



The Learning Center!

945 Conaheeta Street, Murphy, North Carolina 28906

TITLE I SCHOOLWIDE PLAN

As a Title I school-wide program we have the flexibility to offer services and resources that will help ensure the academic success of every student. Programs, policies, and services included in this plan align with the State Board of Education's 5 Priorities-

- Globally competitive students
- 21st Century Professionals
- Healthy Responsible Students
- 21st Century Systems
- Strong Family, Community and Business Support

1. 2009-2010 Comprehensive Needs Assessment

School, Student and County Demographics

School Demographic Data

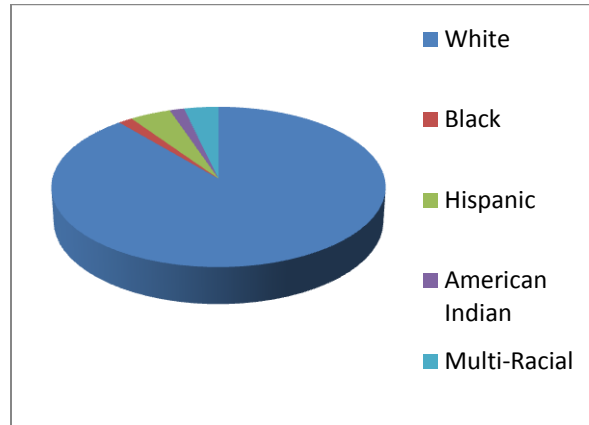
The Learning Center! is located in the town of Murphy. Murphy is the county seat of Cherokee County, the westernmost county in the state and lies within the southern Appalachian mountain chain. The school began as a private school in 1983 and converted to a public charter school in 1997.

The Learning Center! serves students in grades Kindergarten through eight. The estimated school enrollment for the 2009-2010 school year is 160. The school employs 27 full-time staff members comprised of 9 fully certified and highly qualified teachers, 9 qualified teaching assistants, a Director of Exceptional Children programs, school Director, Assistant Director, Finance Director, Data Entry Manager and a school Receptionist. The Child Nutrition department consists of a Nutrition Director, Food Services Director and a Nutrition Assistant.

Approximately 60% of the student population of TLC! qualified for free or reduced price meals in the 2008-09 school year. Twenty-three students were identified as Exceptional Children and nine students had 504 plans.

The following charts compare the ethnic make-up of The Learning Center! and Cherokee County Schools. TLC! serves a more ethnically diverse population of students.

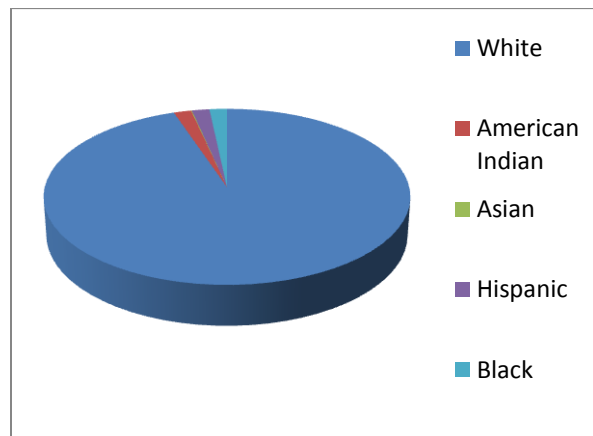
The Learning Center!



2008-09 Total Student Population- 137

White-86.8%, Black- 1.5%, Hispanic- 4.3%, Multi-racial- 3.6%, American Indian- 1.5%

Cherokee County Schools



2008-09 Total Student Population- 3803

White- 95.1%, American Indian- 1.7%, Asian- .08%, Hispanic- 1.7%, Black- 1.7%

The data included in this report was collected from the following sources and will be analyzed to determine areas of greatest need and to set goals for the coming year. Goals chosen will align with the State Board of Education Goals-Future-Ready Students for the 21st Century.

