

ary  
**School Name:** Scotland County Schools - 830  
**School Address:** I Ellis Johnson Elementary  
**Plan Year(s):** 815 McGirts Bridge Road  
 2016-2017  
**Dates prepared or revised:**  
**Principal Signature:**  
 2016-2017

**Board Chair Signature:**  
 2016-2017

**School Improvement Team Membership**

Committee Position	Name
2016-2017	
Principal	Mary Hemphill
Assistant Principal Representative	Elisabeth Harrell
Chairperson/	Rebecca Pierce
Support Staff	Tammy Locklear
Teacher Representative	Melody Ebert
Teacher Representative	Ella David
Teacher Representative	Allison Franklin
Teacher Representative	Wendy Charles
Teacher Representative	Jennifer Euston
Teacher Representative	Cindy Zadora
Teacher Representative	Rebecca Pierce
Instructional Facilitator	Susan Tucker
Teacher Representative	Charles Nabors
Teacher Representative	Gregory Boatwright
Teacher Representative	Aileen Brigman
Parent	Darnella Pegues
<b>BOY REVIEW:</b>	
<b>MOY REVIEW:</b>	
<b>EOY REVIEW:</b>	

**2016-17 Monthly Meetings  
 (Please Initial)**

Sept Oct Nov Dec Jan Feb Mar Apr May

\* Add to list as needed. Each group may have more than one representative.

**State Board of Education Goals – Future-ready Students for the 21st Century**

**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 from Scotland County Schools Strategic Plan 2016-2020**

**Target Category 1 - High Performance Students**

**Target Category 2 - High Performance Staff**

**Target Category 3 - High Performance Communication**

**Target Category 4 - High Performance Learning Environment**

## School Vision and Mission Statements

**Vision:**

Each student soaring above and beyond to reach his or her fullest potential in a globally competitive society.

**Mission:**

Our mission at I.E. Johnson is to ensure every child's academic, social, emotional and physical needs are met in a safe, nurturing environment. We will partner with parents and the community to help ensure this mission is obtained.

## School Data and Summary Analysis

*Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practices (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).*

1. What does the analysis tell you about your schools strengths?

2016-17

2015-16

According to our end of the year data analysis, the EOY benchmarks indicated that students in kindergarten at IEJ increased approximately 4 levels of growth as opposed to 3 levels of growth in 2014-15; based on EOY benchmarks students in second grade at IEJ increased approximately 5 levels of growth as opposed to 3 levels of growth in 2014-15; based on EOY benchmarks students in 3rd grade at IEJ increased from 42% proficiency during 2014-15 school year to 49% proficiency (specifically on standards R1.2 and R1.4); based on EOY benchmarks students in 4th grade at IEJ increased from 42% proficiency during the 2014-15 school year to 58% proficiency (specifically on standards R1.2 and R1.4); based on EOY benchmarks students in 5th grade at IEJ increased from 52% proficiency during the 2014-15 school year to 62% proficiency (specifically on standards R1.4 & RL.2). In Kindergarten (based on BOY –MOY benchmarks), 34 out of 60 moved from red to yellow, 6 students moved from level of RB to C, & 7 students moved from green to blue on the TRC; based on EOY benchmarks students in kindergarten at IEJ increased approximately 4 levels of growth as opposed to 3 levels of growth in 2014-15. In 2nd grade (based on BOY –MOY benchmarks), the use of HELPS resulted in significant increase in fluency rates (DORF) in 2 out of 4 classrooms; the writing with the TRC showed greater proficiency with 67% of 2nd graders increasing two or more levels; ; based on EOY benchmarks students in second grade at IEJ increased approximately 5 levels of growth as opposed to 3 levels of growth in 2014-15. IEJ SIP Team overwhelmingly agree that the implementation of Techie Tuesdays monthly & weekly technology feedback on lesson plans is helping to increase technological knowledge school wide. Each grade level shared how they were implementing technology into their daily instruction including K-2 demonstrating significant increase in iPad usage, Big Universe, Kahoot & the students do their daily check in using the smart board; integrated technology into the Daily 5(based on district walkthroughs by central office personnel); Imagine Learning usage proved strong fidelity model increases in DIBELS across 2nd grade based on EOY. As it relates to ODRs and referrals, we as a school relaunched & rebranded our PBIS SOAR program at IEJ beginning in September 2015; very positive feedback on SET Review with J. Synan in April. The IEJ PBIS flowchart was also created to outline ODR referral process & communicate steps school wide.

IEJ is a suburban PK-5 school serving approximately 415 students representing 78% African-American, 20% Caucasian, & 2% other. This school year we boast 95% highly qualified teachers in all certified areas, & we are proud to be a community school that partners closely with area organizations, local churches, & non-profits to increase volunteers & support in our school. According to our end of the year data analysis, overall student performance increased compared to last year by 2.45% in reading, 6.09% in math and 7.14% in Science. Student attendance continues to be an area of strength and the level of parent involvement is improving. The PBIS team and staff have worked to more effectively implement Module 1 strategies of the PBIS model and according to our SET evaluation, a strong foundation has been established. As a result of this initiative, ODRs have decreased and will continue to decline as we implement more behavioral interventions school-wide. According to our TWC survey, access to technology, teacher leadership, and many aspects of school leadership and instructional support are strengths here are I. E. Johnson.

2. What does the analysis tell you about your schools gaps or opportunities for improvement?

2015 - 2016	2014 -2015
<p>Our greatest deficits continue to be apparent in first grade with no average growth from 2014-15 to 2015-16 in first grade &amp; in 3rd through 5th grade an overwhelming majority of students showed little to no growth on RL.1 (key details) and RL.4 (informational text) with 3rd grade at 46% proficiency, 4th grade at 48% proficiency, and 5th grade at 51%, respectively. Similarly, there was a lack of student accountability with student use of Canvas for class assignments versus homework assignments &amp; level of teacher usage of SmartBoards in classroom outweighs student interaction (based on district &amp; classroom walkthroughs).</p>	<p>Our greatest deficits are apparent in reading. However, there are opportunities for growth in all areas. Teachers will continue to engage in professional development and effectively utilize school-based PLCs and the instructional coaches to gain a better understanding of the curriculum and identify instructional strategies to effectively engage their students in learning the content. Teacher will also minimize transitions and non instructional time and effectively utilize their time and resources. PBIS strategies will also be employed with fidelity to decrease disciplinary issues and/or office referrals.</p>

3. What data is missing, and how will you collect this information for future use?

2015 - 2016	2014 - 2015
<p>Official EOG and EVAAS data which will be analyzed to address strengths, deficits and individual student needs. Teachers will be responsible for adhering to progress monitoring and implementing appropriate interventions.</p>	<p>Newly released EOG and EVAAS data will be used to address deficits and individual student needs. According to the 2014-15 EVAAS data, IEJ did not meet growth on the School Accountability Growth Estimates overall by -2.19. In terms of Educator Effectiveness, IEJ also did not meet growth by -4.83. Based on this information, administration will collect all of the data &amp; utilize it during the "super" observation on each certified teacher prior to March 24, 2016. The "super" observation will provide an opportunity for dialogue &amp; revisiting PDP goals throughout the duration of the year. Teachers will be responsible for adhering to progress monitoring deadlines and implementing appropriate interventions.</p>

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? What evidence led you to determine these top priorities?

