FOR IMMEDIATE RELEASE
June 14, 2012

Contact:
Sharon Spence, Public Information Officer
919-774-6226
sspence@lee.k12.nc.us

Lee County Schools Administrators Fill New Roles

SANFORD – When students return to school in August, many of them will be greeted by new school administrators. The moves began with the retirement of a long-time principal and the resignation of an assistant principal and culminated with leadership changes at five schools in the district.

In announcing the new assignments, Superintendent Jeff Moss praised the administrators who accepted the opportunity to provide leadership at new schools. “We have terrific principals and assistant principals at every school in the district. With two of our administrators leaving the district, the opportunity presented itself to make some changes. As a team, we discussed the best interests of both our children and our staff and offered new opportunities to several administrators. They responded with enthusiasm and a willingness to go where needed. As a superintendent, I couldn’t ask for a better staff,” said Moss.

Schools with new administrators are:

Broadway Elementary School
Veteran Principal George Raley leaves East Lee Middle School after leading that school for the past two and a half years. He replaces retiring Broadway Principal Clara Ephriam. Before joining East Lee, Raley served as principal and as assistant principal of Greenwood Elementary School. He began his education career as a math teacher and brings 18 years of experience to Broadway Elementary. Angela Holland-Pope will continue to serve as the school’s assistant principal.

East Lee Middle School
Replacing George Raley as principal at East Lee Middle School is Shannon Shuey. Shuey is currently an assistant principal at SanLee Middle School, a position she served in for the past three years. She started her teaching
career with Lee County Schools in 2004 as a fourth grade teacher at Deep River Elementary School. Mike Williams stays at the school as an assistant principal, while a search will begin to fill a second assistant principal position at the school.

**J. Glenn Edwards Elementary School**
A new principal and assistant principal will be at the helm of Edwards Elementary next school year. Current Principal Patricia Coldren is moving into a district-wide position, while Assistant Principal Lisa Godwin is relocating to the coast with her family. Silvia Bayer, currently the principal at Warren Williams Alternative Elementary School, will serve as the Edwards principal and will be joined by Cecil Mock as assistant principal. Mock leaves SanLee Middle School where he is an assistant principal.

Bayer returns to the school where her career with Lee County Schools began. She joined Edwards in 1997 as an English as a Second Language assistant. A couple of months later she became a pre-kindergarten teacher in the Even Start program, which moved to Warren Williams a year later. In 2007 Bayer was appointed the site coordinator at the Warren Williams Child Development Center. In the fall of 2011 Lee County Schools opened an alternative elementary school at Warren Williams and Bayer was named the school’s first principal. She served in a dual role during this past year continuing as the child development center’s coordinator.

Mock brings with him experience at every school level. His career in school administration began as an assistant principal at SanLee Middle School. He began his teaching career at the high school level in Randolph County and came to Lee County Schools as a teacher at East Lee Middle School. Mock also taught at Lee County High School where he served on the coaching staff.

**SanLee Middle School**
SanLee Principal Kenna Wilson welcomes two new assistant principals. Sandy Stancil moves to the school from East Lee Middle School where she has served as an assistant principal since 2007. With a career that began as a physical education teacher, she previously served as an assistant principal in both Chatham and Moore Counties before joining Lee County Schools. Her experience also includes an interim principalship at a Chatham County high school.

Lee Senior High School graduate and long time Lee County educator Betsy Bridges fills the second assistant principal position at the school. Bridges has a 20 year career with the district and has worked as a kindergarten and second grade teacher and as a reading coach. During the 2011-12 school year, she was selected to represent Lee County in the first cohort of the Sandhills Leadership Academy and served as an executive intern at SanLee Middle School.

**Warren Williams Alternative Elementary School**
Joanda Clunie who currently serves as an assistant principal at Southern Lee High School will take the helm of Warren Williams. A 10-year veteran of Lee County Schools, Clunie began her career as a teacher assistant at B.T. Bullock Elementary School. After working at that school for 6 years, she began an administrative internship at Southern Lee High School and soon was named an assistant principal at the school. In addition to housing the alternative elementary school, Warren Williams also serves as a child development center for preschoolers. Clunie also brings pre-school experience to the school having been the owner-operator of a five star family child care home in Wake County.

**District-Wide**
Sanford native Patricia Coldren will serve as the district’s K-5 curriculum coach. Coldren leaves Edwards Elementary where she served as principal for the past five and a half years. Prior to her administrative role, she taught at Edwards for almost 10 years.

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FOR IMMEDIATE RELEASE
June 12, 2012

Contact:
Sharon Spence, Public Information Officer
919-774-6226
sspence@lee.k12.nc.us

Lee County Board of Education Meeting Highlights
June 12, 2012

During the meeting on June 12, the Lee County Board of Education took the following actions:

- Approved the minutes of May 8, 2012.
- Received the Superintendent’s Report:
  - Recognized Deep River Elementary School as the Clean School of the Month – custodians Harold Campbell, Joyce Williams and Danny Lemons; Principal Amy Lundy.
  - Recognized winners of the LCS SkillsUSA and DECA state competitions who competed on the national level:
    - LCHS: Caroline West was elected to serve as Vice President of the Dixie Pines Region for the state. Caroline attended the national conference in Salt Lake City. Instructor – Tracy McNeill.
  - Recognized students who participated in the construction of the new board room furniture for the Lee County Board of Education: LCHS – Michaela Torre, Joshua Gunter (SkillsUSA Region 4 Officer), Cody Wilson, and Joseph Hart; Quinlan Henry – Instructor. SLHS – Samuel Dickens and Richard Wicker; Christopher Nance – Instructor.
  - Recognized Eagle Scouts Addison Bullard-Troop 941, Dillon Crowder-Troop 941, and Riley Gray-Troop 942 for their Media Center and Music Wall projects at Floyd L. Knight.
  - Presented outgoing board members Bill Tatum and Shawn Williams with resolutions in appreciation for their service and leadership.
- Requested the Board defer action on a baseball and softball field house at Tramway Road Park.
- Received committee reports.
- Approved the consent agenda:
  - Fundraisers
  - Contributions and Donations
  - Financial Statements
  - 2011-12 Budget Amendments
  - Overnight Field Trips
o Suicide Intervention Manual
o 2012-13 Local Career and Technical Education Plan
o 2013-2017 Lee County Schools Strategic Plan
o West Lee Middle School Additional Fencing
o Greenwood Elementary School Auditorium HVAC Replacement
o East Lee Middle School Parking Lot
o Floyd L. Knight HVAC Replacement

- Approved the Lee County Board of Education 2012-13 Calendar of Events
- Accepted the bid of $78,500 from Eugene Rackley for the LCHS carpentry house.
- Accepted the bid of $69,000 from Preston D. Parker for the SLHS carpentry house.
- Awarded the LCHS cafeteria exhaust hood bid to Thompson & Little, Inc. in the amount of $44,505.49.
- Approved the resolution to intervene as a party in the litigation over the virtual charter school and authorized Tharrington Smith, LLP to represent the Board in litigation.
- Approved one- and two-year administrator contracts.
- Approved eligible for tenure contracts.
- Approved probationary contracts.
- Approved the Human Resources report.
- Approved the following administrator assignments:
  o George Raley – Broadway Elementary School Principal
  o Shannon Shuey – East Lee Middle School Principal
  o Silvia Bayer – J. Glenn Edwards Elementary School Principal
  o Cecil Mock – J. Glenn Edwards Elementary School Assistant Principal
  o Sandy Stancil – SanLee Middle School Assistant Principal
  o Betsy Bridges – SanLee Middle School Assistant Principal
  o Patricia Coldren – District-wide K-5 Curriculum Coach

###
FOR IMMEDIATE RELEASE
June 21, 2012

Contact:
Sharon Spence, Public Information Officer
919.774.6226
sspence@lee.k12.nc.us

Fire at School Bus Garage Damages Buses

SANFORD—A fire at the Lee County Schools’ bus garage this afternoon destroyed three buses and heavily damaged two others. No injuries were reported.

Shortly before 1 pm, transportation department employees spotted a fire near the back of the bus parking lot and called 911. The Carolina Trace Volunteer Fire Department and the Sanford Fire Department responded and quickly had the fire under control. The Sanford Police Department was also on the scene. As emergency procedures were implemented, transportation department employees moved nearby buses to prevent the fire from spreading further.

“Quick response by the Carolina Trace Volunteer Fire Department and the Sanford Fire Department, along with fast-thinking action by our transportation department employees, prevented the situation from becoming even worse. We are thankful that school is out and we have time to bring in new buses and repair those we can,” said Superintendent Jeff Moss.

Damage to the school buses has been reported to the North Carolina Department of Public Instruction’s Transportation Services division. Replacement and damage claims will be handled through the state tort claims office. The cause of the fire is currently under investigation.

The bus garage is located at 416 Cox Maddox Road in Sanford.

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FOR IMMEDIATE RELEASE
July 2, 2012

Contact:
Sharon Spence, Public Information Officer
919-774-6226
sspence@lee.k12.nc.us

Lee County Board of Education Called Meeting Highlights
June 29, 2012

During the meeting on June 29, the Lee County Board of Education took the following actions:

- Approved the minutes of June 11 and June 12, 2012.
- Approved the consent agenda:
  - Contributions and Donations
  - Financial Statements
  - 2011-12 Budget Amendments
  - Overnight Field Trips
  - School Board Attorney 2012-13 Contract for Legal Services/Bond Forfeitures
  - LCHS/SLHS 2012-13 Security Services Agreement
  - Media Center Books Resolution
  - Athletic Allotments
  - 2012-13 Student Accident and Athletic Insurance Rates
  - 2012-13 Pay Dates
  - Banking Services
  - 2012-13 Title III ESL Application
- Approved authority to spend state funds as approved by the General Assembly and local funds as approved by the County Commissioners. Federal funds may be spent up to an amount equal to 85% of 2011-12 until federal allotments are finalized.
- Superintendent Moss informed the board that the F.O.K.E.S. 21st Century afterschool program directed by Cynthia Everett owes the district $4,406.76 for 2011-12 transportation costs. The district will not provide transportation for the program during the 2012-13 school year.
- Approved the Human Resources report.
- Approved the following administrative contracts:
  - Jolanda Clunie – Principal, Warren Williams Elementary Alternative School
  - Lisa Duffey – Principal, J. R. Ingram, Jr. Elementary School
  - Molly Poston – Assistant Principal, Southern Lee High School
  - Penny Lind – Assistant Principal, J.R. Ingram, Jr. Elementary School
  - Sharron Williams – Assistant Principal, East Lee Middle School

###
DATE: JULY 2, 2012
TO: LEE COUNTY BOARD OF EDUCATION
    DR. JEFF MOSS, SUPERINTENDENT
CC: DR. JAMES ATKINSON, ASSISTANT SUPERINTENDENT
    DR. ANDY BRYANT, ASSOCIATE SUPERINTENDENT
FROM: DARLA COLE, CHIEF SRO
RE: SCHOOL CRIME REPORT

A review of School Resource Officer files for 2011-12 school year (beginning July 1, 2011 and running through the last day of school) shows that the number of incidents investigated by SROs remained fairly consistent from the previous year. The officers completed 266 investigative reports, 233 of which were investigations of criminal incidents. This is a slight drop from 2010-11 when we investigated 238 criminal incidents.