- Highly Qualified/Teacher Licensure
- End-of-Grade Results
- Local Data
- NC Teacher Working Conditions Survey (2008)

- NC School Report Card
- Discipline Data
- Drop-Out Data
- School Incidence Report
- Exceptional Children Continuous Improvement Plan
- Parent Surveys
- NC Wise Student Attendance

Areas of strength and weakness are noted in the observation box below each table. Areas of weakness will be examined when determining priority goals for the upcoming school year.

SCHOOL DATA PROFILE

| Historical Student Population Disaggregated by Gender and Ethnicity (from 9 th Month PMR) | | | | | |
|--|---------|---------|---------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
| Male | 68 | 74 | | | |
| Female | 52 | 63 | | | |
| White | 108 | 119 | | | |
| Black | 2 | 2 | | | |
| Hispanic | 3 | 6 | | | |
| Multi Racial | 6 | 5 | | | |
| Asian | 1 | 3 | | | |
| American Indian | 0 | 2 | | | |
| Total Population | 120 | 137 | | | |

Observations: Enrollment increased by 8.7%. Ethnic composition remains comparable.

| Other Subgroups (from December headcount) | | | | | |
|---|---------|---------|---------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
| Students with Disabilities | 22 | 23 | 21 | | |

Observations: Numbers remain consistent, but the percentage of SWD decreases as enrollment increases.

| Student Attendance Data (NC Wise) | | | | |
|-----------------------------------|---------|---------|---------|---------|
| 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
| 94% | 94% | % | % | % |

Observations: **Weakness-** State Average was 95%. Several students had excessive absences.

| Student Promotions/Percentages | | | | | | | | | | |
|--------------------------------|-----------|-------------|----------|-------------|---------|---|---------|---|---------|---|
| Grade Level | 2007-08 | | 2008-09 | | 2009-10 | | 2010-11 | | 2011-12 | |
| | # | % | # | % | # | % | # | % | # | % |
| Kindergarten | 3 | 84.3 | 0 | 100 | | | | | | |
| 1 st Grade | 1 | 92 | 0 | 100 | | | | | | |
| 2 nd Grade | 3 | 85.8 | 1 | 94.8 | | | | | | |
| 3 rd Grade | 2 | 86.7 | 0 | 100 | | | | | | |
| 4 th Grade | 1 | 94 | 1 | 93.8 | | | | | | |
| 5 th Grade | 0 | 100 | 1 | 93.4 | | | | | | |
| 6 th Grade | 1 | 91.7 | 0 | 100 | | | | | | |
| 7 th Grade | 1 | 83.4 | 0 | 100 | | | | | | |
| 8 th Grade | 1 | 87.5 | 0 | 100 | | | | | | |
| Total Retentions | 13 | 89.2 | 3 | 97.8 | | | | | | |

Observations: **Strength-** 8.6% more students were promoted in 2008-09.

| Discipline Data | | | | | |
|------------------------|---------|---------|---------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
| Short Term Suspensions | 7 | 20 | | | |
| Long Term Suspensions | 0 | 0 | | | |
| Expulsions | 0 | 0 | | | |
| Acts of Violence | 0 | 0 | | | |

Observations: **Weakness-**The number of short term suspensions increased significantly in the 2008-09 school year. This should be considered as one of the priority goals for next year.

| End-of-Grade Percent Proficient by Grade | | | | | |
|--|---------|---------|---------|---------|---------|
| Reading | | | | | |
| Grade | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
| 3 rd | 66.7% | 90.9% | | | |
| 4 th | 93.3% | 93.8% | | | |
| 5 th | 69.2% | 86.7% | | | |
| 6 th | >95% | 85.7% | | | |
| 7 th | 66.7% | 92.9% | | | |
| 8 th | 71.4% | >95% | | | |

| | | | | | |
|----------------|--------------|--------------|--|--|--|
| Overall | 79.4% | 90.9% | | | |
| State | 55.6% | 67.6% | | | |

