

## State Board of Education Goals – Future-ready Students for the 21<sup>st</sup> Century

**Goal 1** – North Carolina public schools will produce globally competitive students.

**Goal 2** – North Carolina public schools will be led by 21<sup>st</sup> 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 21<sup>st</sup> Century systems.

## District Goals for Union County Public Schools

**District Goal 1:** High achieving and globally competitive students

**Supports SBE** Goal 1 – North Carolina public schools will produce globally competitive students.

**District Goal 2:** Quality teacher, administrators, and staff providing innovative leadership for 21 century schools

**Supports SBE** Goal 2 – North Carolina public schools will be led by 21<sup>st</sup> Century professionals.

**District Goal 3:** Safe, orderly, and caring schools producing healthy responsible students

**Supports SBE** Goal 3 – North Carolina Public School students will be healthy and responsible.

**District Goal 4:** 21 century systems operating efficiently and effectively

**Supports SBE** Goal 4 – Leadership will guide innovation in North Carolina public schools.

**District Goal 5:** Family, business, and community members involved and supportive of our schools

**Supports SBE** Goal 5 – North Carolina public schools will be governed and supported by 21<sup>st</sup> Century systems.

## 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](http://www.ncreportcards.org) Click on High Quality Teachers tab)

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

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

**School Report Card results:** ([www.ncreportcards.org](http://www.ncreportcards.org))

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

**North Carolina Teacher Working Conditions Survey: Guide for School Improvement** (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at <http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf>)

**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 East Elementary School

### Vision:

In partnership with parents and the community, the East Elementary staff will rely on relationships, rigor and relevance to ensure that every student achieves high academic growth.

### Mission:

The mission of East Elementary School is to provide a safe, healthy and nurturing 21st Century learning environment where high expectations and diverse needs of the students are a priority. Collaboration between the community, parent and the school staff will result in students becoming successful, life-long learners.



**LEA or Charter Name/Number:** Union County Public Schools - 900  
**School Name/Number:** East Elementary School - 306  
**School Address:** 515 Elizabeth Avenue  
**Plan Year(s):** 2010-2012  
**Date prepared:** September, 2010

**Principal Signature:** \_\_\_\_\_ \_\_\_\_\_  
Date

**Local Board Approval Signature:** \_\_\_\_\_ \_\_\_\_\_  
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 Anderson		
Assistant Principal Representative	Jalonda Polk		
Teacher Representative	Jacqueline Morris		
Teacher Representative	Donna Nielsen		
Teacher Representative	Rebecca Ripple	Chairperson	
Teacher Representative	Karyn Haglund		
Teacher Representative	Tramaine Davis		
Teacher Representative	Kristie Scholz		
Curriculum Coordinator	Christy Scott	Secretary	
Inst. Support Representative	Erin Hare		
Guidance Counselor	Melody Harris		
Media Specialist	Lisa Bush		
Math Coach	Nicole Lutz		
Reading Teacher	Heather Canty		
Teacher Assistant Representative	Eileen O'Rourke		
Parent Representative	Matoka Nixon		
Parent Representative			
Parent Representative			

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

## 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 identifying priority areas for improvement.

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?

The faculty and staff at East Elementary School conducted a Comprehensive Needs Assessment and found the following strengths:

Teachers consistently apply strategies learned in professional development.

- The school utilizes its financial and human resources to maximize impact on student performance.
- Teachers engage in effective collaborative meetings to plan, analyze data and evaluate instruction.
- The school creates a warm and welcoming environment conducive to learning.
- Instructional coaches assist to align instruction to the North Carolina Standard Course of Study, regularly analyzing assessments, and providing feedback to improve instruction.
- The school facility is clean, bright, artful and aesthetically pleasing.

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

- The school needs to effectively integrate literacy and critical thinking skills through all subject areas in order to improve reading achievement of all students.
- The schools needs to develop and implement a plan that targets the school's subgroups in order to minimize achievement gaps.

