 4--in any identified subgroup.

Student Demographic Data

The school has seen a change in its racial diversity from the 2010-2011 school year to the current 2015-2016 school year. There has been a decrease in African American students from 41.6% to 34%, a decrease in White students from 37% to 30%, an increase in Hispanic students from 24.8% to 34%.



Community Demographic Data

Information obtained from the 2010 census indicates that there were 4,589 people living in the Town of Mount Olive, an increase of .5% from the 2011 census. Percentage of residents under the age of 18 years is 20.7%. The racial breakdown percentages include 50.3% black, 38.5% white, 0.4% Indian, 0.3% Asian, 9.2% Hispanic, and 0.2% other.

The Town of Mount Olive is supported by blue collar workers that are predominately employed by Mount Olive Pickle Company, Case Farm Chicken Processing Plant, Butterball, and Georgia Pacific Corporation.

Mount Olive has one institution of higher education, University of Mount Olive.

School Characteristics

Mount Olive Middle School is composed of grades 5 – 8. It is located in a rural area of eastern North Carolina in the Town of Mount Olive. There are currently 412 students enrolled and all class sizes are at or below the State average. Mount Olive Middle operates on a five (5) period day, each period being 72 minutes. The school has 28 certified teachers and 28 support staff. Four (4) of our teachers have National Board Certification. Sixty-eight percent of the staff has been teaching 10 years or more.

Stakeholders Perspective on the Quality of Education

- Educating students with minimal interruptions – MOMS has a school-based health center and students are frequently called from their classrooms to the center for

health related concerns. The value of the center to our students' health significantly outweighs the interruptions to the classroom.

- Reliability and speed of internet connections – This is an area over which we have no control at the school level.
- Parents/guardians support teachers, contributing to their success with students – This is an area that we are addressing at the school level by providing parents more opportunities to be involved in the education of their children.
- Students follow rules of conduct – We are addressing this area of concern through our PBIS model, mentoring, and a progressive discipline plan.
- Determining content of in-service PD programs – MOMS has followed the mandated staff development plan implemented by WCPS for Common Core and Essential SA survey of students and parents conducted during the 2013-2014 school year indicate a positive perception of Mount Olive Middle School.

Teacher Working Conditions Survey conducted during the 2013-14 school year rendered positive results. Some of the most positive results are as follows:

- 100% of the teachers said that teachers use assessment data to inform instruction.
- 96% of the teachers said that they are encouraged to try new things to improve instruction.
- 79% of the teachers said that they have autonomy to make decisions about instructional delivery.
- 96% of the teachers said that PD offerings are data driven.
- 100% of the teachers said that PD offerings are aligned with the school improvement plan.
- 100% of the teachers said that they are encouraged to reflect on their own practice.

The areas of concern that have been duly noted are as follows:

- Educating students with minimal interruptions – MOMS has a school-based health center and students are frequently called from their classrooms to the center for health related concerns. The value of the center to our students' health significantly outweighs the interruptions to the classroom.
- Reliability and speed of internet connections – This is an area over which we have no control at the school level.
- Parents/guardians support teachers, contributing to their success with students – This is an area that we are addressing at the school level by providing parents more opportunities to be involved in the education of their children.
- Students follow rules of conduct – We are addressing this area of concern through our PBIS model, mentoring, and a progressive discipline plan.
- Determining content of in-service Professional Development (PD) programs – MOMS has followed the mandated staff development plan implemented by WCPS for Common Core and Essential
- Standards; therefore, very few PD opportunities were specific to staff needs.

Mount Olive Middle School has ten (10) Partners In Education (PIE) participants. The PIE are very supportive of our efforts.

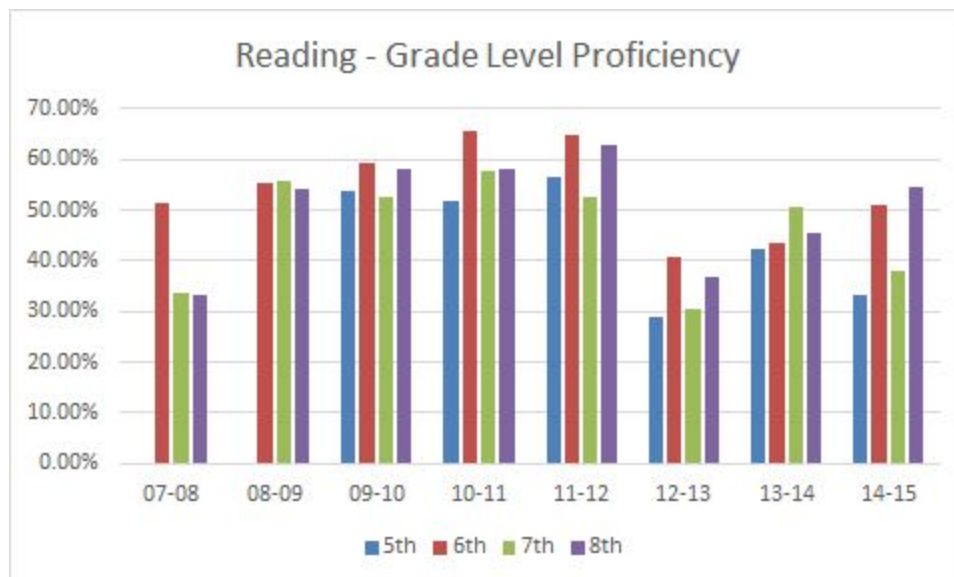
MOMS has an active PTSO that is very supportive of our efforts. The PTSO provides support to our staff and students through staff appreciation events and financial support for technology, supplies, field trip opportunities, and special recognition incentives.

