

**LEA or Charter Name/Number:** Cumberland County Schools - 260  
**School Name:** Terry Sanford  
**School Number:** 446  
**Plan Year(s):** 2016-2018  
**Voting:** All staff must have the opportunity to vote anonymously on the School Improvement Plan.  
**# For** 88  
**# Against** 6  
**Percentage For** 94%  
**Date approved by Vote:** 9/1/2016

### 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  | Rob Guzman   | 2015         |
| Assistant Principal Representative   | Larry Tearry   | 2015         |
| Teacher Representative   | Kellie Perkins   | 2013         |
| Inst. Support Representative   | Kristan Fields   | 2015         |
| Teacher Assistant Representative   | Betty Moore  | 2013         |
| Parent Representative  | Liza Shaw  | 2013         |
| Additional Representative  | Katie Herring – Arts Education   | 2013         |
| Additional Representative  | Jenn Guy - CTE   | 2013         |
| Additional Representative  | Rhonda Taylor - EC   | 2013         |
| Additional Representative  | Don Perkins - English  | 2013         |
| Additional Representative  | Yolanda Jimenez – Foreign Language   | 2013         |
| Additional Representative  |  | 2013         |
| Additional Representative  |  | 2013         |
| Additional Representative  | Joe Gonzalez - Math  | 2013         |
| Additional Representative  |  | 2013         |
| Additional Representative  | Jennifer White – Physical Education  | 2013         |
| Additional Representative  | Margaret Michaud - Science   | 2013         |
| Additional Representative  | Debbie Vajner – Social Studies   | 2013         |
| Additional Representative  | Rory Spicer - Staff  | 2013         |
| Additional Representative  |  | 2013         |
| Additional Representative  | Alicia Howard-ESL  | 2013         |
| Additional Representative  | Donya Smith-PTA  | 2013         |
| Additional Representative  | Quella Reid - SGA  | 2013         |
| * Add to list as needed. Each group may have more than one representative. |  |              |
|  | Kim Ramero – Secretary   |              |
|  | Kellie Perkins-Chair   |              |
|  |  |              |
|  | Assistant Principals – Robert Griffin, Rodney Jackson, Larry Tearry, & Meshonda Williams |              |
|  | Non-Voting Participants – Kim Steffen,   |              |

# 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: Terry Sanford  
Year: 2016-2018

## Description of the Plan

|   |   |
|---|---|
| <p>Describe the data utilized in the development of the plan (Reading 3D, EOG, EOC, ACT, AP, SAT, EVAAS). Identify target areas for improvement. (i.e. 40% of first grade students were non-proficient on TRC, 5th grade ELA showed a drop of 10 points, EVAAS shows 43 students projected to achieve at a level 2 in Math I)</p> | <p>The TSHS Student Remediation Plan is multi-faceted in order to meet the diverse needs of students not meeting local, state or federal academic standards. Components include using funding to assist in the hiring of an additional teacher to allow for smaller class sizes throughout all tested subject areas. Also remediation efforts during PAWS time will consist of instruction that is designed for small group instruction by highly qualified personnel for all programs areas that meets the immediate needs of students as provided by SMA, Walk-Through, as well as formative and summative assessments.</p> |
| <p>Delivery:</p>  | <p>Components include Daily PAWS Reviews Methods of instruction are designed for small group instruction by highly qualified personnel for all programs areas.</p>  |
| <p>Students Served:</p>   | <p>All students who take Algebra 1, English 2, Biology and SAT</p>  |

# Budget Amount

## AMOUNT

Total Allocation:

\$14,871.00

# Budget Breakdown

## AMOUNT

Personnel:

|  |             |
|--|-------------|
| Additional Academic Teacher (22% of teaching position coming from remediation funds) | \$11,047.56 |
|  |             |
|  |             |
|  |             |
|  |             |
|  |             |

# Instructional resources which provide direct support to students

|  |            |
|--|------------|
| Remediation supplies/materials for Alg. 1, Biology, Eng. 2 | \$3,823.44 |
|  |            |
|  |            |

|                     |  |                    |
|---------------------|--|--------------------|
| Miscellaneous       |  |                    |
|                     |  |                    |
| Transportation:     |  |                    |
|                     |  |                    |
|                     |  |                    |
|                     |  |                    |
| <b>Grand Total:</b> |  | <b>\$14,871.00</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: Terry Sanford  
Year: 2016-2018