In looking at the types of crimes investigated, 46 larceny investigations made up the largest category with almost 20% of the reports. There were 30 fights investigated throughout the school year and 25 cases of disorderly conduct. The chart on the following page shows a complete breakdown of the type of incidents investigated. Some of these incidents were found to have occurred off of school grounds and were therefore turned over to the appropriate city or county law enforcement agency.

A major premise of our school resource officer philosophy is that we work in partnership with school administration to make sure that all students and staff have a safe, secure environment. The SROs work with school administrators to investigate any and all criminal incidents that are reported to them. Most incidents are handled through school punishment. The more serious incidents may result in juvenile petitions being filed against the students involved or in an arrest if the student is 16 years old or older. Cases also may be referred to other community agencies. A number of factors are considered prior to determining whether charges will be filed. These include, but are not limited to, the seriousness of the offense; the student’s prior discipline; whether the student is currently under the jurisdiction of the courts; a need for services that can best be accessed through court involvement; and whether the victim wants to pursue charges. During the 2011-12 school year, 91 of our cases resulted in charges being filed. This means that 34% of all investigations resulted in criminal charges, which translates to 39% of all criminal investigations led to charges.

In addition to their investigative duties, the SROs also assisted with a variety of issues, as requested by the school administration. These activities included assisting with discipline issues, attending student and/or parent conferences, counseling students, transporting students, conducting home visits with social workers or guidance counselors, attending open house events and/or parent meetings, problem solving, attending staff meetings and one-on-one personal interaction with students. Officers also arranged for drug dog searches at both traditional high schools and Bragg Street Academy when requested by the principals. The SROs conducted security at ballgames and other after-hours events and arranged for off-duty coverage by other local law enforcement officers.

The SROs also participated in the crisis/safety team meetings of the individual schools, conducted safety training for the staff, and assisted with safety drills (fire drills, lockdown drills, severe weather drills, and
They also assisted school administration with putting together the school safety plans and maintaining the crisis boxes at each school.

Our officers also conducted several classroom and community presentations this year. Classes and programs were presented on alcohol and drug abuse awareness, legal issues, vehicle safety, gang prevention, bullying, the role of police officers, the role of the SRO, being a good citizen, gun safety and summer safety. We also participated in the family health fair this spring and career fairs at the schools.

The SROs were pleased to have a safe and successful school year. We look forward to working with our students and staff in 2012-13.

### Criminal Incident Reports 2011-12 by Type

<table>
<thead>
<tr>
<th>Incident Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larceny/Theft</td>
<td>46</td>
</tr>
<tr>
<td>Affray/Fighting</td>
<td>30</td>
</tr>
<tr>
<td>Disorderly Conduct</td>
<td>25</td>
</tr>
<tr>
<td>Assault</td>
<td>24</td>
</tr>
<tr>
<td>Misdemeanor drug possession</td>
<td>19</td>
</tr>
<tr>
<td>Possession of a weapon at school</td>
<td>15</td>
</tr>
<tr>
<td>Vandalism</td>
<td>12</td>
</tr>
<tr>
<td>Assault on School Personnel</td>
<td>9</td>
</tr>
<tr>
<td>Breaking and Entering</td>
<td>7</td>
</tr>
<tr>
<td>Vehicle Break-in</td>
<td>6</td>
</tr>
<tr>
<td>Trespassing</td>
<td>6</td>
</tr>
<tr>
<td>Other criminal offense</td>
<td>5</td>
</tr>
<tr>
<td>Sex Offenses</td>
<td>4</td>
</tr>
<tr>
<td>Possession of Alcohol</td>
<td>4</td>
</tr>
<tr>
<td>Possession of drug paraphernalia</td>
<td>4</td>
</tr>
<tr>
<td>Felony drug possession</td>
<td>3</td>
</tr>
<tr>
<td>Communicating threats</td>
<td>3</td>
</tr>
<tr>
<td>Assault on a female</td>
<td>2</td>
</tr>
<tr>
<td>Bomb threat</td>
<td>2</td>
</tr>
<tr>
<td>Assault with a deadly weapon</td>
<td>1</td>
</tr>
<tr>
<td>Assault on a government officer</td>
<td>1</td>
</tr>
<tr>
<td>Runaway</td>
<td>1</td>
</tr>
<tr>
<td>Resist, delay and obstruct an officer</td>
<td>1</td>
</tr>
<tr>
<td>Possession with intent to sell drugs</td>
<td>1</td>
</tr>
<tr>
<td>Possession of a firearm at school</td>
<td>1</td>
</tr>
<tr>
<td>Burning personal property</td>
<td>1</td>
</tr>
</tbody>
</table>
A. Cover Page

LEA/SOP/Charter School: Name ____Lee County Schools________________________

Code (three-digit code for the local education agency) _______ 530____________________

Mailing address: Street/POB _______ 106 Gordon Street____________________________

City____Sanford_________ State _______NC____________________ ZIP ____27330_______

Title II, Part A Coordinator: ____Dr. Carol Chappell__________________________
(Person responsible for administering the Improving Teacher Quality program for the local education agency - This should be the person to whom questions regarding the Improving Teacher Quality Application can be directed).