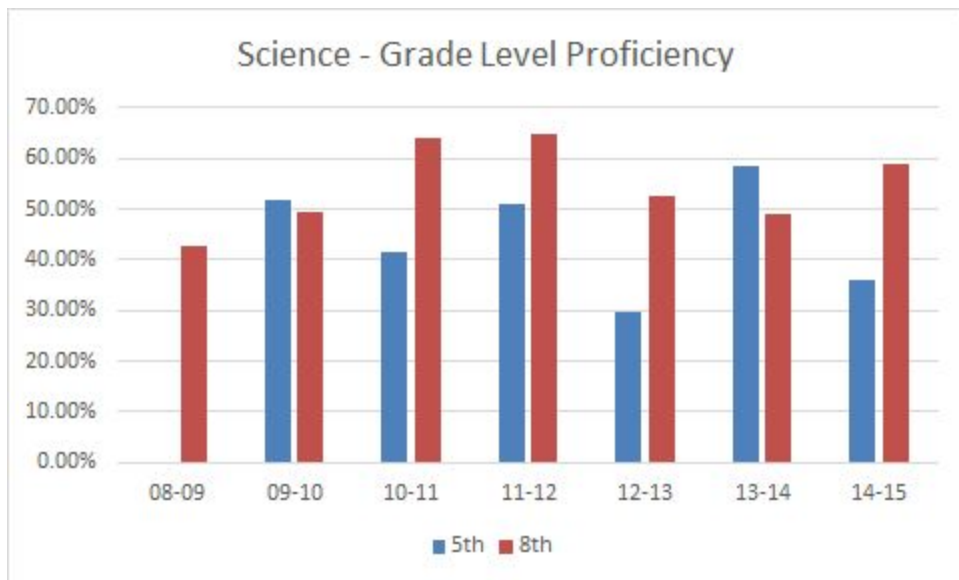
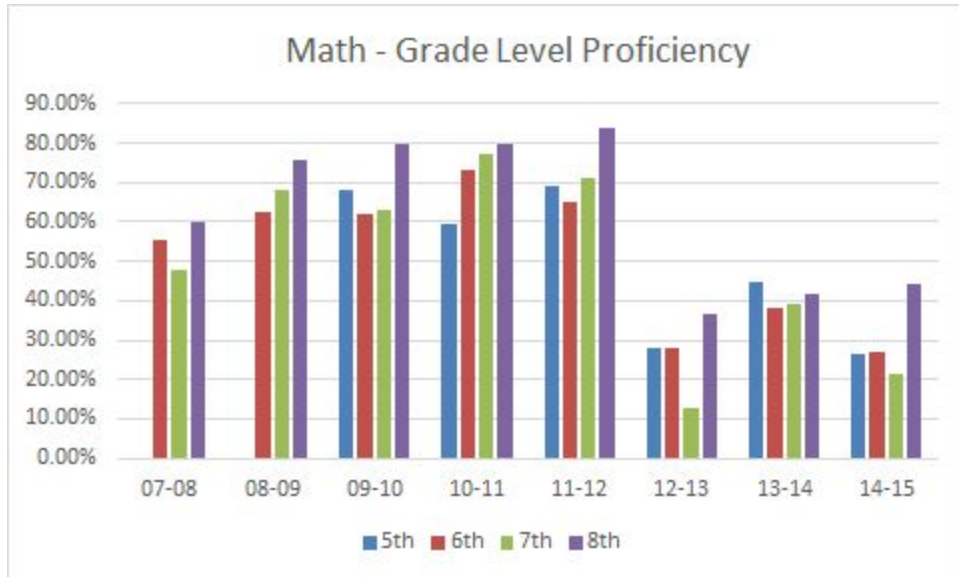
MOMS has a strong community support base. Several local churches and organizations provide support to our staff and students through staff appreciation events and financial support for staff wish lists and for supplies, clothing, food, etc. for our students. Community members also serve as mentors for some of our students.

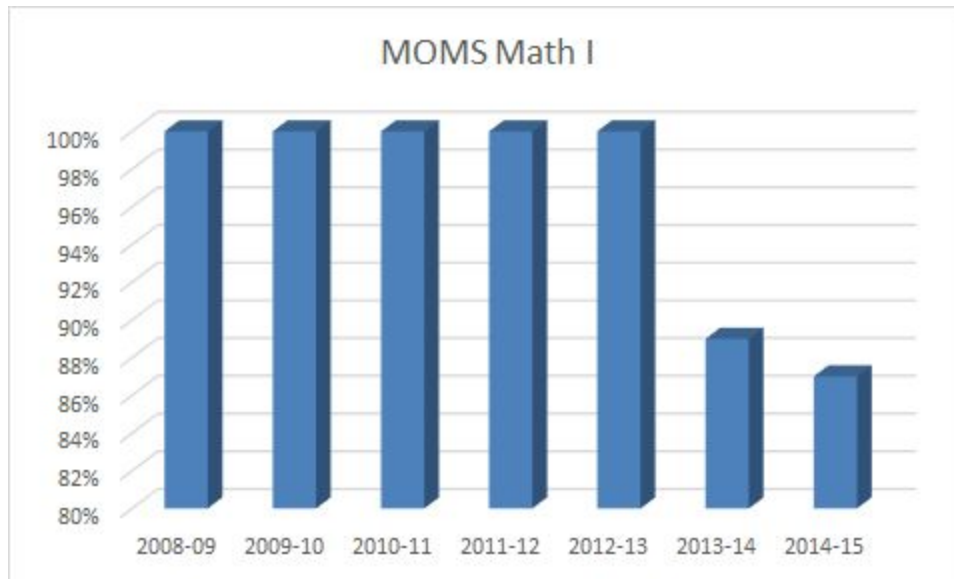
Data Summary Analysis – Mount Olive Middle School

What does the analysis tell you about your school's strengths? Consider data sources such as state testing data, annual measurable objectives, student growth data, stakeholder survey data, discipline, attendance, etc. (Add Charts and Graphs)

Mount Olive Middle School met expected growth during the 2014-15 school year in the following areas: 5th, 6th, and 7th grade Reading, 5th and 6th grade Math, and 8th grade Science. MOMS exceeded expected growth in 8th grade Reading, Math and Math 1. MOMS was designated “met expected growth” for the year. Overall, we are pleased to report that our students are growing academically.







What does the analysis tell you about your school's gaps or opportunities for improvement? Consider data sources such as state testing data, annual measurable objectives, student growth data, stakeholder survey data, discipline, attendance, etc. (Add Charts and Graphs)