Observations: Continue to emphasize literacy. Implement programs to reach all learners to increase reading proficiency to 92% or above in 2009-2010.

| Math | | | | | |
|-----------------|--------------|--------------|---------|-----------|-----------|
| Grade | 2007-08 | 2008-09 | 2009-10 | 2010-2011 | 2011-2012 |
| 3 rd | 73.3% | >95% | | | |
| 4 th | 86.7% | 81.3% | | | |
| 5 th | 61.5% | 86.7% | | | |
| 6 th | 75.0% | 78.6% | | | |
| 7 th | 83.3% | 92.9% | | | |
| 8th | 57.1% | >95% | | | |
| Overall | 73.5% | 88.6% | | | |
| State | 69.9% | 80.0% | | | |

Observations: **Weakness-** Implement diverse methods of math instruction in order to accommodate the needs of all learners. Improve math proficiency to 90% in 2009-2010.

| Students Who Passed Both Reading and Math (grouped by gender, ethnicity and other factors) | | | | | | | | | | |
|--|-------|-------|--------|-------|-------|----------|--------------|-------|--------|----------------------------|
| 2007-08 | | | | | | | | | | |
| | All | Male | Female | White | Black | Hispanic | Multi-Racial | E.D. | N.E.D. | Students with Disabilities |
| TLC! | 69.1% | 69.0% | 69.2% | 72.4% | N/A | N/A | N/A | 73.9% | 59.1% | 33.3% |
| # of Tests Taken | 68 | 42 | 26 | 58 | N/A | N/A | 5 | 46 | 22 | 15 |
| State | 50.9% | 48.6% | 53.2% | 64.4% | 29.5% | 34.6% | 51.7% | 33.3% | 66.9% | 21.3% |

-If the number of students in a category is fewer than 5, then results are not shown and are represented by N/A.

-E.D. = Economically Disadvantaged

-N.E.D. = Not Economically Disadvantaged

Observations: **Strength-**All but N.E.D. students performed significantly higher than state averages. Males and females performed almost equally. **Weakness- 1.** Achievement of subgroups not equitable. **2.** Achievement levels of SWD significantly lower than other subgroups.

Students Who Passed Both Reading and Math (grouped by gender, ethnicity and other factors)

2008-09

| | All | Male | Female | White | Black | Hispanic | Multi-Racial | E.D. | N.E.D. | Students with Disabilities |
|------------------|------------|-------------|---------------|--------------|--------------|-----------------|---------------------|-------------|---------------|-----------------------------------|
| TLC! | 86.4% | 82.0% | 92.1% | 85.3% | N/A | N/A | N/A | 87.1% | 84.6% | 46.2% |
| # of Tests Taken | 88 | 50 | 38 | 75 | N/A | N/A | 5 | 62 | 26 | 13 |
| State | 63.9% | 61.5% | 66.4% | 76.7% | 43.6% | 48.9% | 65.5% | 48.3% | 78.4% | 32.3% |

-If the number of students in a category is fewer than 5, then results are not shown and are represented by N/A.

-E.D. = Economically Disadvantaged

-N.E.D. = Not Economically Disadvantaged

Observations: **Strength**-Students in all categories scored significantly higher than in previous year and continue to be higher than state averages. **Weakness- 1.** Males scored 10% lower than females. **2.** Subgroup scores need to be more equally matched.

Science

| Grade | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|-----------------|----------------|----------------|----------------|----------------|----------------|
| 5 th | 61.5% | 93.3% | | | |
| State | 40.1% | 60.8% | | | |
| 8th | 85.7% | >95% | | | |
| State | 51.7% | 67.6% | | | |

Observations: **Strength**- Both groups scored significantly higher than previous year and state averages. Maintain or improve this level of excellence.

8th Grade Computer Skills Test

| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|-------|----------------|----------------|----------------|----------------|----------------|
| TLC! | 100% | 100% | N/A* | | |
| State | 80% | 87.9% | | | |

*The state has discontinued administration of this test.