2015 2016	2014 - 2015
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Based on walk through data, observations, needs assessments, 2014-2015 EOG scores, 2015-2016 EOG projections and ODR data it is evident that in order to move towards continuous improvement, growth is needed in ELA, Technology, School Climate and Discipline. Specifically as it relates to Goal 1 through 4 evidence that supports deficits or opportunities for improvement include: In 1st grade (based on BOY –MOY benchmarks), 37 out of 61 students moved to green in NWF, 25 out of 61 moved to green in WWR, and 27 out of 61 moved to green in DORF WPM.; based on EOY benchmarks there was no average growth from 2014-15 to 2015-16. In 3rd -5th grade an overwhelming majority of students showed little to no growth on RL.1 (key details) and RL.4 (informational text) with 3rd grade at 46% proficiency, 4th grade at 48% proficiency, and 5th grade at 51%, respectively. In terms of technology, there was a lack of student accountability with student use of Canvas for class assignments versus homework assignments based on classroom walkthrough data, and the level of teacher usage of SmartBoards in classroom outweighs student interaction (based on walkthroughs and technology needs assessment). Lastly, as it pertains to ODRs and referrals the PBIS matrix & flowchart are still new to students & staff; daily reminders are a necessity. Bus referrals at IEJ continue to be a majority of discipline making up an overwhelming 67% of total referrals for the 2015-16 school year. Finally, the monthly PBIS calendar created by the PBIS committee in an effort to increase communication school wide about upcoming events needs streamlining & more time for planning events based on formal and information feedback from the SET Review in April and teacher feedback to administration following the SET Review.

As a new principal at IEJ, some of the data (i.e. CWTs) was not readily available however administration has utilized available data as well as 2014-15 EVAAS & summative to develop an instructional plan for students at IEJ. Based on classroom walkthroughs, teacher reflections, and assessment data it is evident that in order to move towards continuous improvement, growth is needed in the areas of content knowledge, consistent utilization of research based instructional practices and interventions and classroom management.

## Priority Goal 1 and Associated Strategies

School Goal 1: By the end of the 2016-2017 school year, our overall reading GLP will increase by 10% points from 33% to 43% as noted through the implementation of the Reading with Meaning and Being a Writer Program.

Supporting data: According to the 2015-16 EOG reading assessment results, the percentage of students who were proficient in reading was below 30.3% in all grade levels (3-5) Third: 23.1% Fourth: 34% Fifth: 34%. Data also revealed that the Third Grade cohort (current 4th graders) of 39 students 16 scored a level I on the Reading EOG. The Fourth Grade cohort (current 5th graders) of 62 students, 31 scored a level I on the Reading EOG.

**District Goal Supported: Goal 1: High Performance Students- Continue implementation and monitoring of K-12 Literacy Plan to ensure that students are performing at or above grade level as measured by increases in district grade level MClass and EOG reading assessment and English II performances.**

Target: To double CCR from 14% in third grade to 25%, to increase CCR in fourth grade from 15% to 26% to increase CCR from 23% to 33% in fifth grade.

Indicator: Mclass, benchmarks, EOG and EVAAS data

**Funding Source and Amount: Title I, state, & local funds**

### Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

**Milestone: Design, deploy, & monitor professional development in the areas of ELA, effective instructional strategies, implementing Daily Five with the goal of improving student achievement by 15% in the area of English Language Arts.**

	1. Reading with Meaning and Being a Writer training	1. Implement Reading with Meaning and Being a Writer program with fidelity. Our teachers will create the pacing guide and benchmark assessments for both reading and writing during curriculum week. This program integrates the academic rigor of reading instruction with collaborative structures that teach students to make sense of text, support their own opinions, and appreciate and respect the ideas of others
	2. Mini-training sessions on data analysis/data notebooks	2. Maintain a strong PLC in which teachers will collaboratively analyze and desegregate student data, plan engaging and differentiated lessons utilizing research based strategies and identify effective interventions to maximize student growth. Growth will be charted by grade levels quarterly on our data wall and in individual Teacher Data notebook. Continue focused PLC discussions on student interaction with technology in K-2 grade to increase autonomy.
	3. HELPS training	3. Since our 2nd grade had huge success with implementing HELPS as a Tier II intervention, we will provide training with 1st, 2nd instructional assistants in order to utilize as intervention with MTSS for 1st- 3rd grade students.

<b>Action Steps (How)</b>	4. MTSS Training/ Tools for your Toolbox (NCCAT)			4. Continue to utilize data to drive instruction. Differentiate lesson plans and form intervention groups and utilize intervention block which has been added to our daily schedule to enhance student growth. • In order to meet the needs of our “bubble students” we created a virtual data wall ( <a href="http://tinyurl.com/h3psr2f">http://tinyurl.com/h3psr2f</a> ) so that we could easily track students by standards of weakness * We look at students by standard . These students will then be tracked on future assessments and benchmarks on these particular standards and moved according to their scores, but color of their name will remain the same so we can see growth. We will add a data notebook for each teacher that will track data by standard and keep track of interventions for MTSS		

**Milestone: Deploy and monitor the use of research based instructional strategies that support the ELA common core with the goal of increasing student performance by 10% in ELA.**

		2016-2017	
<b>Action Steps (How)</b>	1. Reading with Meaning and Being a Writer pilot		
	1. Create lesson plans during PLCs that are aligned with the common core, implement Reading with Meaning and Being a Writer program, integrate the Ten Non-Negotiable components, and deliver rigorous, authentic instruction * Ten Days of Daily 5 at beginning of the year. * 10 Days of Non-negotiables focused walk-throughs * Long-range planning days for vertical planning as well as nine week planning using data.		
	2. Built in Intervention/Enrichment time in Schedule		
	2. Continue to incorporate research based instructional technology programs in daily instruction practices ( Letter Land, Daily 5, Imagine Learning, Accelerated Reading, STAR reading, Big Universe, RTI intervention block) to monitor student growth. * Implementation of Letterland, Daily 5, Imagine learning for 2nd grade at risk students, Accelerated Reading, STAR reading, Big universe, RTI team meetings, intervention blocks into daily schedule)		
3. Hiring two additional teachers as tutors.			3. Differentiate instruction based on formative and informative assessment data, data wall, ability level and overall student needs. * Data wall in plc room (move students according to data), notice trends, and focus groups planned during PLCs. Virtual data wall created for bubble students. Data notebooks for each teacher will be utilized during PLCs to track data per standard.
4. Specifically Designed Instruction			4. Utilize data from CWTs (district team and administration) to ensure quality instruction and to evaluate teacher effectiveness. PDSA will be created for Instructional Facilitator & monitored, discussed, & collaborated on weekly during Instructional Lead Team meeting. The PDSA is a living, breathing document based solely on feedback & data from walkthroughs.