Telephone Number: __919-774-6226_____________ E-mail: ___cchappell@lee.k12.nc.us______________

Assurances - The Local Education Agency, State Operated Program (SOP), or Charter School assures that:

- Title II, Part A funds will be used to supplement and not supplant funds from non-federal sources.
- Non-public schools in the LEA have been contacted yearly and have been given an equitable opportunity to participate in the planning and development of the programs funded under Title II, Part A for the benefit of children attending non-public schools (LEAs only, N/A for charter schools and SOPs).
- The LEA, SOP, or charter school will keep records and provide information to the SEA as may be required for fiscal audit and program evaluation consistent with the responsibilities of the SEA under Title II, Part A.
- Local parents, teachers, administrators, supporting personnel, and other groups as may be deemed appropriate by the LEA, SOP, or charter school have participated systematically in the design, planning, and implementation of the Title II, Part A program.
- Through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.
- Funds are targeted to schools that have the lowest proportion of Highly Qualified teachers, have the largest average class size, or are identified for school improvement under Title I, Sections 1116(b), 2122(b)(3); and there is equity in the assignment of Highly Qualified teachers in very high poverty and low poverty schools.
- All teachers paid with Title II, Part A funds for class size reduction are Highly Qualified.
- All new Title I hires are Highly Qualified.
- The LEA, SOP, or charter school has developed a plan to ensure that all teachers of core academic subjects within the district are Highly Qualified at the time of assignment (Section 1119).
• The LEA, SOP, or charter school has incorporated and will fully implement procedures if/when it is necessary to hire and/or reassign a teacher who is not Highly Qualified for the grade level(s) and/or subject(s) he or she is assigned to teach.

• The LEA, SOP, or charter school has established procedures for developing individual teacher plans in case of the assignment of a non-Highly Qualified teacher, mutually agreed upon between the school/district and the teacher, that provide for direct communication between the school/district and individual teachers. The Individual HQ Teacher Plan or a LEA/Charter Approved Form will be used in this process.

• Parents are informed of their right to request and receive information on the qualifications of their children’s teachers (LEAs that receive Title I funding).

• The applicant will comply with Title VI & VII of the Civil Rights Act of 1964 (race, color, national origin); Section 504 of the Rehabilitation Act of 1973 (handicapped); Title IX of the Education Amendments of 1971 (sex); the Americans with Disabilities Act of 1990 and the Age Discrimination Act of 1975.

• All materials and supplies are used strictly for instructional purposes and are used to implement programs, projects, and activities for specific staff/professional development.

• Programs, projects, and activities will be operated in compliance with Title II, Part A legislation and Non-Regulatory Guidance, and with policies and procedures issued by the North Carolina Department of Public Instruction.

• The LEA, SOP, or charter school is responsible for repayment of Title II, Part A funds in the event of an audit exception.

I hereby certify that all facts, figures, and representations made in this application are true and correct to the best of my knowledge.

Printed Name of Superintendent/Chief Officer

Signature of Superintendent/Chief Officer

(The original signature of the superintendent signifies the local education agency's compliance with the assurance statements preceding the signature.)

Submit two copies (one with original signature) by Friday, June 15, 2012.

Please use the following address if sending via U.S. Mail:

Elaine Ellington, Title II Education Program Administrator
Title II, Part A (Applications)
North Carolina Department of Public Instruction
6330 Mail Service Center
Raleigh, North Carolina 27699-6330

If using Fed Ex or UPS, please use the following physical address:

Attn: Elaine Ellington
Title II, Part A (Applications)
North Carolina Department of Public Instruction
Educator Recruitment and Development Division
301 North Wilmington Street
Raleigh, NC 27601
B. Local Application Development

The LEA has the responsibility to provide equitable services to private school teachers. Representatives from non-public schools should be offered the opportunity to participate in the planning and development of the local Improving Teacher Quality Program.

1. Systematic Consultation

Please check the appropriate blocks below to show how your LEA, state-operated program, or charter school consulted with parents (required), teachers, administrative personnel, and other groups such as media coordinators, school counselors, and student services personnel in the design, planning, and implementation of the ESEA Title II, Part A program. Also check the appropriate blocks below to show the methods used in consulting with the previously mentioned individuals and groups. Keep on file for program review purposes a list of the names and positions of all personnel who participated in the planning of this application and a copy of the actions taken by this committee. Please remember that this process must occur each application year.

Check all that apply:

**Individuals/Groups Consulted**

- X Parents
- X Teachers
- X Administrative Personnel
- ___ Other Pupil Services Personnel
- ___ Other (Please specify)

**Consultation Methods**

- ___ PTA/PTO Meetings
- ___ Local School Board Meetings
- ___ Public Notice in Newspaper
- X ___ Principal Meetings
- X ___ Other (Please specify) Committee

2. Non-Public School Participation (Local Education Agencies only; N/A for State-Operated Programs and Charter Schools) [http://www.ncdpe.org/hhh118.aspx](http://www.ncdpe.org/hhh118.aspx)

Are there non-public schools in your school system’s attendance area? ___X___ Yes ___ No

If yes, are non-public schools notified and invited to participate in Title II, Part A funding? ___X___ Yes ___ No

If yes, please attach a copy of letter to non-public schools. ___ Please check when attached

If yes, remember to complete Section G - Non-Public School Participation.