Observations: **Strength**- Continue to maintain exemplary training in computer skills.

Writing Skills

| Grade | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|-----------------|---------|---------|---------|---------|---------|
| 4 th | 66.6% | N/A* | N/A* | | |
| 7th | 66.6% | N/A* | N/A* | | |

* This test is no longer administered through the state. Multiple assessments are now scored at the local level.

Observations: Continue to emphasize writing as integral part of the overall literacy program.

Adequate Yearly Progress

| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|----------------------|------------------|------------------|---------|---------|---------|
| Met AYP | Yes, High Growth | Yes, High Growth | | | |
| # of Goals/Goals Met | 13/13 | 13/13 | | | |

Observations: **Strength-** Maintain at this level.

Staffing Summary

| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|---|---------|---------|---------|---------|---------|
| Administrators | 2 | 2 | | | |
| Classroom Teachers | | 9 | | | |
| Other Licensed Support Staff | | 1 | | | |
| Paraprofessionals | | | | | |
| Other Staff (Clerical, custodial, Child Nutrition) | | 5 | | | |

| % Highly Qualified Teachers | | | | |
|-----------------------------|---------|---------|---------|---------|
| 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
| 100% | 100% | | | |

Teacher Working Conditions

The Teacher Working Conditions Survey was distributed in the spring of 2008. Teachers were asked to complete the survey online and submit it to the state for analysis. All (100%) teachers at this school completed the survey. The following is an overview of the results of answers provided by teachers. The 5 **Significant Factors** are listed according to perceived need from greatest to least using a 1 to 5 scale with 1 being the lowest and 5 being the highest.

4.21- Facilities and Resources

4.07- Time

3.93- Leadership (both School and Educator)

3.81- Professional Development

3.14- Decision Making

Individual questions in each category will be examined to determine goals for the upcoming school year.

Parent Perception Survey

Strengths

Results of the Parent Satisfaction Survey indicate that parents perceive the school as a safe, welcoming, respectful environment where their children are treated with dignity and respect and receive a quality education. Administrators are effective and accessible leaders and treat parents with respect. Teachers are respectful to parents and students and meet the academic needs of the students. Parents are satisfied with the amount and type of communication they have with teachers and the school.

Weaknesses

Parents indicate that they would like to have a greater voice in decision making processes at the school. They perceive that improvement is needed in classroom management and that consequences for inappropriate student behavior be implemented more equitably. They want to see more evidence of student exposure to technology and improved quality of after-school instruction.

Conclusions

The Learning Center! has much of which we are proud.

Enrollment increased by 8.7% in 2008-09, and an 8.6% increase is expected for the 2009-2010 school year.

Student promotions were up by 8.6% in 2008-09.

Student achievement is at an all time high. The number of students who passed both reading and math tests increased 17.3% in 2008-09 and the school's overall proficiency rate was 90.7%. TLC! again met AYP with high growth and received the designation of Honor School of Excellence by the state. Student proficiency in both Science and Computer Skills is above 93%.

Teacher satisfaction remains high and the teacher turnover rate is low. All teachers are highly qualified.

Parents perceive the school as a safe, caring, respectful environment in which their children are receiving a quality education. Ninety-nine percent of parents state that they would recommend the school to other parents.

Identified Needs

The following needs have been identified and should be addressed. Plans for improvement will be included in the School Improvement Plan for upcoming school year.

The need for additional facility is considered the most critical by parents, staff and administration. School growth is dependent upon it and students and teachers need adequate space in order to maximize productivity. Administrators will continue to pursue all possible funding avenues for facility funds.