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

All necessary data was available for use.

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.

Priority #1 – Increase student achievement in reading.

Priority #2 – Increase student achievement in math.

Priority #3 – Increase the achievement of African-American students in order to close the achievement gap.

Priority #4 - Continue to provide high quality professional development in order to increase the instructional capacity of teachers.

**Priority Goal 1 and Associated Strategies**

**Area for improvement and supporting data:**

Increase the percentage of students in Grades K-5 who perform at or above grade level in reading.

**School Goal 1:** By June, 2012, East Elementary students in grades K-5 will demonstrate grade level proficiency in reading.

**Supports this district goal:** High achieving and globally competitive students

**Target:** 71.6% of students in grades 3 - 5 will score a Level III or Level IV on the EOGs; 80% of students in K-2 will read on grade level by June, 2011  
**Indicator:** ABC, AYP, EOGs, DRAs & Literacy Assessments  
**Milestone date:** June, 2012

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

<b>Plan/Do</b>	<b>Strategy 1:</b>		<b>Strategy:</b> Provide a high quality, school-wide Balanced Literacy Program in all grade levels	
	<b>Action steps:</b>			
	1. Ongoing Professional Development	2. Readers & Writers Workshop	3. Data analysis with literacy support personnel and classroom teachers	4. Vocabulary & Word Work
	5. Guided Reading and Individual Conferencing	6. Daily Read Aloud	7. Shared Reading	8. Employment of Curriculum Coach and Literacy Consultant
	<b>Strategy 2:</b>		<b>Strategy:</b> Provide literacy support for students in grades 1, 2 and 3 who are performing below grade level.	
	<b>Action steps:</b>			
	1. Identify students who are performing below grade level in reading.	2. Reading Night for Parents	3. Data analysis with literacy support and classroom teachers	4. IE (Intervention/Enrichment Time) Daily
	5. LLI (Leveled Literacy Intervention) with 3 Reading Specialists. Support for first and second grade students in reading and writing	6. Literacy Teacher for grades 3, 4 and 5	7. Full-Time teacher assistants in Kindergarten	
	<b>Strategy 3:</b>		<b>Strategy:</b> Additional instruction will be provided for students who are not performing at or above grade level in reading	
	<b>Action steps:</b>			
	1. ESL (Grades 1 - 5)	2. LLI (Grades 1 - 2)	3. IE (Intervention/Enrichment) Time(Grades 1-5)	4. Intersession (Grades 3 - 5) in April
	5. Full-Time Teacher Assistants in Kindergarten	6. Tutoring (Grades 2 - 5)	7. Small Class Size (1:20 or less)	

**How will we fund these strategies?**

<b>Funding source 1:</b> Local district funds	<b>Funding amount:</b>	\$120,000
<b>Funding source 2:</b> Federal funds - Title I	<b>Funding amount:</b>	\$235,000
<b>Funding source 3:</b> State funds for at-risk students	<b>Funding amount:</b>	\$5,320
<b>Funding source 4:</b> Select a funding source	<b>Funding amount:</b>	
<b>Funding source 5:</b> Select a funding source	<b>Funding amount:</b>	
	<b>Total initiative funding:</b>	<b>\$360,320</b>

**Review frequency:** Quarterly

**Assigned implementation team:** Literacy Consultant, Site-Based Management Team, Administrators, Literacy Support Teachers, Teachers

**What data will be used to determine whether the strategies were deployed with fidelity?**

CWT, Evaluations, TEAM Attendance Rosters, LLI Rosters and Data Analysis, Student Surveys

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

On-going Literacy Assessment using Running Records and/or DRA Scores, EOG data, AYP data, ABC data

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

East did not meet AYP targets in reading or math for the 2010 - 2011 school year. For the NC ABCs program, East student met growth goals.

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

A Math Priority Goal will be added for the 2011-2012 school year to address math achievement for all subgroups. Additional strategies were added for the Reading Priority Goal.