C. Needs Assessment – Public, State-Operated Schools, Charter Schools

1. Describe the process for conducting the needs assessment. Explain how the LEA teachers, paraprofessionals, principals, other relevant school personnel, and parents collaborated in preparing the local plan and in the activities to be undertaken. (In the Chart in #3, you will identify the needs determined through the assessment that will be the focus of the Title II, Part A funds.)

The Human Resources Department analyzed the core academic teachers and the HQ status. This analysis included a review of classroom level data, a review of staffing needs for schools that did not meet AYP, and a review of teachers in high needs areas (exceptional education, math, science).

As part of the comprehensive needs assessment, a professional development survey was conducted in the spring of 2012 which included all staff (teachers, administrators, support staff, paraprofessionals, and clerical). The survey was online and there was a high percentage of respondents. The survey included all curriculum areas (literacy, technology, math, science, social studies) as well as items such as classroom management, curriculum alignment, conversational Spanish, school law, and differentiated instruction.

A district-wide Title I/II committee met in the spring to discuss the Title I and Title II plans for the 2012-13 school year. This committee included teachers, administrators, parents, and support staff for grade K-12.

Each school has a School Improvement Team which develops the School Improvement Plan each year. The development of the School Improvement Plans provides an opportunity for all stakeholders – teachers, parents, administration, and other staff members - to participate in establishing the objectives and strategies for the coming year.
2. Describe how funds will be targeted to: *(Based on the amount of funding, it may not be possible to target each area; therefore, the priority for Title II, Part A funding should be focused on A, C, D, and F.)*

A. Schools that have the lowest proportion of Highly Qualified Teachers
   All schools are monitored closely by HR staff to ensure placement of highly qualified teachers. Currently all Lee County Schools’ Teachers are Highly Qualified.

B. Getting non-Highly Qualified Teachers Highly Qualified as soon as possible
   Teachers are reimbursed for Praxis test scores and contracts are contingent upon meeting test requirements.

C. Schools that have the largest class size
   Class size averages are monitored and funds will be targeted to schools in an effort to reduce the class size by adding additional teachers.

D. Schools that are identified for School Improvement under Title I, Professional Development for AYP areas not being met in the LEA
   At the present time, no Title I schools are identified for School Improvement.

E. Recruitment/retention of Highly Qualified Teachers to schools with High Poverty levels
   A beginning teacher support coordinator conducts monthly focus sessions for all new teachers and works with a new induction mentor team to provide critical support.

F. An equitable distribution of Highly Qualified Teachers
   Currently all Lee County Schools’ Teachers are Highly Qualified.

3. Complete the following Chart. *(Based on the amount of funding and the results of LEA/charter needs assessment, it may not be possible to address each identified need; therefore, focus should first be placed on #3 and #6 for LEAs/Charters without 100% HQT and #4 and #7 for LEAs/Charters that have not met AYP.)*
   (A) Specify the identified needs in the LEA with regards to:

   1. Recruitment and retention of Highly Qualified teachers
   2. Professional development for teachers, principals, and paraprofessionals
   3. Helping teachers become Highly Qualified
   4. Teachers who need to enhance their subject matter and teaching skills
   5. Principals who need to improve their instructional leadership skills, etc.
   6. An annual increase in the percentage of HQ teachers
   7. An annual increase in the % of teachers receiving HQ professional development for meeting needs of students not making AYP
   8. Equitable Distribution of HQ teachers

   (B) Specify strategies that will be implemented to address the identified needs. Under No Child Left Behind, each LEA is required to report annually on the success in meeting each of the strategies/objectives outlined. This fact should be considered as objectives are written and activities selected. Please remember, professional development is not a means to reaching HQ status (Praxis Testing and approved coursework are acceptable).