**Milestone: Design and Deploy a data progress monitoring plan that addresses student deficiencies as well as student growth with a focus on opportunities for growth and improvement with the goal of increasing student performance in ELA by 10%**

<b>Action Steps (How)</b>	<b>2016-2017</b>	
	1. MTSS	1. Progress monitor the use of data to inform instruction to appropriately differentiate instruction to meet the needs of all students. * progress monitoring discussions during PLCs and follow ups with administration * progress monitoring calendars shared on google docs PLC meetings will continue to allow for data meetings to take place to create focus groups/intervention groups
	2. Effective planning sessions and professional development	2. Use formative/informative assessments, benchmarks, EOG and mClass data to monitor growth and form intervention/enrichment groups. *disegregate mclass, common assessment, and benchmark data by student by standard
	3. Data conferencing	3. Conduct student data conferences to ensure students understand their personal data and growth projection. *Teachers and administration conduct student conferences and monitor strengths and weaknesses *Admin met with all 3-5 students before 2nd benchmark to assess needs/goals
4. mClass/Reading 3D/common assessments/Benchmark testing	4. Discuss data trends with administrative team, support staff and other appropriate individuals to celebrate success and/or seek strategies for improvement. *weekly leadership team meetings to discuss strengths and weaknesses and focus of walkthroughs	

**List the plan for funding above milestones and actions.**

Source	local, Title I, general	Aligns to Strategy and Step Number	Estimated Amount	
			Align to Milestone and Action Number	
Funding Source 1:	Title 1		Review Frequency: Local Funds	Milestone 1 & 3 \$1,500.00
Funding Source 2:	General Funds/ Title I		Review Frequency: Title I	Milestone 1,2, &3 \$1,000.00
Funding Source 3:	Title 1		Review Frequency:	
Funding Source 4:	Title 1		Review Frequency:	
Total			<b>Total</b>	<b>\$2,500.00</b>
	Quarterly			

**Progress Monitoring of Milestones for Fidelity? (How, When, By Whom)**

Progress Monitoring will be done at the end of each nine weeks during the faculty meeting by each of the School Goal Committees. Milestones will monitor for fidelity will be looking at PDSA results from data meetings which occur during PLC meeting each week by grade level, implementation schedule, Benchmark data, Common Assessments, BOY-MOY mClass data, and CWT data. The SIP plan goals are displayed in the data room, emailed to staff with hard copies placed in mailboxes for teacher reference, and placed on the school website for parents. At the initial PTO meeting, goals and their purposes will be communicated to parents. Priority Goal Committee members will monitor the progress of goals on the following dates: .

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How will you determine whether the actions led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

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

Using the PDSA model, school committees which are correlated to the SIP will analyze data in each priority goal and analyzing action steps for their impact. Determining that each action step is done with fidelity and see if the process needs to be changed. Compare data when determining new action steps and those that are being repeated. Minutes from the school committee are emailed to the Instructional Lead team and disaggregated in PLCs to monitor weekly.

Based upon identified results, should/how should actions be added, revised or removed?

Based on recommendations from each priority goal committee on what they found when data was analyzed and each action step is evaluated for impact. Changes will be made because the SIP plan is a living, breathing document. It will be reviewed by the SIT team and then sent to staff for discussion & implementation.

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**Target/Expected Outcomes: Increase the number of staff members using technology to enhance instruction on a consistent basis.**

School Goal 2: During the 2016-17 school year, teachers will enhance instructional delivery & student preparedness for the 2017-18 1:1 technology initiative by utilizing technology devices & resources as measured by technology integration into weekly lesson plans, school & district walkthroughs, formative assessments, EOG results, participation & presentation in Techie Tuesday & progression in the SAMR model.

**What are the exact percentages for teachers who responded to the technology needs assessments survey & what needs did they**

**identify for themselves in terms of technology?**  
100% of teachers responded to the technology assessment.  
Teachers rated their overall skill level:  
Challenged- 3.8%  
Basic- 38.5%  
Proficient- 46.2%  
Advanced- 11.5%

**Milestone: Deploy and monitor the use of instructional technology strategies in weekly classroom lessons with the goal of progressing instruction through the SAMR model.**

**Target/Expected Outcomes: Increase the number of staff members using technology to enhance instruction on a consistent basis.**

**Indicator: Classroom observations, technology needs assessment, weekly lesson plans, teacher led PD focused on technology.**

**Funding Source and Amount: Title I, state, & local funds**

**Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.**

**Milestone: Deploy and monitor the use of instructional technology strategies in weekly classroom lessons with the goal of progressing instruction through the SAMR model.**

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1. Utilize the digital technology facilitator to offer strategies to teachers to enhance their classroom technology instruction. Administration will follow up with DIF on a weekly basis to discuss walkthrough data & schedule specific follow up with individual teachers.\* Digital facilitator is involved with Techie Tuesdays to meet needs of teachers.

<b>a n / D o</b>	<b>Action Steps (How)</b>	2. Monitor the use of smart documents in weekly lesson plans. DIF & administration will also partner on a weekly basis to implement lesson plan feedback to individual teachers on their lesson plans at a rate of 19+ teacher/week. * Teachers utilize google docs for collaborative lesson planning each week during PLCs. They submit them through google docs weekly.
		3. Utilize the smart board and document camera to create engaging lessons. Teachers, DIF, IF, & administration will collaborate to develop, deliver, & implement Thoughtful Techie Tuesday with feedback & full participation from classroom teacher leaders. *DIF and administration, as well as teachers will conduct pd on Techie Tuesdays to meet the technology needs of staff
		4. Seek out and use technology based websites to enhance instruction ie.. Big Universe, Discovery Education, Ten Marks, Front Row, Read Works, etc. *Utilize Big Universe, Ten marks, Front Row, readworks and imagine learning for our at risk 3rd graders

**Milestone: Deploy and monitor staff's use of technology as related to their working environment with the goal of progressing instruction through the SAMR model.**

<b>Action Steps (How)</b>	1. Staff will utilize google docs to create, implement, share, and send weekly lesson plan. It will also be used to participate in PLC's, SIT meetings, and Staff Meetings. *Staff submits and plans using google docs weekly *SIT minutes and plan is shared through google docs * Staff agendas are shared through google docs monthly				
	2. Design and deploy technology PD based on a needs assessment survey *survey was conducted and Techie Tuesdays are developed to allow choice for staff and meets needs of staff				
	3. Provide opportunities for teachers to take on expert roles and share successful technology strategies, websites, tools, and other forms of technology with their colleagues * Staff conducts pds at Techie Tuesdays				
	4. Discuss the conversion of virtual labs to Chrombooks/boxes in order to enhance the technology learning environment. * Fifth grade teacher h created a Canvas tutorial for staff members *3rd grade teachers have fully incorporated Canvas into their Daily 5 structure				

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**Milestone:**

<b>Action Steps (How)</b>	1.				
	2.				
	3.				
	4.				