**Priority Goal 2 and Associated Strategies**

**Area for improvement and supporting data:**

Achievement gap between black and hispanic students in math and reading. (For specific strategies to address reading, please see School Priority Goal 1. For specific strategies to address math, please see School Priority Goal 4.)

<b>School Goal 2:</b>	Increase the number of black students passing Reading and Math EOGs, while maintaining/increasing the number of hispanic students passing
<b>Supports this district goal:</b>	High achieving and globally competitive students
<b>Target:</b>	88.6% of Black Students will pass the Math EOGs
<b>Indicator:</b>	EOGs, ABCs, AYP
<b>Milestone date:</b>	Jun-12

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

Plan/Do

<b>Plan/Do</b>	<b>Strategy 1:</b>	<b>Strategy:</b> Faculty-Led Student Teams and Weekly Tutoring	
		<b>Action steps:</b>	
		1. Identify Students to Target	5
		2. Reading and Math tutoring will be offered to targeted students in grades 2 - 5 one afternoon each	6
		3. Students in grades 3 - 5 will be offered to opportunity to participate in extracurricular Teams.	7.
		4.	8.
	<b>Strategy 2:</b>	<b>Strategy:</b> Provide additional math and reading support to K-5 students performing below grade level	
		<b>Action steps:</b>	
		1. Daily IE (Intervention/Enrichment) Block	5. Data analysis of unit tests facilitated by Math Coach and Curriculum Coaches
		2. Curriculum Coach and Literacy Consultant will plan with K-5 teacher in reading to ensure curriculum alignment	6. LLI (Leveled Literacy Intervention)
		3. K-5 Math Coach will plan with K-2 teachers to ensure curriculum alignment	7. Reading Teacher in Grades 3, 4 and 5
		4. Data analysis of unit tests will be facilitated by Math Coach, Curriculum Coordinator and Literacy	8. ESL and EC Support
	<b>Strategy 3:</b>	<b>Strategy:</b> Provide additional math and reading support to K-5 students performing below grade level	
<b>Action steps:</b>			
1. April Intersession		5.	
2. Care Team		6.	
3. Data analysis of ClassScapes and Case 21		7.	
	4	8.	



<b>Plan/Do</b>	<b>How will we fund these strategies? Distric wide implementation</b>	
	<b>Funding source 1:</b> Local district funds	<b>Funding amount:</b> \$0
	<b>Funding source 2:</b> School general funds	<b>Funding amount:</b> \$0
	<b>Funding source 3:</b> Federal funds - Title I	<b>Funding amount:</b> \$15,000
	<b>Funding source 4:</b> Select a funding source	<b>Funding amount:</b> \$0
	<b>Funding source 5:</b> Select a funding source	<b>Funding amount:</b> \$0
		<b>Total initiative funding:</b> <b>\$15,000</b>
	<b>Review frequency:</b> Quarterly	
	<b>Assigned implementation team:</b> Site Based Management Team, Math Coach, Curriculum Coach, Literacy Consultant, Administrators	
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>	
	Plus/Delta from faculty, parents, and students for Student Teams; CWT; Plus/Delta from faculty for math tutoring and planning, LLI Schedules, Reading Teacher Schedule	
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>	
	EOG scores; AYP information; ABCs information; NC Math Assessments, Math Unit Tests	
	<b>What does data show regarding the results of the implemented strategies?</b>	
	East did not meet AYP targets in reading or math. For the NC ABCs program, East student met growth goals.	
<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>	
	A Math Priority Goal will be added for the 2011-2012 school year to address math achievement for all subgroups. Additional strategies were added for the Reading Priority Goal.	