   (C) Specify the evaluation to be used to determine the effectiveness of the strategies. (Questions to consider: How will the strategies and/or activities have a substantial, measurable, and positive impact on student academic achievement? How will the activities be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students?)
<table>
<thead>
<tr>
<th>Objectives/Focus Needs</th>
<th>Reason for selection of the objective</th>
<th>Strategies/Activities/Programs/Projects</th>
<th>Reason for the Selection of the Strategies/Activities/Programs/Projects</th>
<th>Instruments and Methods used to collect data to determine effectiveness of meeting objectives</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recruitment and retention of Highly Qualified teachers</td>
<td>-Turnover rate continues to be higher than state average -Increase diversity</td>
<td>-Targeted recruitment in and out of state -Design and administer training and support for Beginning Teachers and Mentors -Beginning Teacher Coordinator will provide a monthly newsletter for BTs, taken from Better Teaching, that will provide topics highlighting strategies and current researched-based educational topics/issues.</td>
<td>-HQ percentage will be maintained at 100% -Turnover rate for non-retiring teachers will be below the state average</td>
<td>-NCWISE -LICSAI -HRMS -BTSP Surveys -Mentor Surveys -TWCS</td>
<td>-HQT Report 100% -Turnover Report less than state average -Increase pool of teachers to reflect diversity within the schools -BT Coordinator agenda/calendar -BT Newsletter evaluation statements</td>
</tr>
<tr>
<td>2. Professional development for teachers, principals, and paraprofessionals</td>
<td>Stakeholders need to understand the correlation between effective instruction, effective evaluations, and closing the achievement gap.</td>
<td>-Provide high quality, job embedded, professional learning communities on a year to year basis. This includes staff development in the areas of: Common Core, 1:1 Laptops, AVID, Literacy, EVAAS, SIOP, Science and Math Partnership Grant, PLC’s, CTE Alignment, STEM initiatives, Rosetta Stone, and other pertinent PD to support the objective -Quarterly mentor meetings and NBPTS support sessions. -On-line mentor training aligned with revised mentor standards and new teaching standards. -BT Coordinator provides BTs with the opportunity for one-on-one assistance in their school settings once a month. -Monthly focus sessions for BTs, online and face-to-face.</td>
<td>-Ensure all staff understands the new Standard Course of Study, including the Common core and Essential Standards, and related assessments. -Focus will be on improving the learning for all stakeholders -Promote a support system for new teachers -Facilitate and sustain high expectations and standards</td>
<td>-Schoollink -Surveys -RTT data -TWCS -attendance rosters</td>
<td>-100% of teachers will be trained. -Schoollink evaluations -Mentor evaluations -BT Coordinator agenda/calendar</td>
</tr>
<tr>
<td>3. Helping teachers become Highly Qualified</td>
<td>Shortage of dually certified Exceptional Education Teachers</td>
<td>-Tuition/Praxis reimbursement -Targeted recruitment</td>
<td>-HQ percentage impacts student achievement</td>
<td>-LICSAI -HRMS -Recruitment Schedule</td>
<td>-100% HQ -Analysis of tuition/praxis costs -Increase in number of dually licensed</td>
</tr>
</tbody>
</table>

2012-2013 Title II, Part A Local Application
<table>
<thead>
<tr>
<th>4. Teachers who need to enhance their subject matter and teaching skills</th>
<th>Teachers need to observe master teachers and apply new skills with constructive feedback</th>
<th>--Provide opportunities to observe peers -BT Coordinator, principals, and lead mentors will pair BTs with mentors either on their grade level or content area as closely as possible. -BT Coordinator and mentors will conduct cycles of coaching and assistance. -Monthly focus sessions for BTs. -BT Coordinator will assign select BTs to Master Teachers for collaborative planning and cycles of coaching</th>
<th>-Closing the achievement Gap -Non-evaluative and non-threatening</th>
<th>-Peer observations -EGOs/EOCs -Informal observations by BT Coordinator or mentor -BT/Mentor Quarterly checklists and contact logs. -Master Teacher/BT contact logs</th>
<th>-Increase in number of students meeting their goals -BT Coordinator agendas/calendars -Peer observations -Evaluation of Master Teacher collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Principals who need to improve their instructional leadership skills, etc.</td>
<td>Closing the achievement gap is directly impacted by effective instruction and effective evaluations.</td>
<td>-Provide differentiated training sessions to administrators on observable behaviors -Provide training on Standards VI and VIII</td>
<td>-Principals are at different levels with regards to understanding the ratings on the evaluation instrument</td>
<td>-McREL</td>
<td>-Decrease in turnover rate -Increase in graduation rate</td>
</tr>
<tr>
<td>6. An annual increase in the percentage of HQ teachers</td>
<td>HQT is 100%</td>
<td>-Continue to provide Praxis/tuition reimbursement</td>
<td>-Maintenance of 100% HQT</td>
<td>-LICSAL</td>
<td>-Maintain 100% HQ</td>
</tr>
<tr>
<td>7. An annual increase in the % of teachers receiving HQ professional development for meeting needs of students not making AYP</td>
<td>Researched based staff development impacts student achievement</td>
<td>Provide high quality, job embedded, professional learning communities on a year to year basis. This includes staff development in the areas of: Common Core, 1:1 Laptops, AVID, Literacy, EVAAS, SIOP, Science and Math Partnership Grant, PLC's, CTE Alignment, STEM initiatives, Rosetta Stone, and other pertinent PD to support the objective. -Monthly BT focus sessions -Quarterly mentor meetings - NBPTS monthly support sessions</td>
<td>-Staff development will be tailored specifically to address the new standards and the common core -Monthly BT focus sessions will highlight using technology to enhance learning in the 21st Century, meeting the needs of diverse learners and how to engage students through sound instructional practices. The strategies will be applicable to all grade levels and all content areas. -Support sessions for mentors and NBCT promote growth towards meeting the accomplished teaching standards.</td>
<td>-Schoollink Reports -Surveys</td>
<td>-- 100% HQ professional development offerings -Schoollink evaluations</td>
</tr>
<tr>
<td>8. Equitable Distribution of HQ teachers</td>
<td>All students need experienced, qualified teachers.</td>
<td>-Application process is the same for all applicants -Teachers are transferred to meet student and district needs</td>
<td>-Teacher shortage in critical areas and increased class sizes.</td>
<td>NCWISE -LICSAL -HRMS</td>
<td>-HQ Report 100% -Decrease in turnover</td>
</tr>
</tbody>
</table>

D. Description of Plans for Highly Qualified Teachers and Equity of Teacher Assignments

Please respond to ALL questions.