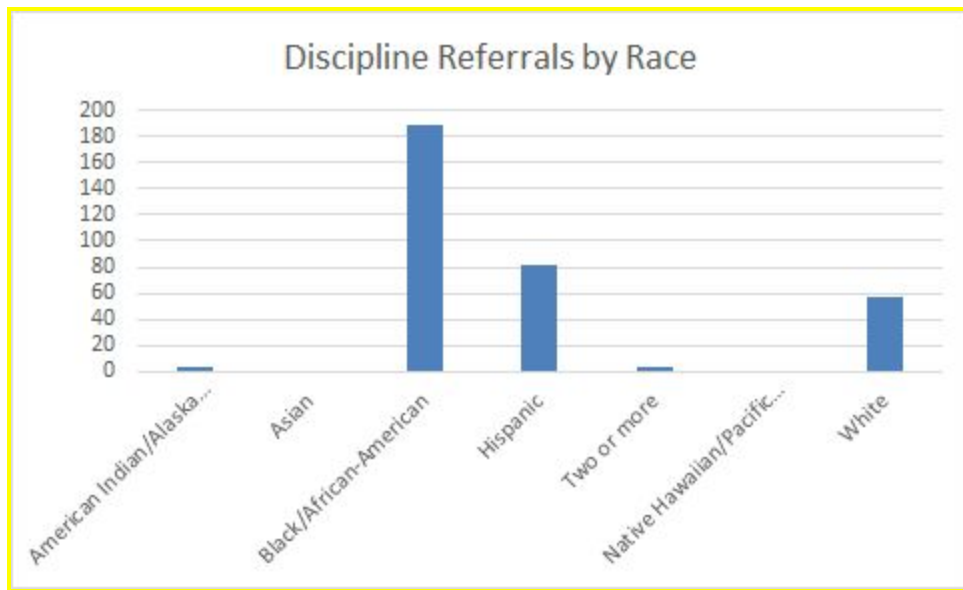
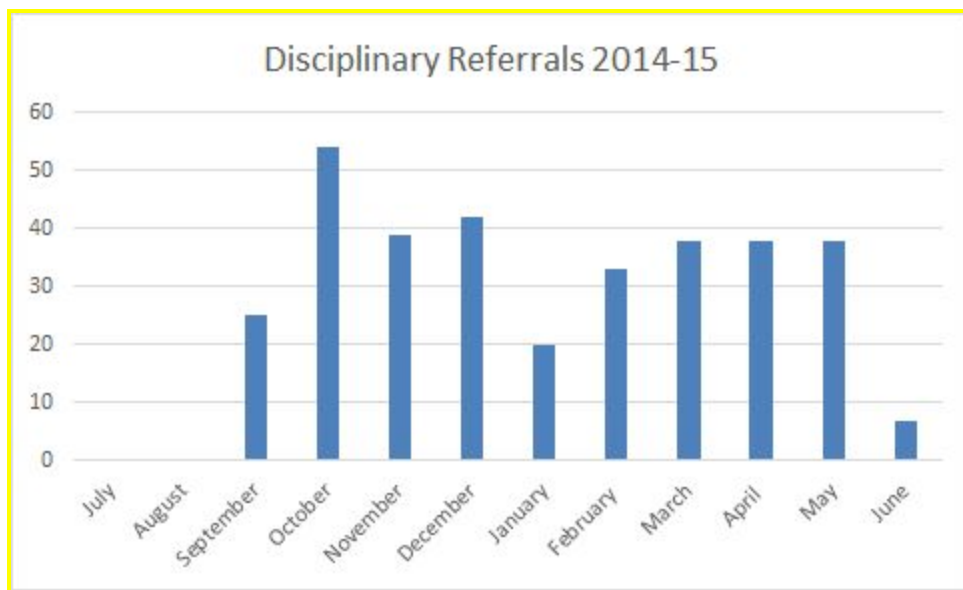
Although our data shows that we met expected growth, many of our students are not making performance requirements of proficiency as mandated by AMOs. We are making progress toward proficiency; however, there is much work to be done in all subgroups in order to meet those proficiency standards. We must continue to make progress toward proficiency, and at higher rates of gain, in order to meet mandated AMOs. A focus on using data to inform instructional practices will assist with this area of concern.

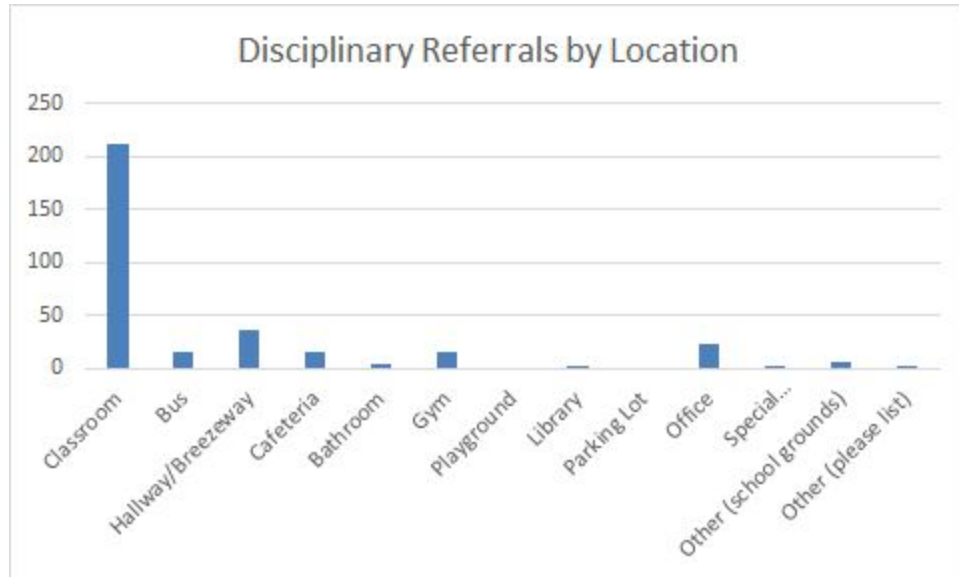
Survey data shows that we need to minimize classroom disruptions. We have implemented strategies to address this issue including making appointment slips for students who are to be seen in the WISH Center so that telephone calls to the classroom are not necessary. We are also using the intercom system in the classroom rather than having the teacher pick up the phone receiver when called. We will use this method of calling classroom unless there is a confidentiality issue that cannot be addressed over the intercom.

We will focus on tardies to school and early check outs. The Social Worker will be involved in this process and personal contacts will be made with parents as well as conferences to ensure that students arrive in a timely manner and that check-out during the school day is minimized.

Classroom Walkthrough (CWT) data shows that teachers do not use technology regularly in the classroom but rely heavily on the textbook for instructional materials.

Discipline data shows an increase in office referrals resulting in disciplinary action during the months of October and November. Most referrals occurred from incidences in the classroom. The majority of referrals were for black students. We must therefore implement classroom management strategies to address referrals from the classroom. We must also address the issue of referrals of black students. We will use our mentoring program to assist with this issue.





Based upon the analysis conducted, what 3 top priorities emerge for the school?
(Add charts and Graphs)

- **Achievement in all deficient areas of Annual Measurable Objectives.**
- **Need to use data to inform instructional practices.**
- **Need to focus on student behavior, attendance, and grades.**

Priority Goal 1 and Associated Strategies

School Goal 1:	Increase our efforts to improve student, staff, and community safety at Mount Olive Middle School as measured by disciplinary incident reports, student referrals, staff referrals, and increase in professional development devoted to safety. MOMS will successfully implement a school-wide PBIS program and mentoring program that will teach students acceptable behaviors and minimize student discipline issues. Discipline referrals will decrease by 10% as a result of this program over the school year..
Supports this District Goal:	Wayne County Public Schools students will be healthy and responsible.
Assigned Implementation Team:	Staff, PBIS team, Administrators

Goal 1 Improvement Strategies

Strategy 1: Increase staff, student, and community awareness/engagement for school safety issues, needs, and concerns; as well as, clarify and communicate district- and school-level policies and procedures pertaining to identified areas.		
Action steps:	Timeline:	Status:
Complete all requirements for the CIRC (Black Box)	August 2015 and updated daily with attendance.	In progress
Create a Crisis Plan utilizing School Safety Components Template	August 2015	Complete
Participate in district and site professional development focusing on emergency response.	As scheduled	In progress

