

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 for Union County

District Goal 1: UCPS will prepare students for the 21st Century.

Supports SBE Goal: Select an SBE Goal

District Goal 2: UCPS will hire and retain highly qualified teachers, administrators and staff

Supports SBE Goal: Select an SBE Goal

District Goal 3: UCPS learning environments will be safe, inviting, and respectful

Supports SBE Goal: Select an SBE Goal

District Goal 4: UCPS will equitably allocate and align budgeted resources to meet identified needs for systems
UCPS systems will support the effective and efficient operations of the district and schools

Supports SBE Goal: Select an SBE Goal

District Goal 5: UCPS will promote and encourage community/ parent involvement and input
UCPS will promote and encourage business support of involvement with the schools

Supports SBE Goal: Select an SBE Goal

Recommended Data Sources for Analysis by School Improvement Teams

Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.

Examine data from such areas as:

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)

End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

School Report Card results: (www.ncreportcards.org)

Teacher Working Conditions Survey results: (<http://ncteachingconditions.org>)

Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)

Career and Technical Education Local Plan

School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (<http://www.ncpublicschools.org/research/discipline/reports>)

School Demographic Information related to drop-out information and graduation rate data (<http://www.ncpublicschools.org/research/dropout/reports>)

School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (<http://www.ncreportcards.org> and locally-maintained data)

School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)

Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency

Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency

School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities

Ready Schools Inventory/Ready Schools Plan (<http://ncreadyschools.org>)

Special Education Continuous Improvement Plan

Title I AYP (<http://ayp.ncpublicschools.org>)

Healthy Active Children Initiative (<http://www.nchealthyschools.org>)

School Vision and Mission Statements for Antioch Elementary

Vision:

The Antioch staff will establish personal connections with student in order to assess their social and emotional needs. Ongoing assessment data will be used to determine their academic abilities. We will focus on developing globally aware, responsible citizens with the ability to work collaboratively. Instruction will reflect students' individual needs through the use of readers and writers workshop, integration of technology, small group instruction, with a focus on developing problem solving and critical thinking skills.

Mission:

We will provide an environment where children's academic, social, and emotional needs are met, challenged, and celebrated.



LEA or Charter Name/Number: Union County Public Schools - 900
School Name/Number: Antioch Elementary/ 302
School Address: 3101 Antioch Church Road Matthews, NC 28140
Plan Year(s): 2010-2013
Date prepared: 9/12/2011

Principal Signature: _____ _____ Date

Local Board Approval Signatu _____ _____ Date

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position*	Name	Committee Position*	Name
Principal	Karen Dillon	Teacher Representative	Heather Folly
Assistant Principal Representative	Veronica Robinson	Teacher Representative	Kristen Bruch
Teacher Representative	Tiffany McKinney	Teacher Representative	Laurie Garson
Inst. Support Representative	Kathy Gwinn	Teacher Representative	Marianne Alden
Teacher Assistant Representative	Nancy Myers	Teacher Representative	Aimee Rossmann
Parent Representative	Amelie Schoel	Parent Representative	Kathie McKain
Parent Representative	Andrea Smith	Parent Representative	Kim Linner

School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (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?

After careful review of Antioch test data, teacher working conditions data and informal classroom walkthroughs, the following areas were identified as strengths: Overall academic performance with specific emphasis on science and math EOG scores; teacher working conditions survey also indicated that teachers feel safe at school and that there is a collaborative environment that is supported by administration

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

The analysis of Antioch data identified a gap in reading and math scores. Free and reduced lunch students also performed significantly below the remaining student body.

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

Further investigation into EC and minority sub-groups is needed to assess effectiveness of instruction. EC data includes self-contained students, speech only students and students served in the resource setting. Separating these groups of students will allow for a better understanding of strengths and weaknesses in EC instruction. A deeper investigation into test results of our minority student will also allow for an analysis of effects of instruction on the different groups

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

Continued use of the Leveled Literacy Intervention Program will target below grade level readers in grades K-2 to address the reading/math achievement gap.

Improved small group instruction will continue to be a focus for collaborative discussions and grade level specific training.

There will be a focus on integrating technology with related grade level specific training which will improve student engagement and allow teachers to address multiple learning styles throughout the school day.