2012-2013 Title II, Part A Local Application Page 6
1. How does the LEA/charter school assure that principals in all Title I schools send the required notification to parents when children are taught by teachers who are not HQ? What evidence does the LEA have? The LEA requires all principals in Title I schools to send the required notification to parents when students are taught by teachers who are not HQ. The principals send a copy of the notification to the Assistant Superintendent Human Resources.

2. How does the LEA/charter school ensure that parents of students in Title I districts are notified that they may request information regarding the professional qualifications of their children’s teachers? The LEA requires principals in all Title I schools to send notification to parents that they may request information regarding the professional development qualifications of their child’s teacher. The principals send a copy of the notification to the Assistant Superintendent Human Resources which provides the parent(s) with the requested information. The notification is also included in the school handbook.

3. Describe how the LEA/charter school ensures that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than other children. The teacher application process is the same for all teacher applicants in Lee County. The procedures for hiring teachers are the same for all principals. All applications are screened by the Human Resources department to ensure that highly qualified individuals are interviewed. The Asst. Supt. Human Resources and licensure specialist travel to out-of-state job fairs to recruit highly qualified teachers. The Licensure/SAR Crosswalk is utilized by the HR department and building level principals to ensure that teachers are not out-of-field. Principals will submit a list of classes taught and licensure areas to the HR department in July of each year. The LEA Equity Plan will continue to address the staffing of new schools with experienced teachers.

4. Describe any inequities in the assignment of inexperienced, unqualified, or out-of-field teachers within the LEA/charter school. The experience factor is the largest inequity that exists in the Lee County Schools district. Teacher shortages in critical areas such as math, exceptional education, and science are addressed through recruitment in and out of state.

5. Describe the specific strategies the LEA/charter school will implement to address the inequities in teacher assignments identified in the previous question (#4). Provide a timeline for the implementation of the strategies. Describe how the effectiveness of the strategies will be assessed. Continuation of the new teacher induction program, monthly workshops, mentors, and the evaluation process will be used to address inexperience. An ongoing information campaign educates staff members on the need for dual licensure at the middle school level. This includes hosting college cohorts with the district and offering tuition reimbursement and Praxis reimbursement for those adding licensure areas. The LEA has achieved 100% HQT and will monitor closely to ensure maintenance of this requirement.

6. If no inequities currently exist, please provide a plan, procedure, or strategies that will be followed should inequities arise for any reason. What will be the evidence(s) of probable success of the strategies indicated? (Please note: An answer of Not Applicable is not acceptable - this question must be addressed as LEAs/charter schools must have a plan in place IN CASE inequities arise.) Yes, the one area of concern is the employment of substitute teachers beyond four consecutive weeks. In this particular situation, the substitute would need to be HQ or it affects the 100% HQT goal. Another concern is NCWISE data entry at the school level. NCWISE Coordinators, data managers, and HR administrators do not have the knowledge base or a resource at the state level to address HQ issues generated by NCWISE. Our HQ percentage would be easier to monitor if templates were provided for data managers with examples for keying HQ data. Although the district is currently at 100% HQ, DPI needs to host an HQ workshop between NCWISE and HR with hands-on training.

7. Provide information as to how you have evaluated your LEA’s/charter school’s Equity Plan and how you have or plan to act based on the impact of the evaluation. We continue to monitor closely the employment of substitute teachers beyond four consecutive weeks. In this particular situation, the substitute would need to be HQ in have a negative impact on our 100% HQT.

8. Do schools that are in need of improvement or corrective action status have higher percentages of teachers who are not Highly Qualified than do other schools? If yes, what is the LEA/charter school plan to address the inequities? Lee County Schools does not have any schools in either of these categories.
9. Does the data on teachers who are not HQ suggest special cases that may make it difficult for the LEA/charter school to meet the 100% HQ goal? If yes, describe the specific cases and the measures the LEA/charter school is currently taking to resolve the issues.

The Equity Plan ensured that the district targeted the NCLB HQ goal of 100% and focused on the recruitment and retention of highly qualified staff.

- The HQ percentage increased:
  2005-06 (97.46%)
  2006-07 (97.96%)
  2007-08 (98.79%)
  2008-09 (99.46%)
  2009-10 (99.81%)
  2010-11 (100%)
  2011-12 (100%)

- The Teacher Turnover rate continues to show improvement.
  2005-06 (17.453%)
  2006-07 (15.36%)
  2007-08 (13.42%)
  2008-09 (15.0%)
  2009-10 (13%)
  2010-11 (13.62%)
  2011-12 (10.13%) Tentative

E. REQUIREMENT FOR 2012-2013 TITLE II, PART A FUNDING

Highly Qualified Teacher Data

Login to LicSal (http://licsalweb.dpi.state.nc.us) and go to the Licensure sub menu to access the No Child Left Behind (NCLB) HQ Reports. Look under the Summary Report Data menu to link to the “HQT Teacher Summary Report,” and use the enclosed data to complete the following table.

<table>
<thead>
<tr>
<th>HQT DATA</th>
<th>TOTAL # OF TEACHERS</th>
<th>HQ TEACHERS</th>
<th>HQ PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>501</td>
<td>500.04</td>
<td>99.81</td>
</tr>
<tr>
<td>2010-2011</td>
<td>495</td>
<td>495</td>
<td>100</td>
</tr>
<tr>
<td>2011-2012</td>
<td>541</td>
<td>541</td>
<td>100</td>
</tr>
</tbody>
</table>

Login to Licsal and go to the Licensure sub menu to access the NCLB HQ Reports “How the Teacher Will Become HQ Report” for 2009-2010, 2010-2011, and 2011-2012. Ensure that the data is complete and accurate for each respective year. Copy the data into a spreadsheet and forward it as an attachment.