Strategy 2: MOMS will teach students acceptable behaviors for all areas of the school.		
Action steps:	Timeline:	Status:
MOMS will continue to implement PBIS systems.	Daily, weekly, monthly	In progress
Students will be rewarded monthly for exhibiting acceptable behaviors	Monthly	In progress
Teachers will receive refresher training on PBIS	Quarterly	In progress
Teachers will teach refresher lessons to students	Monthly	In progress

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Strategy 3: MOMS will implement a mentoring program for at least 10% of our student population who are deemed at-risk students.		
Action steps:	Timeline:	Status:
MOMS will utilize the CIS Success Coach to secure mentors for students who are at risk of dropping out of school.	September/ October; as needed	In progress
MOMS will solicit assistance from Partners In Education and other community organization to provide various forms of support to students in need of specific assistance.	Monthly, as needed	In progress
Each staff member at MOMS will be assigned a specific at-risk student to mentor. They will meet with the student each week. The program will be called "Mentoring One Magnificent Student."	Daily/weekly	In progress

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	Jan	June	Jan	June
Student discipline data				
Student grade information				
Student attendance information				

What are the artifacts used to document the strategies and action steps?

- Mentor logs
- Partners In Education reports
- PBIS implementation plan
- Calendars document PBIS celebrations
- PBIS training Agenda
- Parent contact logs
- Progressive Discipline Plan

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

<Write a narrative summary of the results of the 2-3 data measure identified above

Priority Goal 2 and Associated Strategies

School Goal 2:	Mount Olive Middle School will strive to ensure that 100% of our teaching staff are creating 21st century learning environments in their classrooms by using student data to inform instructional practices.
Supports this District Goal:	Wayne County Public Schools will be led by 21st Century professionals.
Assigned Implementation Team:	Administration, Central Office staff, professional development providers, staff

Goal 2 Improvement Strategies

Strategy 1: <i>WCPS data pools will be used throughout the instructional process as a mechanism for planning and adapting instruction.</i>		
Action steps:	Timeline:	Status:
Coaching conducted by Teacher-Leaders, and Administrators during PLCs to create, revise, and implement weekly and daily plans.	Weekly, monthly	In progress
Conferencing with students to create individual goals, as well as track student progress and mastery.	Daily, weekly	In progress
Training on the use of data to improve instruction. Both long and short-term data pools will be regularly used at both the school and PLC levels to enhance and adjust instruction.	Daily, weekly,	In progress

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What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	Jan	June	Jan	June
Benchmark formative assessment data				
Lesson plans				
Classroom observation data				

What are the artifacts used to document the strategies and action steps?

- Feedback provided to staff members after walk throughs and observations
- Reports from True North Logic
- Lesson plan documentation
- Documentation of technology used
- Observation schedule
- Teacher observation
- CWT data
- Agendas for Professional Development
- Meeting minutes
- PD sign-in sheets

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

<Write a narrative summary of the results of the 2-3 data measure identified above>

Priority Goal 3 and Associated Strategies

School Goal 3:	Implement personalized professional development activities and resources, based on current research and selected by the needs of staff, that are aligned to digital competencies for educators and focus on current products available in the district for the 2015-2016 school year.
Supports this District Goal:	Faculty and Administration will be given the opportunity to earn 1.0+ digital literacy credits by completing courses offered onsite and online for Sharp School.
Assigned Implementation Team:	Media and Technology Advisory Committee, Professional Development Committee, Media Coordinators, and Instructional Technology Specialists

Goal 3 Improvement Strategies

Strategy 1: Introduction to the new webpage, resources, templates, copyright and acceptable use.		
Action steps:	Timeline:	Status:
Step 1: Instruction on Strategy/Class 1	TBD	Not started
Step 2: Follow-up activity for Strategy/Class 1	TBD	Not started

Strategy 2: Create and keep updated individual home and information page.		
Action steps:	Timeline:	Status:
<i>Step 1:</i> Instruction on Strategy/Class 2	TBD	Not started
<i>Step 2:</i> Follow-up activity for Strategy/Class 2	TBD	Not started

Strategy 3: Create a homework page and keep it updated.		
Action steps:	Timeline:	Status:
<i>Step 1:</i> Instruction on Strategy/Class 3	TBD	Not started
<i>Step 2:</i> Follow-up activity for Strategy/Class 3	TBD	Not started

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	Jan	June	Jan	June
Homework page visible and links working on teacher's page				
Completed teacher page				
Up-to-date teacher page				

What are the artifacts used to document the strategies and action steps?

- Rosters
- Walk-through data

- Lesson plans
- Certificates

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

<Write a narrative summary of the results of the 2-3 data measure identified above>

Priority Goal 4 and Associated Strategies

School Goal 4:	Reading – 36.41% of Mount Olive Middle School (MOMS) students will score at the College & Career Readiness (CCR) level on the Reading EOG; Math – 27.28% of MOMS students will score at the CCR level on the Math EOG; 35.97% of MOMS students in grades 5 and 8 will score at the CCR level on the Science EOG. In addition, MOMS will exceed expected growth.
Supports this District Goal:	District Goal 1 –Wayne County Public Schools will produce globally competitive students.
Assigned Implementation Team:	Administration, staff

Goal 4 Improvement Strategies

Strategy 1: Teachers will develop and implement rigorous lessons.		
Action steps:	Timeline:	Status:
Teacher will use the Common Core Standards and NC Essential Standards to guide instruction and lesson planning.	Weekly	In progress
Teachers will use formative and summative assessments.	Daily	In progress
Teachers will plan rigorous objectives/learning targets and will ensure that students are aware of the objectives/learning targets daily	Daily	In progress
Teachers will use research-based instructional strategies to deliver instruction to students.	Daily	In progress
Teachers will reflect on lesson plans daily.	Daily	In progress
Teachers will document differentiation in lesson plans.	Daily, weekly	In progress

Strategy 2: Teachers will use data to drive instruction.		
Action steps:	Timeline:	Status:

Teachers will use formative and summative assessments data to make daily/weekly instructional decisions.	Daily, weekly	In progress
Teachers will use STAR Reading and Math data to make instructional decisions for individual students.	Nine weeks	In progress
Teachers will collect student data, analyze the data, and create appropriate interventions for individual students.	Nine weeks	In progress
Teachers will create PEPs and IEPs based on student data including but not limited to EVAAS, STAR Reading and Math data, benchmark assessments, teacher anecdotal notes, Corrective Reading, Study Island data, and any other available data.	Daily, weekly, nine weeks	In progress
Teachers will administer learning style inventories for all students and use the data collected to plan lessons.	1 st nine weeks	In progress
Teachers will incorporate reading, technology, and writing in all content areas.	Daily, weekly, nine weeks	In progress

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What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	Jan	June	Jan	June
Data from various forms of assessments				
Classroom walkthroughs				
Classroom observations				

What are the artifacts used to document the strategies and action steps?