1. Student attendance is lower than the state average primarily due to a few students with excessive absences.
2. Math achievement scores are considerably lower than reading, science and computer scores.
3. Teachers need more time for collaborative planning.
4. Teachers need to have a greater voice in the decision-making process at the school.
5. EC and struggling students need additional academic intervention services.
6. The number of out-of-school short-term suspensions more than doubled last year. Strategies that address student behavior/discipline must be implemented.
7. Teachers need more access to instructional technology to enhance student achievement.
8. Increase opportunities for parent input in the decision making process at the school.
9. Improvement is needed in handling inappropriate student behaviors.
10. Improve quality of after-school Intervention and Homework Help programs.
11. Improve public awareness/perception of and continue to provide training and support in integrating technology in the classroom. Make better use of classroom/school websites to promote technology.
12. Continue to expand writing to include cross-curricular integration.
13. Investigate additional approaches to literacy instruction to meet the needs of diverse learners.

➤ **Student Outcomes**

TLC! met Adequate Yearly Progress goals with high growth meeting 13 of 13 targets in 2008-09 and was recognized as an Honor School of Excellence with 90.7% of students meeting proficiency standards. The growth that was evidenced by the academic performance of the students was significant (as described above). It is our goal to continue this growth trend. Our goal for the 2009-2010 school year is to meet all AYP target goals and to have 91% or more of our students meet proficiency standards.

➤ **Stakeholder Perceptions**

Quality of Education/Staff Development Needs

The Learning Center! community of learners holds high expectations for all students. Stakeholders agree, through surveys and other forms of communication, that the school provides a safe, healthy, respectful and nurturing atmosphere that is conducive to learning and that students receive quality instruction in all subjects. Parents and community members feel free to communicate with teachers and administrators and to voice their opinions. Staff and administrators analyze stakeholder feedback to determine areas of perceived need and use this data to drive staff development and other professional development opportunity decisions.

The staff is committed to participating in research-based professional development to increase their knowledge base and provide a sound instructional environment for all students. Teachers receive CPR training/recertification annually as well as First Aid training. The school provides ongoing technology training for staff including blogging (used to improve communication among staff and administration), grade-keeping software, presentation software and supplemental reading and math programs. We also offer staff development opportunities in effective inclusion strategies, team-building strategies and effective classroom/behavior management strategies.

2. SCHOOL REFORM STRATEGIES

School reform strategies and goals addressed in the School Improvement Plan are developed by examining a variety of data which includes the following:

- Highly Qualified/Teacher Licensure
- End-of-Grade Results
- NC School Report Card
- Discipline Data
- Drop-Out Data
- School Incidence Report
- Local Data
- NC Teacher Working Conditions Survey (2008)
- Special Education Continuous Improvement Plan
- Parent Surveys
- NC Wise Student Attendance

The School Improvement Team analyzes the data, creates an annual needs assessment and sets annual goals based upon areas of identified weaknesses.

3. HIGHLY QUALIFIED STAFF

All teachers at The Learning Center! are highly qualified and licensed by the state. All teaching assistants have met the qualification requirements set by the state.

4. HIGH QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

This License Renewal Plan for certified teachers is a component of the annually updated School Improvement Plan of The Learning Center! It includes the general licensure renewal requirements of the State of North Carolina and aligns with the Board's mission that all students be taught by highly qualified 21st century professionals as outlined in *Future-Ready Students: Goals for the 21st Century*.

A variety of assessment data is used to direct professional development choices toward areas of lower performance. On-site staff development opportunities in technology integration are offered throughout the year and funding for off-campus professional development is budgeted annually through federal and state funding sources.

5. TEACHER RECRUITMENT AND PLACEMENT

The Learning Center! uses a variety of avenues to recruit and place highly qualified teachers including local media, teachers-teachers.com and the school's website. The school's innovative programs, collaborative planning time, zero tolerance policy for violence, high speed internet access, emphasis on health and wellness and team approach to education attract many well qualified candidates. The Board, however, has charged the Director to seek out the "best of the best" highly qualified teachers. The Director has been authorized to offer signing bonuses and/or salary supplements to attract candidates who through experience or advanced education meet this expectation.