EC classes will implement Leveled Literacy Intervention Program to support students with reading goals that would be supported by the LLI program.

Professional development will be provided on the new Common Core and Essential Standards to prepare for the complete shift in the 2012-2013 school year.

Priority Goal 1 and Associated Strategies

Plan/Do

Area for improvement and supporting data:

Antioch will create high achieving, life long readers.

School Goal 1:	95% or more of all students, at each grade level, will demonstrate grade level proficiency in reading as measured by locally adopted and state standardized assessment measures at the the end of each school year while maintaining High Growth status.
Supports this district goal:	UCPS will prepare students for the 21st Century.
Target:	95% of students at or above grade level
Indicator:	End of Grade Results
Milestone date:	We will reach this goal with the following bench marks: 2012-93% 2013- 95%

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

Strategy 1:	<p>Strategy: Incorporate a balanced literacy program on a daily basis including shared reading/writing experiences, daily read-aloud, small group reading instruction.</p> <p>Action steps: All teachers grades K-5 will implement reader's workshop with an emphasis on small group instruction. CAFÉ strategies will also be integrated in the workshop model.</p>
Strategy 2:	<p>Strategy: Utilize information gained through formal and informal testing (i.e. ClassScapes, Benchmark Assessments, Running Records, and DRAs) to form small groups and when deciding upon teaching points.</p> <p>Action steps: Teachers will develop lesson plans specifically designed to meet the needs of students based on the data above(with an emphasis on closing the achievement gap).</p>
Strategy 3:	<p>Strategy: Remediate students who are below grade level by utilizing Leveled Literacy Intervention in grades K-2.</p> <p>Action steps: Two staff members will implement the LLI program in grades k-2 under the supervision of administration. The goal of the program is to have 100% of our students reading at grade level prior to completing 2nd grade.</p>

Plan/Do	Strategy 4:	Strategy: Actively participate in vertical teaming, identifying areas of strength across grade levels and the school as a whole, as well as weaknesses. Action steps: The curriculum committee will develop and lead vertical teaming activities throughout the year.
	Strategy 5:	Strategy: Implement Leveled Literacy Instruction Program in EC Resource classes. Action steps: Resource teachers will be trained on the LLI program and identify students who have reading goals that could be appropriately supported by LLI. Data will be collected to determine implementation fidelity and student progress.
Study	What data will be used to determine whether the strategies were deployed with fidelity?	
	Classroom walkthroughs and observation data will be used to assess the effectiveness of small group instruction. Lesson plans will be reviewed to ensure teachers are using data to drive instruction. LLI lessons will be observed and LLI assessment data will be reviewed to track progress. Staff evaluations of vertical teaming activities will be reviewed.	
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
	Overall effectiveness of the growth toward the goal will be assessed through EOG reading scores as well as ClassScapes benchmark assessments.	
What does data show regarding the results of the implemented strategies?		

Based upon identified results, should/how should strategies be changed?

Act

Priority Goal 2 and Associated Strategies

Plan/Do	Area for improvement and supporting data: Antioch will create an environment that fosters creativity and critical thinking skills necessary to be successful in the 21st century.	
	School Goal 2:	99% or more of all students, at each grade level, will demonstrate grade level proficiency in mathematics as measured by locally adopted and state standardized assessment measures at the end of each school year while maintaining High Growth Status.
	Supports this district goal:	UCPS will prepare students for the 21st Century.
	Target:	99% or more on grade level
	Indicator:	End of Grade results
	Milestone date:	We will reach this goal with the following benchmarks: 2012-98% 2013-99%
	Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.	
	Strategy 1:	Strategy: Utilize small group instruction to differentiate for remediation and acceleration. Action steps: Teachers will be provided staff development that focuses on improving small group instruction. 3-5 teachers will utilize ClassScapes benchmark assessments to identify groups for differentiation.
	Strategy 2:	Strategy: Utilize part time tutors that are certified teachers that will pull small remediation groups in 1st-5th (with an emphasis on achievement gaps). Action steps: Grades 1-5 math tutors will be provided. Benchmark assessment data will drive remediation groups (with an emphasis on achievement gaps).
	Strategy 3:	Strategy: Actively participate in vertical teaming, identifying areas of strengths across grade levels and the school as a whole, as well as weaknesses. Action steps: The curriculum committee will develop and lead vertical teaming activities throughout the year.
/Do	Review frequency:	Quarterly
	Assigned implementation team:	Principal, Classroom Teachers, Grade level tutors