**Priority Goal 3 and Associated Strategies**

**Area for improvement and supporting data:**  
Professional growth opportunities for certified staff

**School Goal 3:** To provide on-going, quality professional development

**Supports this district goal:** Quality teacher, administrators, and staff providing innovative leadership for 21 century schools

**Target:** Certified Teachers  
**Indicator:** North Carolina Teacher Evaluation System  
**Milestone date:** June, 2012

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

<b>Plan/Do</b>	<b>Strategy: Provide in-house professional development in order to increase teacher capacity in teaching literacy</b>		
	<b>Action steps:</b>		
	<b>Strategy 1:</b>	1. Book Studies	5
		2. Infuse professional growth activities/information	6
		3. Provide professional development to teachers who are new to Readers Workshop, Writers Workshop and Word Study	7
		4	8.
	<b>Strategy: Provide professional development in order to increase teacher capacity in the effective use of technology to bolster instruction and student engagement</b>		
	<b>Action steps:</b>		
	<b>Strategy 2:</b>	1. Technology demonstration by selected teachers at staff meetings	5. Provide opportunities for teachers to observe other teachers at East and in other schools
		2. Infuse professional growth activities/information	6.
		3. Integrate technology PD into math planning	7.
		4. Work cooperatively with district-level technology facilitators to provide PD to teachers	8
<b>Strategy:</b>			
<b>Action steps:</b>			
<b>Strategy 3:</b>	1.	5.	
	2.	6.	
	3.	7.	
	4.	8.	

<b>Plan/Do</b>	<b>How will we fund these strategies?</b>		
	<b>Funding source 1:</b> School general funds	<b>Funding amount:</b>	
	<b>Funding source 2:</b> Select a funding source	<b>Funding amount:</b>	
	<b>Funding source 3:</b> Federal funds - Title I	<b>Funding amount:</b>	\$70,000
	<b>Funding source 4:</b> Select a funding source	<b>Funding amount:</b>	
	<b>Funding source 5:</b> Select a funding source	<b>Funding amount:</b>	
		<b>Total initiative funding:</b>	<b>\$70,000</b>
	<b>Review frequency:</b> Quarterly		
<b>Assigned implementation team:</b> Literacy Consultant, Curriculum Coordinator, Math Coaches, Administration, Teachers			

<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	CEUs awarded in the 2011 - 2012 school year; Log of Faculty Meeting Technology Presentations; Book Study Attendance Rosters;		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
	Teacher Surveys; Observation/Evaluations by Administrators		
<b>What does data show regarding the results of the implemented strategies?</b>			
The teachers at East continue to demonstrate in the use of effective teaching skills. A high level of student engagement is evident in all classrooms. All classrooms have Promethean Boards and teachers regularly participate in technology training.			

<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>		
	We decided to keep the same strategies in place.		

**Priority Goal 4 and Associated Strategies**

**Area for improvement and supporting data:**

Increase the percentage of students in Grades K-5 who perform at or above grade level in math.

**School Goal 4:** By June, 2012, East Elementary students in grades K-5 will demonstrate grade level proficiency in math.

**Supports this district goal:** High achieving and globally competitive students

**Target:** 88.6% of students in grade 3 - 5 will meet grade level proficiency in math; 88% of students in grades K-2 will meet grade level proficiency in math

**Indicator:** EOG Data; Math Benchmark Tests for grade 2; Math Assessment for Grades K and 1

**Milestone date:** Jun-12

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

<b>Plan/Do</b>	<b>Strategy 1:</b>	<b>Strategy:</b> Provide math support for students in grades K-5 who are performing below grade level	
		<b>Action steps:</b>	
		1. Identify students and inform parents	5. ESL and EC support
		2. Daily IE Block (Intervention and Enrichment)	6 Full-time teacher assistants in kindergarten
		3. In-School Tutoring by Teacher who is a certified teacher	7.
		4. Weekly After-School Tutoring for students in grades 2 - 5	8.
	<b>Strategy 2:</b>	<b>Strategy:</b> Provide support for teachers in planning and implementing the math curriculum	
		<b>Action steps:</b>	
		1. The Math Coach will plan with teachers at grade level to ensure curriculum alignment.	5
		2. Teachers will participate in collaborative grade level planning in math each month	6.
		3. Math Coach will facilitate Data analysis of Unit Tests,	7.
			8.
<b>Strategy 3:</b>	<b>Strategy:</b>		
	<b>Action steps:</b>		
	1		
		7.	
		8.	