**List the plan for funding above milestones and actions.**

Source	Estimated Amount			
	Align to Milestone and Action Number			
Funding Source 1:	Review Frequency:Local Funds	Milestone: 1 & 2 Action:4		\$500.00
Funding Source 2:	Review Frequency:Title I	Milestone:1 & 2 Action: 2& 3		\$15,000.00
Funding Source 3:	Review Frequency:	Milestone: Action:		
Funding Source 4:	Review Frequency:	Milestone: Action:		
			<b>Total</b>	<b>\$15,500.00</b>

**Progress Monitoring of Milestones for Fidelity? (How, When, By Whom)**

**How will you determine whether the actions led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**

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

Using the PDSA model, school committees which are correlated to the SIP will analyze data in each priority goal and analyzing action steps for their impact. Determining that each action step is done with fidelity and see if the process needs to be changed. Compare data when determining new action steps and those that are being repeated. Minutes from the school committee are emailed to the Instructional Lead team and disaggregated in PLCs to monitor weekly.

**Based upon identified results, should/how should actions be added, revised or removed?**

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Based on recommendations from each priority goal committee on what they found when data was analyzed and each action step is evaluated for impact. Changes will be made because the SIP plan is a living, breathing document. It will be reviewed by the SIT team and then sent to staff for discussion & implementation.

**School Goal 3: By the end of the 2016-2017 school year, office discipline referrals will decrease by 25% with a target of 170 ODRs.**

**District Goal Supported: High Performance Students**

**Supporting Data: During the 2015-2016 school year there was a total of 226 days served for out of school suspensions comprised of a significant majority in 4th and 5th grade in both the classroom and bus setting.**

**Indicator: ODR data and parent survey for Title 1**

**Funding Source and Amount: Title I, state, & local funds**

**Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.**

**Milestone: Deploy and monitor a PBIS system with the goal of increasing a positive culture and raising morale in order to decrease total number of ODR's by 25%.**

<b>Action Steps (How)</b>		
		1. Continue and revise a plan of PBIS components which include: incentives for positive behavior (Class of the Week and Student of the Week), staff incentives, utilization of digital currency, continue the use of Jet Academy, deployment of PBIS matrix, maintain Beta Club and student council representatives.
		2. Train staff on Educators Handbook and provide monthly reports on discipline. *ODRs disaggregated by location, race, and grade *individual teachers meet with administration to discuss prevalence of behaviors & classroom management strategies are implemented
		3. Design and deploy PBIS lesson plans *PBIS committee developed, implemented, & monitored 10 days of PBIS expectations at the beginning of the school year which included specific SOAR model activities in each area of the school as designated by the PBIS matrix *matrix is displayed in each classroom for easy reference *posters were designed & placed strategically around the school in each area for teachers & students to utilize as reference in those specific areas
		4. Implement a new bus system. Teachers will ride the bus for the first two weeks of school and bus monitors will be in place for the remainder of the school year. Students will be advised of their expectations for riding the bus with a bus contract, to be signed by the rider and parent. Decrease number of ODR's by 10 % 199 bus ODR's for 2015-2016 school year. Bus of the month will be awarded and there will be a student of the month per bus.

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<b>POD</b>	<b>Milestone: Design, Deploy, and monitor a community involvement program with the goal of reducing the total number of ODR's by 25%.</b>	
	<b>2014-2015</b>	<b>Strategy 2: Increase community stake holders involvement</b>
	<b>Action Steps (How)</b>	
	1. ELA/SS integration	1. Design, deploy and monitor a mentor program for the purpose of building strong, supportive relationships with students. *Jet Academy & Royal Academy developed by administration & key stakeholders in order to implement mentors across grade level (peer mentoring) and provide opportunities for community stakeholders to partake in a leadership luncheon for Student of the Month.
	2. Built in Intervention/Enrichment time in Schedule	2. Design, deploy, and monitor a Book Swap program to encourage student and parent access to books when the school library is closed. *school committees are being aligned to literacy goal (Goal 1) in order to increase the number of books that IEJ students have access to *Parental Involvement committee is seeking ways to purchase and/or have donated books into our classroom libraries
3. Hiring two additional teachers and three half time teachers/Tutors (3)	3. Offer weekly after-school open library time for parents/students for reading, taking AR tests, and tutoring *administration is working closely with custodial staff and technology department in order to determine ways for parents to access (safely and securely) those apps, programs, and websites to focus on resume writing, job searching, & building an online portfolio. We will open the media center to the public over the summer during the morning two times a week. A stipend will be provided for teacher leaders who work in the Media Center after school hours to provide support & guidance for parents/students.	
4. Specifically Designed Instruction		
5. Specials teachers		
<b>Milestone: Design, Deploy and monitor an alternative learning classroom, which will be used in lieu of out of school suspension</b>		
<b>Action Steps (How)</b>		
<b>2014-2015</b>		
1. RTI	1. Change the physical space in the alternative learning classroom to provide more individualized student space.	
2. Effective planning sessions and professional development	2. Guidance counselor will offer counseling sessions to students who are placed in alternate learning classroom. We will provide anger management, making better choices, and being respectful counseling. Students will be provided with character words of the month. Words will be defined and activities will be devised to teach the word of the month.	
3. Summer Reading Program	3. Communication logs for the students that attend the ALC. School Resource officer will have access to the cards to allow him to follow up and conference with students on rounds through the building.	
4. mClass/Reading 3D/common assessments/Benchmark testing		
<b>List the plan for funding above milestones and actions.</b>		

Source	local, Title I, general	Estimated Amount			
		Align to Milestone and Action Number			
Funding Source 1:	Title 1	Review Frequency: Local Funds	Milestone: 1 & 2 2 & 4	Action:	\$2,500.00
Funding Source 2:	General Funds	Review Frequency: Title I	Milestone: 3	Action: 1	\$35,000.00
Funding Source 3:	Title 1	Review Frequency:	Milestone:	Action:	
Funding Source 4:	Title 1	Review Frequency:	Milestone:	Action:	
<b>Total</b>					<b>\$37,500.00</b>
	Quarterly				

**Progress Monitoring of Milestones for Fidelity? (How, When, By Whom)**

Progress Monitoring will be done at the end of each nine weeks during the faculty meeting by each of the School Goal Committees. Milestones will monitor for fidelity will be looking at PDSA results from data meetings which occur during PLC meeting each week by grade level, implementation schedule. Administration will also provide monthly updates to the faculty during faculty meetings on the number of ODRs each month. The SIP plan goals are displayed in the data room, emailed to staff with hard copies placed in mailboxes for teacher reference, and placed on the school website for parents. At the initial PTO meeting, goals and their purposes will be communicated to parents. Priority Goal Committee members will monitor the progress of goals on the following dates: 10/28, 1/27, 3/23, and 6/9.