Plan	What data will be used to determine whether the strategies were deployed with fidelity?			
	Classroom walkthroughs and observation data will be used to assess the effectiveness of small group instruction. Lesson plans will be reviewed to ensure teachers are using data to drive instruction. Results from ClassScapes benchmark assessment will be reviewed. Staff evaluations of vertical teaming activities will be reviewed.			
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)			
	Results of K-2 math assessments and 3-5 EOG test.			
Study	What does data show regarding the results of the implemented strategies?			
	Based upon identified results, should/how should strategies be changed?			
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Act				

Priority Goal 3 and Associated Strategies

Plan/Do	Area for improvement and supporting data:	
	Based on classroom observations and teacher input, a staff development plan has been developed to provide teachers with the skills needed to successfully differentiate to meet the needs of their students.	
	School Goal 3:	Antioch will utilize a comprehensive staff development plan to address the needs of the students and staff.
	Supports this district goal:	UCPS will hire and retain highly qualified teachers, administrators and staff
	Target:	100% of staff will participate in research based staff development.
	Indicator:	Teacher survey/evaluation.
	Milestone date:	6/10/2012
	Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.	
	Strategy 1:	<p>Strategy: Staff members will be trained and supported as Leveled Literacy Intervention is implemented.</p> <p>Action steps: Staff members will have scheduled times to observe LLI lessons and work with the staff members who were trained. The staff members will provide staff development for K-2 teachers as well.</p>
	Strategy 2:	<p>Strategy: Continued discussion in grade level meetings, as well as bringing in county curriculum staff to share information on what is best practice when implementing small group reading and math instruction.</p> <p>Action steps: Staff development sessions will be planned that have grade level specific focus on small group instruction.</p>
Strategy 3:	<p>Strategy: Appropriate technology integration will be a key concept in staff development opportunities.</p> <p>Action steps: Staff development sessions will be planned that have grade level specific focus on integrating technology effectively.</p>	

Plan/Do	Review frequency: Quarterly
	Assigned implementation team: Administration, teachers and county curriculum team
	What data will be used to determine whether the strategies were deployed with fidelity?
	Teacher evaluation of staff development and teacher working conditions survey.
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and
	Classroom walkthroughs and observation data will be used to assess the effectiveness of small group instruction. Lesson plans will be reviewed to ensure teachers are implementing strategies learned as well.
Study	What does data show regarding the results of the implemented strategies?
	Based upon identified results, should/how should strategies be changed?
Act	
	Based upon identified results, should/how should strategies be changed?



Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:

As schools are becoming more diverse, teacher awareness is critical in meeting the needs of each individual student.

School Goal 4:	Antioch staff members will continue to become more globally aware and culturally proficient as measured on the cultural proficiency continuum. Throughout the year, diversity and globalization will remain a focus area for growth.
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Supports this district goal:	UCPS learning environments will be safe, inviting, and respectful
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Target:	Global themes integrated into what teacher do every day.
Indicator:	Antioch will achieve UCPS International School
Milestone date:	June of 2012

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

Strategy 1:	Strategy: Antioch staff members will participate in staff development on the topic of globalization and how to implement global themes into their lessons.
	Action steps: The globalization committee will plan and implement globalization sessions and lead school wide globalization efforts with the desired goal of reaching International School status. One staff member will participate in the World View Symposium in October.

Strategy 2:	Strategy: Antioch will use leveled intervention tiers in an effort to support students with special learning needs that can best be met in the regular education classroom
	Action steps: Teachers will be re-trained on the intervention process. Appropriate experts will be available for support as needed.

Strategy 3:	Strategy: Antioch will choose 5 countries to study as a school.
	Action steps: Resources will be pulled for teachers and placed on the Antioch Virtual Faculty Meeting Moodle site by the Globalization Committee. Guest speakers will be brought in based on the country being studied.