- PLC Minutes
- Professional Development Rosters
- Lesson plans
- Formative and summative assessments

- CWT data
- IDMP data
- PEP

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

<Write a narrative summary of the results of the 2-3 data measure identified above>

Title 1 School-Wide Compliance Review and Plan

School Prioritized Plan

Based on the annual review of the school needs assessment data encompassing all domains, describe the prioritized plans for the new project year that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b)(2)(C)(v) and enrolled in the school will meet the State's proficient level of achievement as determined by **AMOs (Annual Measurable Objectives)** on the State's academic assessments. Describe three to five prioritized program goals that address identified needs. NOTE: These program goals should be included in the school's comprehensive plan for improvement and do not alone constitute a Title I plan.

Student Achievement Goals. Include Targeted Subgroup(s)	Action Step(s)	Assessment(s) and/or Other Measures Used to Determine Outcome	Timeline of Evaluation Including Interim and Final	Professional Development Needed to Support the Action Step(s)	Parental Involvement Needed to Support the Action Step(s)
Reading and math proficiency for the Black subgroup will meet the State's proficient level of achievement as determined by AMOs on the State's Academic assessments.	Follow NC Common Core Standards. Utilize STAR Reading and Math for progress monitoring in math and reading. Use all available data to inform instruction. Utilize literacy strategies, classroom libraries and computer assisted instruction in supporting literacy instruction. Utilize materials and manipulatives to enhance core curriculum and vocabulary. Implement small groups and tutoring Align IEPs and PEPs to reflect use of strategies Utilize School Net for benchmark assessments Utilize I-Read for remediation/enrichment purposes Utilize formative assessment Focus on building academic	Student Outcomes: School Net Benchmark Assessment s, STAR Reading and Math Assessment s, Accelerated Reader, PEP's District Benchmarks , I-Ready data Teacher Outcomes: Lesson Plans, Grade level and Consultative Meetings,	Student Outcomes: School Net Benchmark Assessments, PEP's STAR Reading and Math Assessments – each 9 weeks Teacher Outcomes: Quarterly	Using data to inform instructional practices. Other professional development as needed to strengthen core areas or concerns.	Provide workshops and materials to assist parents in working with their students at home. Encourage a home environment conducive to learning. Create a "family friendly" school culture to encourage Parent Involvement.

	vocabulary	Snapshots			
Reading and math proficiency for the White subgroup will meet the State's proficient level of achievement as determined by AMOs on the State's Academic assessments.	<p>Follow NC Common Core Standards.</p> <p>Utilize STAR Reading and Math for progress monitoring in math and reading.</p> <p>Use all available data to inform instruction.</p> <p>Utilize literacy strategies, classroom libraries and computer assisted instruction in supporting literacy instruction.</p> <p>Utilize materials and manipulatives to enhance core curriculum and vocabulary.</p> <p>Implement small groups and tutoring</p> <p>Align IEPs and PEPs to reflect use of strategies</p> <p>Utilize School Net for benchmark assessments</p> <p>Utilize I-Read for remediation/enrichment purposes</p> <p>Utilize formative assessment</p> <p>Focus on building academic vocabulary</p>	<p>Student Outcomes:</p> <p>School Net Benchmark Assessments, STAR Reading and Math Assessment s, Accelerated Reader, PEP's District Benchmarks , I-Ready data</p> <p>Teacher Outcomes:</p> <p>Lesson Plans, Grade level and Consultative Meetings, Snapshots</p>	<p>Student Outcomes:</p> <p>School Net Benchmark Assessments, PEP's STAR Reading and Math Assessments – each 9 weeks</p> <p>Teacher Outcomes:</p> <p>Quarterly</p>	<p>Using data to inform instructional practices.</p> <p>Other professional development as needed to strengthen core areas or concerns.</p>	<p>Provide workshops and materials to assist parents in working with their students at home.</p> <p>Encourage a home environment conducive to learning.</p> <p>Create a “family friendly” school culture to encourage Parent Involvement.</p>
Reading and math proficiency for the SWD subgroup will meet the State's proficient level of achievement as determined by AMOs on the State's Academic assessments.	<p>Follow NC Common Core Standards.</p> <p>Utilize STAR Reading and Math for progress monitoring in math and reading.</p> <p>Use all available data to inform instruction.</p> <p>Utilize literacy strategies, classroom libraries and computer assisted instruction in supporting literacy instruction.</p> <p>Utilize materials and manipulatives to enhance core curriculum and vocabulary.</p> <p>Implement small groups and tutoring</p>	<p>Student Outcomes:</p> <p>School Net Benchmark Assessment s, STAR Reading and Math Assessment s, Accelerated Reader, PEP's District Benchmarks , I-Ready data</p>	<p>Student Outcomes:</p> <p>School Net Benchmark Assessments, PEP's STAR Reading and Math Assessments – each 9 weeks</p> <p>Teacher Outcomes:</p> <p>Quarterly</p>	<p>Using data to inform instructional practices.</p> <p>Other professional development as needed to strengthen core areas or concerns.</p>	<p>Provide workshops and materials to assist parents in working with their students at home.</p> <p>Encourage a home environment conducive to learning.</p>

	Align IEPs and PEPs to reflect use of strategies Utilize School Net for benchmark assessments Utilize I-Read for remediation/enrichment purposes Utilize formative assessment Focus on building academic vocabulary	Teacher Outcomes: Lesson Plans, Grade level and Consultative Meetings, Snapshots			Create a “family friendly” school culture to encourage Parent Involvement.
Reading and math proficiency for the Economically Disadvantaged subgroup will meet the State’s proficient level of achievement as determined by AMOs on the State’s Academic assessments	Follow NC Common Core Standards. Utilize STAR Reading and Math for progress monitoring in math and reading. Use all available data to inform instruction. Utilize literacy strategies, classroom libraries and computer assisted instruction in supporting literacy instruction. Utilize materials and manipulatives to enhance core curriculum and vocabulary. Implement small groups and tutoring Align IEPs and PEPs to reflect use of strategies Utilize School Net for benchmark assessments Utilize I-Read for remediation/enrichment purposes Utilize formative assessment Focus on building academic vocabulary	Student Outcomes: School Net Benchmark Assessments, STAR Reading and Math Assessments, Accelerated Reader, PEP’s District Benchmarks, I-Ready data Teacher Outcomes: Lesson Plans, Grade level and Consultative Meetings, Snapshots	Student Outcomes: School Net Benchmark Assessments, PEP’s STAR Reading and Math Assessments – each 9 weeks Teacher Outcomes: Quarterly	Using data to inform instructional practices. Other professional development as needed to strengthen core areas or concerns.	Provide workshops and materials to assist parents in working with their students at home. Encourage a home environment conducive to learning. Create a “family friendly” school culture to encourage Parent Involvement.
Reading and math proficiency for the All Students subgroup will meet the State’s	Follow NC Common Core Standards. Utilize STAR Reading and Math for progress monitoring in math and reading. Use all available data to inform instruction. Utilize literacy strategies,	Student Outcomes: School Net Benchmark Assessments, STAR Reading and Math	Student Outcomes: School Net Benchmark Assessments, PEP’s STAR Reading and	Using data to inform instructional practices. Other professional	Provide workshops and materials to assist parents in working with their