**How will we fund these strategies?**

<b>Funding source 1:</b> Federal funds - Title I	<b>Funding amount:</b>	\$80,000
<b>Funding source 2:</b> Select a funding source	<b>Funding amount:</b>	
<b>Funding source 3:</b> Select a funding source	<b>Funding amount:</b>	
<b>Funding source 4:</b> Select a funding source	<b>Funding amount:</b>	
<b>Funding source 5:</b> Select a funding source	<b>Funding amount:</b>	
	<b>Total initiative funding:</b>	<b>\$80,000</b>

**Review frequency:** Quarterly

**Assigned implementation team:**

**What data will be used to determine whether the strategies were deployed with fidelity?**

The Literacy Consultant, Curriculum Coordinator and Math Coaches will facilitate planning the instructional focus for all Interessions and Summer School. The Assistant Principal serves as Lead Administrator for Intersession and Summer School.

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

EOG scores, AYP data, ABCs Data, Student, Parent and Teacher Surveys

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

East Elementary did not make AYP in math for the 2010 - 2011 school year.

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

This Priority Goal for math was added to the School Improvement Plan.

**Priority Goal 1 and Associated Strategies**

**Area for improvement and supporting data:**

To raise awareness of globalization and diversity concerns/issues among students and staff

**School Goal 5:**

To raise awareness of and appreciation for globalization and diversity among our students and staff

**Supports this district goal:**

Quality teacher, administrators, and staff providing innovative leadership for 21 century schools

**Target:**

Students, staff, Parents

**Indicator:**

Globalization Checklist; Global Schools Recognition

**Milestone date:**

Jun-12

**Goal 5 Improvement Strategies – Identify research-based strategies whenever possible.**

Plan/Do

<b>Plan/Do</b>	<b>Strategy 1:</b>	<b>Strategy:</b> All classes will participate in a school-wide "Global Project" which will promote awareness of and appreciation for other countries/cultures	
		<b>Action steps:</b>	
		1. Form Globalization/Diversity Committee	5. Staff members who travel out of the country will present for the staff regarding the different customs/practices/etc.
		2. SIT set date for the Multicultural Event to be held, which combines the Hispanic Heritage and African-American events that were separate	6.
		3. Each grade level will select a continent to study, integrating the study into all areas of the curriculum	7.
	4. Each class at the grade level will select a country to study from the grade level continent choice - integrate into all subject areas	8.	
	<b>Strategy 2:</b>	<b>Strategy:</b> Conduct a Multicultural Parent Night (and possibly a Multicultural Field Day)	
		<b>Action steps:</b>	
		1. Form Globalization Committee	5
		2. Committee to explore the opportunity for a Multicultural Field Day to be held in April/May	6.
		3. Committee to plan the Multicultural Parent Night	7.
	4.	8.	
<b>Strategy 3:</b>	<b>Strategy:</b> Employ a VIF teacher and participate in Global Schools Program.		
	<b>Action steps:</b>		
	1. Employ VIF teacher in fifth grade.	5.	
	2. Fifth grade teachers will receive training in globalization.	6.	
	3.	7.	
4.	8.		