6. PARENT INVOLVEMENT

The Learning Center! collaborates with parents in the development of the Parent Involvement Policy, Title I Plan and the School Improvement Plan. An annual meeting is held at the beginning of the school year to inform parents about the Title I/School Improvement plan and issues relating to its implementation. Child care is provided for the parents' convenience. Parents are required to sign a Parent-School Compact outlining the responsibilities of both parties in providing the best education possible for the students.

The school communicates regularly with parents and keeps them informed about issues relating to the school and their children through student planners that go home daily, informal talks, the school's website, newsletters, classroom assessments, mid-term progress reports, quarterly report cards, IEP progress reports, EOG scores and the annual NC School Report Card. Teachers and administrators are readily available to address questions, concerns or suggestions from parents using the parent's communication preference- face-to-face meeting, written, telephone or email.

7. TRANSITION PLANS (PRE K-K, ELEMENTARY-MIDDLE, MIDDLE-HIGH)

We use the following strategies to ensure smooth transitions at all grade levels:

Kindergarten

- Informative brochures are available to preschool students describing the school and inviting interested families to schedule a Kindergarten observation visit.
- “Be a Kindergarten Student” is held prior to the pre-registration period in conjunction with the school-wide Open House event. Interested parents schedule a time to come into the classroom to experience a day in the life of a Kindergarten student.
- Information about the school is provided on the school’s website.
- Kindergarten enrollment is staggered at the beginning of the school year.

Elementary-Middle

- Families and students transitioning from 4th to 5th grade are encouraged to attend the annual Open House event held in early spring each year.
- A Back-to-School picnic is planned prior to the opening of school annually. All 5th – 8th grade students are invited to get acquainted in a relaxed social setting.
- Every rising 5th grade student will be assigned an 8th grade “mentor” to help them transition.

Middle- High

- The local high schools (including the Learn and Earn Early College) visit the school in the spring to acquaint 8th grade students and their parents with their prospective schools and to present them with their options for high school. Brochures are distributed with contact information should families have questions.
- Visits to the area high schools are scheduled for all 8th grade students.
- Assistance is provided to help rising freshmen choose an appropriate high school course of study.

8. TEACHER INVOLVEMENT IN ASSESSMENT USE

Assessment is an ongoing process at The Learning Center! Teachers are full partners in determining how assessment data is used to drive policies, programs and curriculum choices to maximize the learning potential of all students. The entire staff acts as voting members of the School Improvement Team to create reform strategies. Teachers have input in utilizing the following assessment tools (not an exhaustive list):

- End-of-Grade Scores (disaggregated)
- School Report Card
- Teacher Working Conditions Survey
- TLC! Technology Plan
- Discipline Data Collection
- NC Wise Student Attendance Reports
- Parent Surveys (pertaining to school perception)
- Exceptional Children Continuous Improvement Plan
- Healthy Active Children Initiative
- Accelerated Math
- Destination Math
- Scholastic Reading Counts

- Super Stars Math
- K-2 Reading and Math Assessments
- Teacher Observation and Anecdotal Notes
- Intervention Specialist’s Observations and Anecdotal Notes
- Student Portfolios
- Writing Assessments
- EVAAS

Administrators, the EC Director and Intervention Specialists are available to provide assistance to any teacher who needs help in effectively reporting assessment data to parents. These reports, to the extent possible, are provided in a language that is understood in the home.

9. Intervention Strategies

➤ Regular Classroom Curriculum/Programs

TLC! believes that curriculum that addresses the needs of students with multiple learning styles is an effective way to meet the needs of many of its students. We have adopted curriculum in reading and math designed to meet the needs of diverse learners. We have adopted the Four Blocks Literacy approach in grades K-8, Investigations Math in grades K-5 and Connected Mathematics and Glencoe Mathematics: Applications and Concepts in grades 6-8. All teachers supplement the curriculum with a variety of other resources. Teachers receive ongoing professional development and training in program implementation.