### 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: \$972.00

### Budget Breakdown

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

## Staff Development 1

Poverty stricken students tend to arrive at school “behind” in terms of vocabulary, background knowledge, and organizational wherewithal (Chenoweth & Theokas, 2011, p. 191). Children of poverty have psychological, nutritional, social and specific academic needs that demand more flexibility and consideration by educators in order to ensure their success. In order to increase differentiation of instructional needs, the teaching staff must gain an understanding of the circumstances these students are faced with, and be trained to meet those student needs. Our program initiative is to provide The Poverty Reading Professional Development Initiative which focuses on a yearlong train the trainer site based professional development model where 7 team members will receive specific brain based instruction. This training focuses on Economically Disadvantaged students, and how to better serve them. The team will then teach the strategies to the rest of the faculty within Grade Level Professional Learning Communities to increase mastery of Reading for all subject areas. The training will use ASCD research based strategies.

|                     | <u>Description</u>                       | <u>AMOUNT</u> |
|---------------------|--|---------------|
| Personnel:          |  | \$0.00        |
| Training materials: | ASCD Online Training \$129 x 7 teachers= | \$903.00      |
| Registration/Fees:  |  |               |
| <u>Travel:</u>      |  |               |
| Mileage/Airfare:    |  |               |

|  |  |          |
|--|--|----------|
| Lodging/Meals:   |  |          |
| Consulting Services:   |  |          |
| Follow up activities   |  |          |
| Total for staff development 1:<br>This cell will automatically total for you |  | \$903.00 |

**Budget Breakdown**  
**Staff Development 2**

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

|                     | <u>Description</u> | <u>AMOUNT</u> |
|---------------------|--------------------|---------------|
| Personnel:          |                    |               |
| 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 | \$0.00 |

Grand Total: |



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

Staff Development 3

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

**Description**

**AMOUNT**

Personnel:

Training materials:

Registration/Fees:

Travel:

Mileage/Airfare:

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

|  |  |        |
|--|--|--------|
| Lodging/Meals:   |  |        |
| Consulting Services:   |  |        |
| Follow up activities   |  |        |
| Total for staff development 3:<br>This cell will automatically total for you |  | \$0.00 |

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

Staff Development 4

**Description**

**AMOUNT**

|                     |  |  |
|---------------------|--|--|
| Personnel:          |  |  |
| Training materials: |  |  |
| Registration/Fees:  |  |  |
| <u>Travel:</u>      |  |  |
| Mileage/Airfare:    |  |  |

Lodging/Meals:

Consulting Services:

Follow up activities

|  |        |
|--|--------|
|  |        |
|  |        |
|  |        |
| Total for staff development 4:<br>This cell will automatically total for you | \$0.00 |

\$903.00

This cell will automatically total for you

## District Wide Components

|                                |   |                            |
|--------------------------------|---|----------------------------|
| Duty Free Lunch                | 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.  | Y                          |
| Duty free planning time        | <b>Please describe approximately how much planning time your teachers have during a week:</b> Teachers get 90 min per day/450 min per week  |                            |
| PBIS school                    | Please indicate if your school is currently a PBIS school by indicating yes (Y) or no (N) in the box to the right.  | Y                          |
| 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>  | 2015-2016 Set score of 73. |
| Parental Involvement           | <b>Please describe your parental involvement plan briefly (i.e. dates or frequency of parent events, P/T conferences, PTA meetings, etc.):</b> :PTA board meets monthly, PTA meetings quarterly, and PTA representatives attend SIT monthly meetings. Parent Teacher Conferences are held twice yearly. Sports are scheduled weekly and parents are invited. Parents are invited to Monthly Choral, Orchestra, and Band concerts as well as weekly Arts Education events to include Forensics and Quiz Bowl competitions on the weekends. |                            |

|  |   |
|--|---|
| Safe and Orderly schools                           | <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> |
| Review of the SIP plan and notification of changes | <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>   |