proficient level of achievement as determined by AMOs on the State's Academic assessments	<p>classroom libraries and computer assisted instruction in supporting literacy instruction.</p> <p>Utilize materials and manipulatives to enhance core curriculum and vocabulary.</p> <p>Implement small groups and tutoring</p> <p>Align IEPs and PEPs to reflect use of strategies</p> <p>Utilize School Net for benchmark assessments</p> <p>Utilize I-Read for remediation/enrichment purposes</p> <p>Utilize formative assessment</p> <p>Focus on building academic vocabulary</p>	<p>Assessments, Accelerated Reader, PEP's District Benchmarks, I-Ready data</p> <p>Teacher Outcomes: Lesson Plans, Grade level and Consultative Meetings, Snapshots</p>	<p>Math Assessments – each 9 weeks</p> <p>Teacher Outcomes: Quarterly</p>	<p>development as needed to strengthen core areas or concerns.</p>	<p>students at home.</p> <p>Encourage a home environment conducive to learning.</p> <p>Create a “family friendly” school culture to encourage Parent Involvement.</p>
Reading and math proficiency for the Hispanic subgroup will meet the State's proficient level of achievement as determined by AMOs on the State's Academic assessments	<p>Follow NC Common Core Standards.</p> <p>Utilize STAR Reading and Math for progress monitoring in math and reading.</p> <p>Use all available data to inform instruction.</p> <p>Utilize literacy strategies, classroom libraries and computer assisted instruction in supporting literacy instruction.</p> <p>Utilize materials and manipulatives to enhance core curriculum and vocabulary.</p> <p>Implement small groups and tutoring</p> <p>Align IEPs and PEPs to reflect use of strategies</p> <p>Utilize School Net for benchmark assessments</p> <p>Utilize I-Read for remediation/enrichment purposes</p> <p>Utilize formative assessment</p> <p>Focus on building academic vocabulary</p>	<p>Student Outcomes: School Net Benchmark Assessments, STAR Reading and Math Assessments, Accelerated Reader, PEP's District Benchmarks, I-Ready data</p> <p>Teacher Outcomes: Lesson Plans, Grade level and Consultative Meetings, Snapshots</p>	<p>Student Outcomes: School Net Benchmark Assessments, PEP's STAR Reading and Math Assessments – each 9 weeks</p> <p>Teacher Outcomes: Quarterly</p>	<p>Using data to inform instructional practices.</p> <p>Other professional development as needed to strengthen core areas or concerns.</p>	<p>Provide workshops and materials to assist parents in working with their students at home.</p> <p>Encourage a home environment conducive to learning.</p> <p>Create a “family friendly” school culture to encourage Parent Involvement.</p>

Reading and math proficiency for the LEP subgroup will meet the State's proficient level of achievement as determined by AMOs on the State's Academic assessments	<p>Follow NC Common Core Standards.</p> <p>Utilize STAR Reading and Math for progress monitoring in math and reading.</p> <p>Use all available data to inform instruction.</p> <p>Utilize literacy strategies, classroom libraries and computer assisted instruction in supporting literacy instruction.</p> <p>Utilize materials and manipulatives to enhance core curriculum and vocabulary.</p> <p>Implement small groups and tutoring</p> <p>Align IEPs and PEPs to reflect use of strategies</p> <p>Utilize School Net for benchmark assessments</p> <p>Utilize I-Read for remediation/enrichment purposes</p> <p>Utilize formative assessment</p> <p>Focus on building academic vocabulary</p>	<p>Student Outcomes:</p> <p>School Net Benchmark Assessments, STAR Reading and Math Assessments, Accelerated Reader, PEP's District Benchmarks, I-Ready data</p> <p>Teacher Outcomes:</p> <p>Lesson Plans, Grade level and Consultative Meetings, Snapshots</p>	<p>Student Outcomes:</p> <p>School Net Benchmark Assessments, PEP's STAR Reading and Math Assessments – each 9 weeks</p> <p>Teacher Outcomes:</p> <p>Quarterly</p>	<p>Using data to inform instructional practices.</p> <p>Other professional development as needed to strengthen core areas or concerns.</p>	<p>Provide workshops and materials to assist parents in working with their students at home.</p> <p>Encourage a home environment conducive to learning.</p> <p>Create a “family friendly” school culture to encourage Parent Involvement.</p>
Reading and math proficiency for the Multi-racial subgroup will meet the State's proficient level of achievement as determined by AMOs on the State's Academic assessments	<p>Follow NC Common Core Standards.</p> <p>Utilize STAR Reading and Math for progress monitoring in math and reading.</p> <p>Use all available data to inform instruction.</p> <p>Utilize literacy strategies, classroom libraries and computer assisted instruction in supporting literacy instruction.</p> <p>Utilize materials and manipulatives to enhance core curriculum and vocabulary.</p> <p>Implement small groups and tutoring</p> <p>Align IEPs and PEPs to reflect use of strategies</p>	<p>Student Outcomes:</p> <p>School Net Benchmark Assessments, STAR Reading and Math Assessments, Accelerated Reader, PEP's District Benchmarks, I-Ready data</p> <p>Teacher</p>	<p>Student Outcomes:</p> <p>School Net Benchmark Assessments, PEP's STAR Reading and Math Assessments – each 9 weeks</p> <p>Teacher Outcomes:</p> <p>Quarterly</p>	<p>Using data to inform instructional practices.</p> <p>Other professional development as needed to strengthen core areas or concerns.</p>	<p>Provide workshops and materials to assist parents in working with their students at home.</p> <p>Encourage a home environment conducive to learning.</p> <p>Create a “family</p>

	Utilize School Net for benchmark assessments Utilize I-Read for remediation/enrichment purposes Utilize formative assessment Focus on building academic vocabulary	Outcomes: Lesson Plans, Grade level and Consultative Meetings, Snapshots			friendly” school culture to encourage Parent Involvement.
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SCHOOLWIDE PROJECT SCHOOLS

Provide a **SCHOOL summary** of the ten (10) school-wide components being implemented in participating schools, as described in section 1114. All activities in schoolwide projects should reflect the statutory requirement that schools particularly address the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards as determined by the comprehensive needs assessment of the school. Attach additional pages as needed.

1. SCHOOL REFORM STRATEGIES

Our teachers are provided with appropriate staff development in various content areas. We utilize High Yield Strategies to reinforce student learning. At-risk students participate in Corrective Reading. MOMS has implemented Mult-Tier Support System (MTSS) strategies into all classrooms.