**How will you determine whether the actions led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**

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

Using the PDSA model, school committees which are correlated to the SIP will analyze data in each priority goal and analyzing action steps for their impact. Determining that each action step is done with fidelity and see if the process needs to be changed. Compare data when determining new action steps and those that are being repeated. Minutes from the school committee are emailed to the Instructional Lead team and disaggregated in PLCs to monitor weekly.

**Based upon identified results, should/how should actions be added, revised or removed?**

Based on recommendations from each priority goal committee on what they found when data was analyzed and each action step is evaluated for impact. Changes will be made because the SIP plan is a living, breathing document. It will be reviewed by the SIT team and then sent to staff for discussion & implementation.

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## Priority Goal 4 and Associated Strategies

**School Goal 1: By August 2017 based on Math End-of-Grade data for I. Ellis Johnson, 44% of students will be proficient in 2016-2017 as noted by focusing on our bubble students and 30.5% will be College and Career Ready.**

**Supporting Data: The school performed in Math at 30.2% in 3rd grade, 30% in 4th grade, and 48% in 5th grade. We will focus on bubble students in grades 3-5.**

**District Goal Supported: High Performance Students, Staff, and Learning Environment**

**Target/Expected Outcomes: To increase Grade Level Proficiency (GLP) in 4th grade from 30% to 40% and increase College and Career Ready (CCR) proficiency from 15% to 25%; to increase GLP proficiency in 5th grade from 41.9% to 50% and increase CCR from 29.6% to 35%.**

**Indicator: End-of-Grade Tests/ Quarterly Benchmark Data/ Common Assessments**

**Milestone:**

**Funding Source and Amount: Title 1 and Local Funds**

**Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.**

**Milestone:**

<b>P l a n / D</b>		
		1. Word Problem Comprehension will provide resources through use of graphic organizers to break down steps and procedures in math sentences; K - 5 Math Teaching Resources; Math notebooks; Re-write problems in own words; incorporating Writing in Math centers and anchor chart creation.
	<b>Action Steps (How)</b>	2. Incorporation of Math Vocabulary to integrate vocabulary into lessons; align vocabulary vertically and horizontally with cross curriculum vocabulary; Vertical planning will be provided to allow collaboration amongst grade levels to ensure vocabulary is built upon.
		3. STEAM resources will be utilized for lessons and activities will be brought into the classroom and students will have additional hands-on experience in our STEAM lab. Guest speakers will be scheduled monthly to discuss the importance of Mathematical concepts in their daily lives and endeavors.

<b>Milestone:</b>				
<b>Action Steps (How)</b>	<b>2016-2017</b>			
	1. ELA/SS integration		1. Built in intervention/enrichment time - each grade level has 30 minutes that have been built into their daily schedule to support students in Tiers 2 and 3 of the RTI process.	
	2. Built in Intervention/Enrichment time in Schedule		2. Hiring one half time teacher (tutor) to help effectively meet the needs of students. The half time will pull small groups 5 days of a week from January until May. The half time teacher will assist small groups in math blocks in 3rd - 5th grade.	
	3. Hiring two additional teachers and three half time teachers/Tutors (3)		3. Explicitly Calculated Teaching- Our EC population receives direct instruction through the Spire Reading program and Number World program for math. Inclusion is vital to EC instruction to ensure students are receiving the benefits of the least restrictive environment. AIG students will be clustered and placed with an AIG certified staff member to receive enrichment and differentiation.	
	4. Specifically Designed Instruction			
5. Specials teachers				

<b>Milestone:</b>				
<b>Action Steps (How)</b>	<b>2016-2017</b>			
	1. RTI		1. Change the physical space in the alternative learning classroom to provide more individualized student space.	
	2. Effective planning sessions and professional development		2. G	
	3. Summer Reading Program		3.	
	4. mClass/Reading 3D/common assessments/Benchmark testing		4.	

<b>List the plan for funding above milestones and actions.</b>				
Source	Choose: state, local, Title I, general funds, other	to Strategy and Step Nu	Estimated Amount	
			Align to Milestone and Action Number	

Funding Source 1:	Title 1		Review Frequency:	Milestone: Action:		\$180,000.00
Funding Source 2:	Title 1		Review Frequency:	Milestone: Action:		\$45,000.00
Funding Source 3:	Title 1		Review Frequency:	Milestone: Action:		
Funding Source 4:	Title 1		Review Frequency:	Milestone: Action:		
			Total		<b>Total</b>	<b>\$225,000.00</b>
			Quarterly			

**Progress Monitoring of Milestones for Fidelity? (How, When, By Whom)**

**How will you determine whether the actions led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**

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

**Based upon identified results, should/how should actions be added, revised or removed?**

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## Title I Schoolwide Program Plan

*Within the Title I Part A regulations, all school wide programs must include plans for the following ten components.*

**Schoolwide reform strategies: Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.**

This school improvement plan addresses this requirement in the noted goal areas.		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	
	<b>Goal Area</b>					
	<b>Year</b>	2016-17	2016-17	2016-17	2016-17	
	<b>Milestone 1</b>	x	x	x	x	
	<b>Milestone 2</b>	x	x	x		
	<b>Milestone 3</b>	x	x	x		

**In addition to the goals and strategies noted, what else will you be doing to address school wide reform?** Reading A-Z & STAR AR licensure will be renewed and utilized to improve student achievement in the area of math. Technology programs & professional development will continue to be implemented with fidelity and the use of technology will be integrated to enhance student learning and engagement while promoting 21st century skills. The administrative team has opted to rehire an ALC teacher assistant with Title I funds as well in order to address discipline and behavior needs based on data from 2015-16.