Plan/Do



Plan/Do	<p>Strategy: Antioch will choose 5 countries to study as a school.</p> <p>Strategy 4: Action steps: Resources will be pulled for teachers and placed on the Antioch Virtual Faculty Meeting Moodle site by the Globalization Committee. Guest speakers will be brought in based on the country being studied. Globalization lessons to introduce the country being studied will be conducted by the Media Coordinator.</p>
	<p>Review frequency: Quarterly</p>
	<p>Assigned implementation team: Administration, Globalization Committee, Media Coordinator</p>
	<p>What data will be used to determine whether the strategies were deployed with fidelity? Classroom walkthrough and observation data will be used to assess the effectiveness of staff development topics. Lesson plans will be reviewed to ensure teachers are implementing strategies taught to them. Results from teacher survey will be reviewed to assess effectiveness of training.</p>
Study	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and Analysis of minority students' EOG scores, Teacher evaluation of the trainings, attainment of UCPS International School Status.</p>
	<p>What does data show regarding the results of the implemented strategies?</p>
	<p>Based upon identified results, should/how should strategies be changed?</p>



Safe School Plan for Antioch Elementary

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

Karen Dillon and Veronica Robinson

Statement of Responsibility for the School District Superintendent

In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: Failure to carry out the above-mentioned responsibilities may result in a written reprimand by the Board as well as other appropriate consequences as determined by the Board.

Statement of Responsibility for the School Principal

In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: Failure to carry out the above-mentioned responsibilities may result in a written reprimand by the Board as well as other appropriate consequences as determined by the Board.

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s): Veronica Robinson

Teachers: Heidi Green, Meg nance, Angela Scott, Charmaine Wisniewski, Tiffany McKinney

Teacher Assistants: Robin Love

Other School Staff: Susan Campbell

Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

PEPs Enrichment/remediation plans, Intervention Team, Use NCWISE to identify attendance, academic and discipline concerns and patterns, Analyze EOG assessments and other standardized test scores such as ClassScape, EC and LEP referrals and conferences, OSS and ISS discipline reports, guidance and attendance counselors.

Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

In-school tutoring, Intervention Team, PEPs, IEP goals, Benchmark tests, ClassScapes

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.

Not Applicable

In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.)

Goal:	Complete all required drills and associated training (fire, tornado, lockdown)
Target:	100% completion
Indicator:	Drill Reports
Milestone Date:	EOY
Goal:	1 per month
Target:	Monthly Report
Indicator:	1 per month
Milestone Date:	

In accordance with General Statute §115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs).

Target:	Improved School Safety and student Conduct
Indicator:	Decreased discipline referrals
Milestone Date:	EOY
Target:	Customer Satisfaction
Indicator:	Parent, Teacher, Student survey expressing satisfaction will be 75% or better
Milestone Date:	EOY
Target:	
Indicator:	
Milestone Date:	

In accordance with General Statute §115C-105.47 (b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed				
General Principals' Meetings (Elementary/ Middle/ High)	Completed				
Videos-Blood borne Pathogens, Epi-Pen, Diabetes, Asthma	Completed				
Drill Training- Fire, Tornado, and Lockdown	Planned				
Anti-Bullying Program	Completed				
School Nurse Training	Completed				
Videos-Critical Incidents and Gang Awareness	Completed				
First Responder Training	Completed				
Diabetes Training	Completed				

Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.

System-wide Safe Schools Plan indicates: Each middle and high school has access to the services of a School Resource Officer

(SRO), who has direct contact with the Union County Sheriff's Office or the Monroe City Police Department. Currently, at least one SRO is allotted per middle/high pair; funds are being sought to expand to one officer for each middle and high school pair. Elementary schools have access to the SRO in emergency situations. DARE officers help as needed at the elementary schools. Each school works cooperatively with juvenile and criminal court officials to determine the proper placement of students who have violated the law. The court system notifies schools of students who have committed felonies. The District Attorney's (DA's) office is contacted when necessary to enforce trespassing, assault, firearm, vandalism and other applicable laws. Policies and procedures for SRO are housed

Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.

The UCPS Communications Office oversees and contributes to a variety of print and electronic media that requires school information. UCPS news appears in a variety of outlets including school and district newsletters, local newspapers and even national magazines. The UCPS Communications Office maintains effective and informative district and departmental websites including a website for superintendent and the Board of Education.

Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs

Program or Strategy Being Funded	Amount of Funding	Source of Funding
English as a Second Language (ESL)		Local, State, Federal
Remediation		State
School Resource Officers		Local
Money in lieu of Summer School		Local