2. INSTRUCTION BY HIGHLY QUALIFIED STAFF

We will hire only HQ certified and classified staff. We will notify parents in writing if a non-HQ substitute is teaching children for an extended period of time. Certified staff members participate in professional development which enables them to add research based best practices to their teaching tool boxes. Teachers also participate in school staff meetings and PLC meetings and are frequently asked to bring a best practice to share with colleagues. Various teachers observe each other and provide feedback following observations. School administrators conduct both formal and informal observations and provide feedback following observations.

3. HIGH QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

MOMS will provide professional development in the areas of technology instruction and data literacy to support both staff and students. PLCs meet on early dismissal days to discuss data, curriculum, and best practices.

4. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS TO HIGH NEEDS SCHOOLS

WCPS employs Teaching & Learning Coaches that are assigned to beginning teachers and MOMS provides a buddy teacher for new teachers to our school.

MOMS will collaborate with local college and universities to host student teacher programs at our site. Administrators observe and coach all beginning teachers through the first three years of teaching to ensure high support.

5. INCLUDING TEACHERS IN DECISIONS REGARDING THE USE OF ASSESSMENTS

Staff members are provided with EOG information when it is received. Formative assessment is included daily in instruction. WCPS provides benchmark assessments at the end of each nine weeks.

Staff members disaggregate and interpret assessment results and then use the information in planning lessons. School assessment results are shared with school faculty and strategies to address curriculum and achievement gaps are generated by the staff. Benchmark assessments are given on a regular basis and data is disaggregated and used to inform teacher instruction as well as for remedial and enrichment purposes.

6. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT (also explain how assessment results will be reported to parents)

Parent surveys are sent home at the beginning of the year to solicit parent involvement in various areas of the school. We have two (2) PTSO meetings during the school year along with two (2) Book Fairs that are held during the day and on PTSO meeting nights. Other parent nights will be held throughout the year.

Parent involvement continues to increase at our school. Email, letters home, our school marquee, our school website, as well as the School Messenger are utilized to notify parents of events. We have flexible scheduling for parent conferences which enables parents to attend conferences that fit their schedules. Our parents are invited to share their talents with our students. We are also fortunate to have a strong partnership with many of our community's churches. They provide valuable mentors and/or tutors, and also provide school supplies, clothing, and food to our students. The principal meets numerous times

throughout the school year with parents during PTSO meetings and parent nights to share information about the school and to gather feedback on the school's progress in meeting student needs.

Grades are posted weekly to Power School to which all parents have access. Assessment results are discussed with parents during PEP meetings. End of year assessment data is

sent home to parents.

7. TRANSITION STRATEGIES

The feeder pattern high school will present information to 8th grade students on scheduling and athletic opportunities available and hold a Freshmen Academy for rising 9th grade students. MOMS 8th grade students will tour the feeder high school before the end of the academic school year. Wayne Early Middle College representatives will come to our campus to present information on the school to students interested in applying for admission. Wayne School of Engineering and Wayne Early Middle High School will hold open house events for parents and students to visit the campus prior to students attending the schools.

MOMS will host 4th grade students for a tour of the school and information provided by our 5th grade teachers. School administrators are available to provide one-on-one tours of the school as needed and will also meet with parents of rising 5th grade students as needed.

8. ACTIVITIES FOR CHILDREN EXPERIENCING DIFFICULTY

Screening activities are conducted four (4) times per year to determine math and reading levels. PEPs are developed for at-risk students. Benchmark Assessments are conducted three times per year. Teachers meet weekly in their grade level teams to discuss students having difficulties and then make referrals to the MTSS team after all interventions have been exhausted

9. COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL SERVICES

MOMS will continue to offer bagged meals for needy students on the weekends (local churches provide meals); 8th graders will participate in the Career Fair at the Family Y which utilizes local businesses; Special Education classes will participate in Special Olympics. MOMS will continue fundraising efforts targeting United Way, American Heart Association, and Relay for Life.

Local, state, and federal funds are used to best meet the needs of our students. These funds provide instructional materials and supplies, updated technology, and professional development. The School Improvement Team, in collaboration with all staff members, determines spending priorities.

10. RESOURCES USED IN PROGRAMS Briefly summarize the Title I and other resources used in participating schools. Include instructional programs and how students will be served in the Title I program.

We have inclusion tutors for reading and math. MOMS will use Title I funds for professional development as needed and for instructional supplies and materials.

Strategies for Improving Student Reading in Kindergarten-First Grade

Pursuant to General Statute §115C-105.27(b), The schools shall, if the school serves students in kindergarten or first grade, include a plan for preparing students to read at grade level by the time they enter second grade. 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. The plan may include the use of assessments to monitor students' progress in learning to read, strategies for teachers and parents to implement that will help students improve and expand their reading, and provide for the recognition of teachers and strategies that appear to be effective at preparing students to read at grade level;

N/A

Strategies for Improving Academic Performance of At-Risk Students

Pursuant to General Statute §115C-105.27(b), All schools shall include a plan that specifies the effective instructional practices and methods to be used to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school;

- Screenings to determine math and reading levels of students.
- Create PEPs for at-risk students.
- Use of various programs to address needs of at-risk students including Study Island, Accelerated Math (differentiated instruction), Corrective Reading
- Use of MTSS to identify at-risk students

Strategies for Providing Duty-Free Times

Pursuant to General Statute §115C-105.27(b), All schools shall include a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team; and shall include a plan to provide 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.

Due to the lack of personnel to supervise students, teachers will not have a designated duty-free lunch; however, teachers may designate two (2) teachers from their respective teams to monitor students in the cafeteria while the other teachers have a duty free lunch. The teachers will work out the schedule among themselves.

Teachers are provided 72 minutes per day for instructional planning—6 hours per week.

Professional Development Plan

Professional Development Activity	Date	SIP/District Goal	Targeted Participants	State Conference/District-wide/In- school	Fund Source	Estimated Amount
Teacher Evaluation Training	8/18/15	Goal 2	Certified Staff	District-wide	N/A	N/A
Deborah Greenblatt Training	9/8/15	Goal 3	All staff	In-school	N/A	N/A
Bullying Training	TBD	Goal 3	All staff	In-school	N/A	N/A
Blood Borne Pathogens	8/26/15	Goal 3	All staff	In-school	N/A	N/A
NCCAT	9/14 - 9/17/15	Goals 1, 2, 3	Certified staff	State	Title I	\$900.00
WCPS Summer Institute	August 2015	Goals 1, 2	Certified staff	District-wide	N/A	N/A
NC Middle School Conference	Mach 2016	Goals 1, 2, 3	Select certified staff	Local, state, federal	N/A	N/A
Technology	TBD	Goals 1, 2	Certified staff	In-School	N/A	N/A
Data Literacy	9/23/15, 10/14/15, 1/19/16, 3/16/16, 4/13/16, 5/11/16	Goals 1, 2	Certified staff	In-school	N/A	N/A

NOTE: As you plan your professional development, please remember the requirements for staff training on the Deborah Greenblatt law, as well as your efforts to prevent bullying.