➤ Intervention Services

All students are taught within a regular classroom setting. The Intervention Team works with identified students, either individually or in small groups, within this environment to provide assistance with class work. Occasional pull-outs may be necessary, but are kept to a minimum.

➤ Afterschool Intervention

The school offers an Afterschool Intervention program that is **free of charge** to parents of participating students. Students are recommended for this service by their classroom teachers as soon as they see a student struggling to master a concept. Teachers also refer students who fail to turn in homework or complete classroom assignments to this program in order prevent students from falling behind. Two teachers and two assistants provide intervention assistance which may be short or long term, depending upon the needs of the student.

➤ Homework Helper

This afterschool program is provided to any child needing afterschool care. Students complete homework assignments before engaging in other projects or activities. A teacher provides assistance with homework as needed. There is a nominal fee for this program.

➤ Supplemental Technology Programs

Classroom teachers often use a variety of supplemental software and online resources to enrich the students' learning experience (those with * are web based and available for use at home).The following is a list of some of the programs used:

Literacy

- Scholastic Reading Counts
- Merriam-Webster.com*
- Readwritethink.org*
- Raz-kids.com
- Scholastic.com
- Essential Skills
- Start-to-Finish Books
- NC Wise Owl
- Microsoft Word/PowerPoint
- Edmark Reading Program
- Starfall

Math

- Pearsonsuccess.net*
- First in Math*
- Accelerated Math
- Mathplayground.com*
- aplusmath.com*
- Destination Math
- multiplication.com

History/Social Studies/Science

- History.com
- Brain Pop
- Mhschool.com
- Kids.nationalgeographic.com
- thinkfinity.org
- ncjourneys.com
- kids.discovery.com
- NCVPS

10. Coordination and Integration of Federal, State and Local Services

The Learning Center! coordinates with the following programs and services to provide a balanced program academically, physically and emotionally for all students.

Federal

- IDEA VI B Capacity Building and Improvement (PRC 044)- Intervention Assistant salary
- Title I (PRC 050)- Intervention Teacher salary
- IDEA VI B Handicapped (PRC 060)- EC Director salary
- SASR REAP (PRC 091)- Professional Development/Workshop expenses and computer software and supplies
- Education Stabilization-ARRA (PRC 140)- Teacher and assistant salaries
- State Aid- Title I- ARRA (PRC 141)- Intervention Teacher salary
- State Aid- Special Ed VI B- ARRA (PRC 144)- EC Director and 2 assistant salaries
- State Aid- CN Equipment Assistance- ARRA (PRC 149)- purchase of energy efficient water heater and cold bar
- SRSA REAP- ARRA (PRC 151)- computer software and supplies
- NASA- professional development in science/math/technology integration

State

- Tri-County Community College Nursing Program- annual health fair
- Learn and Earn High School- 8th grade transition services, volunteers for annual Monster Mash fundraiser
- NC Cooperative Extension Service- various student programs
- Tri-County Community College Adult R.E.A.L. program- Mini/Middle R.E.A.L. program implementation
- Georgia Mountain Research and Education Center- age appropriate hands-on science programs

County

- Cherokee County Health Department- immunizations, inoculations, health screenings
- Cherokee County Wellness Center- pool and equipment use
- Cherokee County Parks Department- use of park facilities
- Cherokee County Department of Social Services
- Hiawassee River Coalition- information/education/volunteer assistance in restoring native flora
- WNC Pacesetters- student teambuilding and outdoor activities

Parent/Community Volunteers

- Highland Realty Group- website sponsorship, staff development, volunteers for annual Monster Mash fundraiser
- Jackie Ward Foundation- support for strings program, academics and the arts program
- TLC! Montessori Preschool
- Parent Volunteers- health screenings, Odyssey of the Mind coaches, classroom volunteers, fundraising, Green and Clean Club
- Macon Bank- volunteers for annual Monster Mash fundraiser
- State Employees Credit Union- volunteers for annual Monster Mash fundraiser