SAMPLE:
### E. REQUIREMENT FOR 2012-2013 TITLE II, PART A FUNDING

List all schools that did not make AYP in the LEA. List the target goals met for out of the overall total number of target goals for the schools and subgroups of students of not meeting AYP. Provide information on the HQ status of all schools not meeting AYP (use your most current data) and the steps the LEA will take (is taking) to ensure that these schools have strategies in place to assist teachers who are not Highly Qualified to attain 100% HQ status as quickly as possible.

**AYP/HQT Chart**

<table>
<thead>
<tr>
<th>School</th>
<th>Target Goals Met out of the overall total Number of Target Goals for the schools</th>
<th>Identify the subgroups of students not meeting AYP</th>
<th>HQT % of the Schools Not Meeting AYP</th>
<th>STRATEGIES to get teachers HQ as soon as possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullock Elem.</td>
<td>24/25 Reading All</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Bragg St. Academy</td>
<td>1/2 Math All</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Broadway Elem.</td>
<td>13/21 Reading All, Hispanic, ED, LEP, Math All, Hispanic, ED, LEP</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Deep River Elem.</td>
<td>26/26 Reading Black</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>East Lee Middle</td>
<td>20/29 Reading All, LEP, SWD, Math All, Hispanic, White, ED, LEP</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Greenwood Elem.</td>
<td>20/25 Reading All, Black, Hispanic, ED, LEP</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Edwards Elem.</td>
<td>24/25 Reading ED</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Ingram Elem.</td>
<td>22/25 Reading Black, ED, SWD</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Lee County High</td>
<td>19/21 Reading Hispanic, ED</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>SanLee Middle</td>
<td>26/29 Reading Black, Math Black, ED</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Southern Lee High</td>
<td>18/21 Reading All, White, Math ED</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>West Lee Middle</td>
<td>19/29 Reading Black, Hispanic, ED, SWD, Math All, Black, Hispanic, ED, LEP, SWD</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
Refer to Highly Qualified Teacher Data in Section E. Did the district/charter school have 100% HQT for 2010-11 or 2011-2012? **Yes X No**

- If yes, please skip Section F and proceed to Section G.
- If no, you must complete Section F- HQT Improvement

**Note:** The North Carolina Department of Public Instruction applied for a waiver of certain Elementary and Secondary Education Act requirements in February, 2012. If the waiver is granted, the HQT Improvement Plan (Section F) will no longer be required by federal or state regulations.

**F. HQT Improvement**

1. **HQT Planning Team Members**

Mandated members of the collaborative team include the Title II Coordinator, Human Resources Director, Superintendent/Charter School Director or designee, and principal(s). Other recommended participants include the Professional Development Coordinator, teachers, and/or parents.

**HQT Planning Team Members Include:**

<table>
<thead>
<tr>
<th>NAME</th>
<th>EMAIL</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Explain how LEA/charter school staff collaborated to ensure every effort is made to employ/assign teachers who are Highly Qualified and to determine the process of meeting the needs of teachers who are non-Highly Qualified.

3. **Actions to Ensure All Teachers are Highly Qualified – Person(s) Responsible**

Complete information related to actions to ensure LEA/charter is making every effort to hire Highly Qualified teachers. List and describe additional actions as applicable.

- **Appoint a system-level administrator as the single point of contact who will work directly with teachers and with NCDPI staff on “Highly Qualified” issues.**

  Name of Person Responsible: _____
  Title of Person Responsible: _____
  Timeline: Not later than October 15, 2012
  Comments/Notes: ________

- **To have teachers Highly Qualified, consider (1) changing teacher assignments, (2) transferring within schools, and (3) transferring between schools.**

  Name of Person Responsible: _____
  Title of Person Responsible: _____
  Timeline: Prior to start of school year
  Comments/Notes: ________

- **Conduct a meeting with each teacher who is not yet Highly Qualified and develop an Individual HQ Teacher Plan.** Note: if more than one person is responsible for this action, list name and title of each person.
H. Debarment Certification

Debarment Certification (Title II, Part A)
No Child Left Behind Act of 2001 (P.L. 107-110)

This certification is required by the regulations implementing Executive Order 12549, debarment and suspension, 34 CFR Part 85, section 85.510, and participants' responsibilities. The regulations were published as Part VII of the May 26, 1998 Federal Register (pages 160-192). Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted.

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into, if it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participants shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms “covered transaction,” “debarment,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause have the meaning set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to whom this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The proposed lower tier participant agrees by submitting this proposal that should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions,” without modification on all lower tier covered transactions and in all solicitations for all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under number 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
Debarment Certification (Title II, Part A)

No Child Left Behind Act of 2001 (P.L. 107-110)

This certification is required by the regulations implementing Executive Order 12549, debarment and suspension, 34 CFR Part 85, section 85.510, and participants' responsibilities. The regulations were published as Part VII of the May 26, 1998 Federal Register (pages 160-192). Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted.

Before Completing Certification, Read Instructions on the Following Page.

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

[Signature of Authorized Representative]

Date

2012-2013 Title II, Part A Local Application