Profile Data

2014-2016

Wayne County Public Schools

Ready Schools Plan (if applicable)

N/A

Chemical Hygiene Plan

Chemical Hygiene Plan for School Science Laboratories

I. Standard Operating Guidelines

A. General Employee Rules and Guidelines

- 1) Minimize all chemical exposures.**
- 2) Avoid skin contact with chemicals.**
- 3) Avoid underestimation of chemical hazards and risks.**
- 4) Develop a firm goggle policy. Wear appropriate eye protection at all times. Protective goggles (with ANSI Z87 impact rating) must be worn any time there is the potential for flying objects or debris, also whenever glassware or heat are used in the laboratory. Chemical splash goggles must be worn any time liquids are used.**
- 5) Always notify another person when working in the laboratory, chemical storage room, or prep areas.**
- 6) Flammable liquids require special attention. Never use these materials near any source of ignition, spark, or open flame.**
- 7) Never perform a first-time chemical demonstration in front of your**

- class. Always perform first-time demonstrations in front of other instructors to evaluate the safety of the demonstration.
- 8) Never store chemicals over, under, or near a sink.
 - 9) Only authorized personnel should be allowed in the chemical storage room.
 - 10) Have a fire blanket easily accessible in case of an accident. Fire blankets are NOT to be used to extinguish flames on people.
 - 11) All science teachers should be knowledgeable on how to use all safety devices in the laboratory (e.g., eyewash fountains, safety showers, fire extinguisher, etc.) in order to use them quickly in an emergency.
 - 12) Know appropriate procedures in the event of a power failure.
 - 13) Have a plan in place for notifying appropriate personnel for utility control (gas, electrical, and water).
 - 14) Do not taste chemicals.
 - 15) Read all chemical labels prior to use.
 - 16) Know and understand the hazards of the chemical as stated in the Safety Data Sheets (SDS) and other references.
 - 17) Use protective safety equipment to reduce potential exposure, i.e. gloves, fume hood, ventilation fans, etc.
 - 18) Know the locations for all personal safety and emergency equipment, eye wash fountains, safety shower, fire extinguisher, and spill control materials.
 - 19) Know how to properly store all chemicals in their compatible chemical families. (Consult publications such as the Flinn Chemical Catalog/Reference Manual for details.)
 - 20) Know proper transportation and disposal procedures for chemicals.
 - 21) Know appropriate emergency procedures, waste disposal, spill clean up, evacuation routes and fire emergency notification.
 - 23) Know and understand the personal hygiene practices outlined in the Chemical Hygiene Plan.

B. General Laboratory Rules and Guidelines

- 1) **Create a written first aid policy; whether it says to treat or to seek further medical assistance. Your first aid policy must be written down.**
- 2) **The laboratory should be well ventilated.**
- 3) **Post emergency telephone numbers in the chemical storage room. Have some means of emergency communication in the laboratory, chemical storage room and prep area.**
- 4) **In the event of an accident that requires the assistance of outside personnel, as soon as time allows, fill out an accident report describing the event in detail. The accident report must be developed by the science/chemistry teacher and forwarded to the principal who will**

send a copy to the Chemical Hygiene Officer. The Chemical Hygiene Officer must have already been notified of the accident.

- 5) **All laboratories should have an eyewash fountain capable of treating both eyes continuously for 15 minutes with copious quantities of tempered aerated potable water. Teach everyone how to use the eyewash fountain quickly in case of an emergency. Eyewash effectiveness and operation should be inspected before every lab. Eyewash fountains shall be activated weekly and this is to be documented. Promptly repair any eyewash that does not provide adequate water flow. A repair order must be generated by the science/chemistry teacher and forwarded to the principal who will notify the maintenance department.**
- 6) **Have appropriate types and sizes of fire extinguishers. Triclass ABC fire extinguishers are appropriate for laboratories. Fire extinguishers should be inspected by the operations department at least every three months.**
- 7) **An approved eyewash station and fire blanket should be accessible within 10 seconds from any point in the laboratory.**
- 8) **All chemical containers must have labels. Read all labels carefully—the names of many chemicals look alike at first glance.**
- 9) **Safety Data Sheet (SDS) must be available for every hazardous chemical used in the laboratory.**
- 10) **Be thoroughly familiar with the hazards and precautions for protection before using any chemical. Study the precautionary label and review its contents before using any chemical substance**
- 11) **Dispose of all chemicals properly. All disposal procedures used should conform to state and local regulations. Schools should use the Wayne County Public Schools Chemical Disposal Form to initiate any disposal of hazardous chemicals.**
- 12) **Neutralizing chemicals, such as a spill kit, dry sand, kitty litter, and other spill control materials should be readily available.**
- 13) **Do not use chipped, etched or cracked glassware. Glassware which is chipped or scratched presents a serious breakage hazard when heated or handled.**
- 14) **Do not drink from lab glassware or other lab vessels.**
- 15) **No food in the laboratory. Do not eat, drink, or chew gum in the laboratory.**
- 16) **Do not apply cosmetics in areas where laboratory chemicals are present.**
- 17) **Never pipet by mouth.**
- 18) **Contact lens wearers should be provided with non-vented or indirect-vented chemical splash goggles in the laboratory.**
- 19) **Do not block fire exits.**
- 20) **Have an alternative evacuation route in the event your primary route**

becomes blocked. A copy of the school's Emergency Evacuation Plan should be attached to each school's Chemical Hygiene Plan.

- 21) Practice your emergency plans.**
- 22) Keep all aisles clear.**
- 23 Do not run in the laboratory.**
- 24) Access to exits, emergency equipment, and master utility controls should never be blocked.**
- 25) Do not operate electrical equipment with wet hands.**
- 26) All accidents or near accidents (close calls) should be carefully analyzed with the results distributed to all who might benefit.**
- 27) Never perform unauthorized laboratory experiments.**
- 28) It is recommended that only science classes be held in science laboratories. It is important that any teacher instructing in a lab setting be aware of the school's Chemical Hygiene Plan and be responsible for its implementation.**

Waivers

Waiver No: 1

Waiver Name: Classroom Flexibility

Law, Regulation or Policy which Exemption is requested: G.S. 115.c-105.21.B

How waiver will promote achievement of performance Goals: Students will be provided continuous instruction from a highly qualified instructor to support provision for an education continuum.

- Class size for grades 4-9 is 29-32 with maximum class size at 32 students. A waiver for class size may be required.
- Flexibility in class size for grades 5-8 will allow best practices in serving student needs.
- Students will be provided continuous instruction from a highly qualified instructor to support provisions for an education continuum.