**How will Title I funds be used? What specifically will you use the funds to achieve or purchase? All funding purchases should be aligned to your milestones and actions.** During the 2016-17 school year \$4487.44 will be used to purchase the renewal license for the AR-STAR program (IXL will not be renewed in the 2016-17 due to lack of fidelity & no specific correlation to math student achievement). \$12,000 will be used to purchase, repair, and/or update computer equipment in order to align IEJ with the district initiative of the pending 1:1 initiative & technology needs. \$10,000 will be used to purchase supplies and materials in the area of ELA to help transform IEJ into a data-driven instructional culture. IEJ will also purchase SPIRE materials to assist the Title I assistant in the area of reading as a research-based program that directly targets struggling readers. In addition, IEJ will participate in the Battle of the Books competition for 2016 in which literature from the nationally approved book list will be purchased for the student team.

**Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. The ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program school meet the qualifications required by section 1119. Students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.**

This school improvement plan addresses this		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	<b>Goal Area</b>					
	<b>Year</b>	2016-17	2016-17	2016-17	2016-17	2016-17

requirement in the noted goal areas.	<b>Milestone 1</b>	x	x	x	x			
	<b>Milestone 2</b>	x	x	x	x			
	<b>Milestone 3</b>	x	x	x	x			
What is your school's percentage of highly qualified teachers and paraprofessionals? 100%								
<p><b>How will Title I funds be used?</b> What specifically will you use the funds for to achieve and/or maintain highly qualified staff? Please list. Utilize teacher leaders' insight as representatives on school and district committees; model PBLs for teacher leaders through open discussion forums on school issues (e.g. Survey Monkey, Monday Memo, etc.)</p>								
		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>		
Revisit processes	<b>Goal Area</b>							
	<b>Year</b>	<b>2016-17</b>	<b>2016-17</b>	<b>2016-17</b>	<b>2016-17</b>	<b>2016-17</b>		
Develop strong	<b>Milestone 1</b>	x	x	x	x			
	<b>Milestone 2</b>	x	x	x	x			
Increase awareness	<b>Milestone 3</b>	z	x	x	x			
<b>Actions to Address Priority Goal</b>								
		Beginning Teacher meetings every 9 weeks; mentors assigned in-house; staff appreciation days; SOAR Staff awards; hiring process done by committee; open door policy (Instructional Lead Team)						
<p><b>Strategies to attract highly qualified teachers to high-need schools: Although recruiting and retaining highly qualified teachers is challenging in high poverty schools, all students in these schools need excellent teachers. The schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.</b></p>								
		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>		
This school improvement plan addresses this requirement in the	<b>Goal Area</b>							
	<b>Year</b>	<b>2016-17</b>	<b>2016-17</b>	<b>2016-17</b>	<b>2016-17</b>	<b>2016-17</b>		
	<b>Milestone 1</b>	x	x	x	x			

noted goal areas.

<b>Milestone 2</b>	x	x		x		
<b>Milestone 3</b>	x	x	x	x		

**List strategies you will use to recruit and retain high quality teachers throughout 2015-2016?** Mentors and Curriculum Coaches will be assigned to help new teachers with questions concerning the school, curriculum, instruction, and the community. New teachers will participate in meetings to address concerns and develop appropriate strategies to improve the quality of their instruction and classroom management. Four highly qualified teachers salaries and benefits (\$219,816.95) will be purchased from Title I funds.

**Strategies to increase parental involvement:**

This school improvement plan addresses this requirement in the noted goal areas.	<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Goal Area</b>				
	<b>Year</b>	<b>2016-17</b>	<b>2016-17</b>	<b>2016-17</b>	<b>2016-17</b>
	<b>Milestone 1</b>	x		x	
	<b>Milestone 2</b>	x		x	
	<b>Milestone 3</b>	x		x	

**What activities will your school use to communicate, involve, and educate parents at all grade levels? Please list.**

				<b>2015 - 2016</b>
To communicate:	Connect 5 throughout the week; monthly office newsletter correlated with character trait of the month (counselor) and community focus of the month (social worker); face-to-face monthly breakfast with parents for Principal Advisory Council (parents nominated by grade level & personal invitations delivered); Facebook announcements and celebrations (students & faculty/staff celebrations); school website		Connect 5 throughout the week; monthly office newsletter; face-to-face monthly breakfast with parents for Principal Advisory Council; Facebook announcements and celebrations; school website	
To involve:	4 parent nights (one per quarter on each of the content areas); 4 PTA meetings (one per quarter based on curricular pacing guides); opening up Media Center two evenings a week for parents to access AR & computers for internet access; open door policy; Reading festival in the spring and fall; fundraisers; Grandparents day; Breakfast and lunch weeks; parent involvement day; P/T conference days (2 during the 2016-17 school year)		3 parent nights; 3 PTA meetings; opening up Media Center two days a week for parents to access AR & computers for internet access; open door policy; volunteers with PTA; Reading festival in the spring and fall; fundraisers; Grandparents day; Breakfast and lunch weeks; parent involvement day; P/T conference days - 2	

To educate/train:	quarterly newsletters from grade levels; PTO meetings & events throughout the year	3 parent nights and 2 PTA meetings; announcements and newsletters				
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**Plans for assisting students in successful transitions from one grade grouping to the next: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students whether the move involves pre-kindergarten to kindergarten; elementary to middle school; or middle to high school. (Transition Component)**

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement in the noted goal areas.	<b>Goal Area</b>					
	<b>Year</b>	2015-16	2015-16	2015-16	2015-16	2015-16
	<b>Milestone 1</b>	x	x	x		
	<b>Milestone 2</b>			x		
	<b>Milestone 3</b>	x	x	x		

**List activities or strategies that your school will use in transitioning students. Please include all purchases that you would like to make.**

<b>Actions</b>	Pre-K graduation; 5th grade graduation; Kindergarten orientation; 6th grade orientation; increase communication between 5th grade and 6th grade teachers; counselor meets with 5th grade teachers to plan lesson focused on 5th to 6th grade transitions; sharing of data sheets from 5th grade with 6th grade; purchasing kindergarten supplies & materials for kindergarten orientation in the Spring 2017
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**Measures to include teachers in decisions regarding the use of academic assessments: In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from more informal assessment practices such as teacher observation, benchmarks, or other focused assessments. Schoolwide programs must provide teachers with opportunities to increase their understanding of and applications for data use to improve instruction.**

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement in the noted goal areas.	<b>Goal Area</b>					
	<b>Year</b>	2015-16	2015-16	2015-16	2015-16	2015-16
	<b>Milestone 1</b>	x	x	x	x	
	<b>Milestone 2</b>	x	x	x	x	