<b>Plan/Do</b>	<b>How will we fund these strategies?</b>	
	Funding source 1: Select a funding source	Funding amount: \$1,400
	Funding source 2: Select a funding source	Funding amount:
	Funding source 3: Select a funding source	Funding amount:
	Funding source 4: Select a funding source	Funding amount:
Funding source 5: Select a funding source	Total initiative funding: \$1,400	
	Review frequency: Quarterly	
	Assigned implementation team:	
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>	
	(1.) Minutes from the Globalization Committee (2.) Minutes from faculty/staff meetings (3.) CWTs (4.) Teacher Observations/Evaluations	
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>	
	(1.) Student, Parent and Teacher Surveys (2.) CWTs (3.) Teacher Observations/Evaluations	
<b>Act</b>	<b>What does data show regarding the results of the implemented strategies?</b>	
	The Globalization Committee was very active in the 2010 - 2011 school year and the school earned Global Partner School recognition.	
	<b>Based upon identified results, should/how should strategies be changed?</b>	
	The staff chose to be part of the Global Schools initiative with World View.	

**Safe School Plan for East Elementary School**

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: **Dr. Ed Davis**

**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: (INSERT APPROPRIATE INFORMATION HERE)

\*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: (INSERT APPROPRIATE INFORMATION HERE)

\*Failure to carry out the above-mentioned responsibilities may result in a written reprimand from the superintendent to be placed in the principal's personnel file and disciplinary proceedings under G.S. 115C-325.

**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): **Mrs. Jalonda Polk, AP**

Teachers: **Mrs. Melody Harris, Guidance Counselor; Mrs. Leslie Sanders, EC Teacher and First Responder**

Teacher Assistants:

Other School Staff:

**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.

PEP's, Enrichment/Remediation Plans, School Intervention Teams/TAT, School Resource Officers (SRO's) interventions, Analysis of NC WISE to identify attendance, academic and discipline concerns and patterns, Analyze EOG scores, Exceptional Children (EC) referrals, Limited English Proficient referrals and conferences, Discipline Reports, guidance counselor, attendance counselor, social worker

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, after school Student TEAMS, Behavior Scales, mentoring programs, Summer Session, Intersession, Intervention Teams, Behavior Plans/Agreements, PEP's, IEP Goals, Formative and Summative Assessments, Guidance Referrals, Counseling Referrals from Other Agencies, Parent Conferences, Home Visits, Behavior Plans, Intensive and Cooperative Interactions with School Psychologist, EC teachers and Guidance Counselor

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 to elementary schools

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:** Jun-12

**Goal:**

**Target:**

**Indicator:**

**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:** Stakeholder 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)	Planned				
Videos - Bloodborne Pathogens, Epi-Pen, Diabetes, Asthma	Completed				
Videos - Gang Awareness - Critical Incident Response	Planned				
Drill Training - Fire, Tornado, Lockdown	Planned	monthly, one per year, one per semester			
SRO Training (ex. Crisis Intervention Training)	Planned				
Anti-Bullying Program	Planned				

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. 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 within each school.

\*Each school may include additional plans to adapt to their unique environment:

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 the superintendent and the Board of Education.

Parents and the local community are informed via Blackboard Connect, website postings, facebook, twitter, printed handbooks and agendas, letters home, student and family recognition programs, PTA/PTO-sponsored programs and information provided through partnerships with outside agencies such as the police and fire departments, emergency medical responders and other approved non-profit organizations.

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

<b>Program or Strategy Being Funded</b>	<b>Amount of Funding</b>	<b>Source of Funding</b>
English as a Second Language (ESL)		Local, State, Federal
Remediation		State
School Improvement Grants		Federal
School Resource Officers (SRO's)		Local
Title I		Federal
K-2 & 3-5 Reading/Intersession/Remediation		Local
Money in lieu of Summer School		Local

## Title I School-wide Compliance Review and Plan

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1114(b) of Title I*). Each required component is described below, with an explanation of how each contributes to the creation of a successful schoolwide program. The goals and strategies you've already developed may fulfill many of these requirements.