	<b>Milestone 3</b>	x	x	x	x		
	List specific opportunities for staff to develop skills in using multiple assessments to enhance instructional practices for students.						
<b>Actions</b>	PLCs professional development on building common assessments; disaggregating data from benchmarks and common assessments; Imagine Learning PD from vendor in 2nd & 3rd grade on utilizing data to guide instruction; interactive data notebooks for individual students utilizing all data points						
<b>Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The schoolwide program school must identify students who need additional academic support to meet standards and provide them with timely assistance tailored to their needs. This assistance must be available to all students in the school who need it.</b>							
This school improvement plan addresses this requirement in the noted goal areas.		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>	
	<b>Goal Area</b>						
	<b>Year</b>	<b>2015-16</b>	<b>2015-16</b>	<b>2015-16</b>	<b>2015-16</b>	<b>2015-16</b>	
	<b>Milestone 1</b>	x					
	<b>Milestone 2</b>	x					
	<b>Milestone 3</b>	x					
	<b>How will you identify students who are at-risk for non-achievement? Please include all grade levels.</b>						
<b>Actions</b>	Data disaggregation of 2014-15 EOG results along with projected proficiencies for 2015-16 have been calculated and discussed by grade levels. IEJ has created virtual data walls which serve as the backbone to professional learning communities and instructional conversations to guide the learning and teaching in each classroom. Those students who are not proficient in the areas of reading, math, or science are identified as at-risk for non achievement on the EOG in 3rd, 4th, and 5th. Those students who are in the red in their TRC on mClass in grades K, 1st, and 2nd are considered at-risk for non-achievement.						

	<b>What strategies will be used to assist students who are not achieving? Please include all grade levels.</b>				
<b>Actions</b>	PBIS incentives (behavior/discipline); implementation of Alternative Learning Classroom (ALC); tutors in Grade 3 to address BOG & mClass deficits; academic & peer mentors				
<p><b>Coordination and integration of Federal, State, and local services and programs: Schoolwide program schools are expected to use available funding and activities to integrate services and programs to upgrade the entire educational program and help all students reach proficient and advanced levels of achievement. Schoolwide program schools may combine most Federal, State and local funds to provide needed services. Remember it is the intent of Title I to be supplemental to available local and state dollars.</b></p>					
<p>What programs or activities are available besides those funded by Title I for your learners? Please list.</p>					
	Activity or Program	Funded by:	What group benefits from this activity/program?		
	PBIS	local	PreK-5th		
	Imagine Learning	local	2nd & 3rd		
	Daily 5	local	K-5th		
	Pre K	federal	Pre K		
	Systems (Partners in Ministry)	state/federal	3rd - 5th		
	AR/STARS	federal	K - 5th		

<b>Name: sbegoal</b>	
Select an SBE Goal	
No match	
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.	
<b>Name: distgoal</b>	<b>Name: funds</b>
Select a district-level goal	Select a funding source
No match	School general funds
	Local district funds
#REF!	State funds - DSSF
#REF!	State funds for at-risk students
#REF!	State funds for exceptional child
#REF!	Federal funds - Title I
#REF!	Federal funds - Title II
	Federal funds - Title III
<b>Name: review</b>	Federal funds - Title IV
Select a review frequency	Federal funds - Title V
Quarterly	Federal funds - Title VI
Semi-annually	Federal funds - Title VII
	Federal funds for at-risk students
	Federal funds for exceptional childr
	Other
<b>Name: leanamenum</b>	<b>Name: chartername</b>
Select your school district/charter school	Select your charter school
Alamance-Burlington Schools - 010	River Mill Academy - 01B
Alexander County Schools - 020	Clover Garden - 01C
Alleghany County Schools - 030	Hawbridge School - 01D
Anson County Schools - 040	Grandfather Academy - 06A
Ashe County Schools - 050	Crossnore Academy - 06B
Avery County Schools - 060	Washington Montessori - 07A
Beaufort County Schools - 070	Charter Day School - 10A
Bertie County Schools - 080	Evergreen Cmty Chart - 11A

Bladen County Schools - 090	ArtSpace Charter - 11B
Brunswick County Schools - 100	F Delany New School - 11K
Buncombe County Schools - 110	The New Dimensions - 12A
Asheville City Schools - 111	Carolina Intrntnl - 13A
Burke County Schools - 120	Cape Lookout High - 16A
Cabarrus County Schools - 130	Tiller School - 16B
Kannapolis City Schools - 132	Chatham Charter - 19A
Caldwell County Schools - 140	Woods Charter - 19B
Camden County Schools - 150	The Learning Center - 20A
Carteret County Public Schools - 160	Columbus Charter - 24A
Caswell County Schools - 170	Columbus Charter - 24N
Catawba County Schools - 180	Alpha Academy - 26B
Hickory City Schools - 181	Maureen Joy Charter - 32A
Newton Conover City Schools - 182	Healthy Start Academy - 32B
Chatham County Schools - 190	Carter Community - 32C
Cherokee County Schools - 200	Kestrel Heights Sch - 32D
Cherokee Central Schools - 209	Omuteko Gwamaziima - 32G
Edenton/Chowan Schools - 210	Research Tri Charter - 32H
Clay County Schools - 220	Central Park School - 32K
Cleveland County Schools - 230	Voyager Academy - 32L
Columbus County Schools - 240	Quality Educ Academy - 34B
Whiteville City Schools - 241	Downtown Middle - 34C
Craven County Schools - 250	Woodson Sch of Chal - 34D
Cumberland County Schools - 260	Forsyth Academy - 34F
Fort Bragg/Camp Lejeune - 269	Arts Based Elem - 34G
Currituck County Schools - 270	Crosscreek Charter - 35A
Dare County Schools - 280	Highland Charter - 36A
Davidson County Schools - 290	Piedmont Commty Char - 36B
Lexington City Schools - 291	Greensboro Academy - 41B
Thomasville City Schools - 292	Guilford Preparatory - 41C
Davie County Schools - 300	Phoenix Academy Inc - 41D
Duplin County Schools - 310	Triad Math & Science - 41F
Durham Public Schools - 320	The Mountain Cmty Sc - 45A
Edgecombe County Public Schools - 330	American Renaissance - 49B
Forsyth County Schools - 340	Success Charter - 49D
Franklin County Schools - 350	Pine Lake Prep - 49E
Gaston County Schools - 360	Summit Charter - 50A
Gates County Schools - 370	Neuse Charter - 51A
Graham County Schools - 380	Provisions Academy - 53A
Granville County Schools - 390	Children's Village - 54A
Greene County Schools - 400	Kinston Charter Acad - 54B
Guilford County Schools - 410	Lincoln Charter - 55A

Halifax County Schools - 420	Community Charter Sc - 60A
Roanoke Rapids City Schools - 421	Sugar Creek Charter - 60B
Weldon City Schools - 422	Kennedy Charter - 60C
Harnett County Schools - 430	Lake Norman Charter - 60D
Haywood County Schools - 440	Metrolina Reg Sch Ac - 60F
Henderson County Schools - 450	Queen's Grant Cmty - 60G
Hertford County Schools - 460	Crossroads Charter - 60H
Hoke County Schools - 470	Children's Community - 60I
Hyde County Schools - 480	Socrates Academy - 60J
Iredell-Statesville Schools - 490	Charlotte Secondary - 60K
Mooresville City Schools - 491	KIPP: Charlotte - 60L
Jackson County Schools - 500	Acad of Moore Cnty - 63A
Johnston County Schools - 510	STARS Charter - 63B
Jones County Schools - 520	Rocky Mount Prep - 64A
Lee County Schools - 530	Cape Fear Ctr Inquir - 65A
Lenoir County Public Schools - 540	Wilmington Prep - 65B
Lincoln County Schools - 550	Gaston College Prep - 66A
Macon County Schools - 560	Orange Charter - 68A
Madison County Schools - 570	PACE Academy - 68N
Martin County Schools - 580	Arapahoe Charter - 69A
McDowell County Schools - 590	Bethel Hill Charter - 73A
Charlotte-Mecklenburg Schools - 600	Roxboro Community - 73B
Mitchell County Schools - 610	CIS Academy - 78A
Montgomery County Schools - 620	Bethany Cmty Middle - 79A
Moore County Schools - 630	Thomas Jefferson Acad - 81A
Nash-Rocky Mount Schools - 640	Laurinburg Homework - 83B
New Hanover County Schools - 650	Gray Stone Day - 84B
Northampton County Schools - 660	Millennium Academy - 86T
Onslow County Schools - 670	Mountain Discovery - 87A
Orange County Schools - 680	Brevard Academy - 88A
Chapel Hill-Carrboro Schools - 681	Union Academy - 90A
Pamlico County Schools - 690	Vance Charter School - 91A
Pasquotank County Schools - 700	Exploris - 92B
Pender County Schools - 710	Magellan Charter - 92D
Perquimans County Schools - 720	Sterling Montessori - 92E
Person County Schools - 730	Franklin Academy - 92F
Pitt County Schools - 740	East Wake Academy - 92G
Polk County Schools - 750	SPARC Academy - 92I
Randolph County Schools - 760	Raleigh Charter High - 92K
Asheboro City Schools - 761	Torchlight Academy - 92L
Richmond County Schools - 770	PreEminent Charter - 92M
Robeson County Schools - 780	Quest Academy - 92N

Rockingham County Schools - 790	Community Partners - 92P
Rowan-Salisbury Schools - 800	Hope Elementary - 92Q
Rutherford County Schools - 810	Casa Esperanza - 92R
Sampson County Schools - 820	Endeavor - 92S
Clinton City Schools - 821	Haliwa-Saponi Tribal - 93A
Scotland County Schools - 830	Two Rivers Community - 95A
Stanly County Schools - 840	Dillard Academy - 96C
Stokes County Schools - 850	Bridges Charter Sch - 97D
Surry County Schools - 860	Sallie B Howard Sch - 98A
Elkin City Schools - 861	
Mount Airy City Schools - 862	
Swain County Schools - 870	
Transylvania County Schools - 880	
Tyrrell County Schools - 890	
Union County Public Schools - 900	
Vance County Schools - 910	
Wake County Schools - 920	
Warren County Schools - 930	
Washington County Schools - 940	
Watauga County Schools - 950	
Wayne County Public Schools - 960	
Wilkes County Schools - 970	
Wilson County Schools - 980	
Yadkin County Schools - 990	
Yancey County Schools - 995	
River Mill Academy - 01B	
Clover Garden - 01C	
Hawbridge School - 01D	
Grandfather Academy - 06A	
Crossnore Academy - 06B	
Washington Montessori - 07A	
Charter Day School - 10A	
Evergreen Cmty Chart - 11A	
ArtSpace Charter - 11B	
F Delany New School - 11K	
The New Dimensions - 12A	
Carolina Intrntnl - 13A	
Cape Lookout High - 16A	
Tiller School - 16B	
Chatham Charter - 19A	
Woods Charter - 19B	
The Learning Center - 20A	

Columbus Charter - 24A	
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Alpha Academy - 26B	
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Kestrel Heights Sch - 32D	
Omuteko Gwamaziima - 32G	
Research Tri Charter - 32H	
Central Park School - 32K	
Voyager Academy - 32L	
Quality Educ Academy - 34B	
Downtown Middle - 34C	
Woodson Sch of Chal - 34D	
Forsyth Academy - 34F	
Arts Based Elem - 34G	
Crosscreek Charter - 35A	
Highland Charter - 36A	
Piedmont Comnty Char - 36B	
Greensboro Academy - 41B	
Guilford Preparatory - 41C	
Phoenix Academy Inc - 41D	
Triad Math & Science - 41F	
The Mountain Cmty Sc - 45A	
American Renaissance - 49B	
Success Charter - 49D	
Pine Lake Prep - 49E	
Summit Charter - 50A	
Neuse Charter - 51A	
Provisions Academy - 53A	
Children's Village - 54A	
Kinston Charter Acad - 54B	
Lincoln Charter - 55A	
Community Charter Sc - 60A	
Sugar Creek Charter - 60B	
Kennedy Charter - 60C	
Lake Norman Charter - 60D	
Metrolina Reg Sch Ac - 60F	
Queen's Grant Cmty - 60G	
Crossroads Charter - 60H	
Children's Community - 60I	
Socrates Academy - 60J	

Charlotte Secondary - 60K	
KIPP: Charlotte - 60L	
Acad of Moore Cnty - 63A	
STARS Charter - 63B	
Rocky Mount Prep - 64A	
Cape Fear Ctr Inquir - 65A	
Wilmington Prep - 65B	
Gaston College Prep - 66A	
Orange Charter - 68A	
PACE Academy - 68N	
Arapahoe Charter - 69A	
Bethel Hill Charter - 73A	
Roxboro Community - 73B	
CIS Academy - 78A	
Bethany Cmty Middle - 79A	
Thomas Jefferson Acad - 81A	
Laurinburg Homework - 83B	
Gray Stone Day - 84B	
Millennium Academy - 86T	
Mountain Discovery - 87A	
Brevard Academy - 88A	
Union Academy - 90A	
Vance Charter School - 91A	
Exploris - 92B	
Magellan Charter - 92D	
Sterling Montessori - 92E	
Franklin Academy - 92F	
East Wake Academy - 92G	
SPARC Academy - 92I	
Raleigh Charter High - 92K	
Torchlight Academy - 92L	
PreEminent Charter - 92M	
Quest Academy - 92N	
Community Partners - 92P	
Hope Elementary - 92Q	
Casa Esperanza - 92R	
Endeavor - 92S	
Haliwa-Saponi Tribal - 93A	
Two Rivers Community - 95A	
Dillard Academy - 96C	
Bridges Charter Sch - 97D	
Sallie B Howard Sch - 98A	