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

			<b>District Goal 1</b>	<b>District Goal 2</b>			
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	Train staff through research-based, highly-qualified best practices in reading, writing, and math.				
		<b>Strategy 2</b>	Utilize support staff (literacy, ESL, EC, etc.) to provide support to students performing below grade level				
		<b>Strategy 3</b>	Utilize small class size (1:19 or less)				
		<b>Strategy 4</b>	Utilize a master schedule with IE (Intervention/Enrichment) Block, designed to prevent students being taken from reading or math for intervention				
		<b>Strategy 5</b>	Maintain high expectations for all students				
		<b>Strategy 6</b>	Provide curriculum staff to support teacher planning and professional development				

Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:

- (1.) Certified staff participate in weekly on-site professional development focusing on research based instruction, data collection and assessment analysis that target the direct needs of the students
- (2.) Teachers participate in data analysis of math assessment to determine need for strategy groups and reteaching.
- (3.) Teachers participate in data analysis of reading assessment to determine need for additional reading support and interventions for students who are not performing on grade level.
- (4.) East employs three certified teachers who are Reading Recovery trained to use Leveled Literacy Intervention with students performing below grade level in grade 1, 2 and 3.
- (5.) Our master schedule that ensures students receive at least 75 minutes of math instruction and 90 minutes of literacy instruction. We ensure that science and social studies information is connected with other content areas and use the "Workshop Model" to teach science and social students in grades 3, 4 and 5. The master schedule also includes a 30-minutes Intervention/Extension Block to prevent EC, ESL and LLI pull-out during reading and math.

**Instruction by highly qualified teachers:** High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

				<b>District Goal 2</b>			
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	Provide quality professional development				
		<b>Strategy 2</b>	Conduct Instructional Monitoring				
		<b>Strategy 3</b>					

Our school is addressing the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:

- (1.) Certified staff will participate in a minimum 30 hours of professional development that is focused on "best practices".
- (2.) Instructional Monitoring will be conducted at least two days during the school year. Focused feedback will be provided after the Instructional Monitoring.

<b>High-quality and ongoing professional development:</b> Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.							
				<b>District Goal 2</b>			
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	Provide differentiated professional development designed to support teachers of their use of research-based best practices in literacy.					
	<b>Strategy 2</b>	Provide differentiated professional development designed to support teachers of their use of research-based best practices in math					
	<b>Strategy 3</b>	Provide professional development designed to support teachers in their use of technology to enhance student motivation and achievement					
	Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:						
All certified teachers at East will participate in a minimum of 30 hours of professional development designed to support their use of best practices in teaching and learning. This professional development will be provided in the areas of literacy, math, ESL, technology, behavior management and/or working with children from poverty.							
<b>Strategies to attract highly qualified teachers to high-need schools:</b> Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.							
				<b>District Goal 2</b>			
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	Coaches and Curriculum Coordinator. The support personnel will provide planning support, model lesson and coaching.					
	<b>Strategy 2</b>	for teachers 3 days per week and one 90-minute planning block one day per week.					
	<b>Strategy 3</b>						
	Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:						
<p>(1.) The district provides a yearly stipend of \$1,500.00 to all certified teachers in high priority schools.</p> <p>(2.) The amount of instructional support available for teachers at East is exceptional. A Literacy Consultant is employed to provide professional developed in literacy. She also plans with teachers, teaches model lessons and spend time in classrooms coaching teachers in their instructional craft. The district provides a Curriculum Coordinator who participates in weekly planning and daily support in the areas of literacy, science and social studies. We use state funding to provide a Math Coach who plans with teachers, provides model lessons, coaches teachers and tutors students in math.</p> <p>(3.) Our teachers enjoy a very structured grade level planning time with our curriculum coordinator, literacy consultant, math coach and grade level team, which offers many levels of support for experienced and novice teachers.</p> <p>(4.) Other levels of support include four literacy support teachers, two ESL teachers, and 1.5 EC teachers.</p> <p>(5.) The Site-Based Team at East determined that duty-free lunch would not be provided since all teachers have a daily planning period.</p>							

<p><b>Strategies to increase parental involvement:</b> Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.</p>						
<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>						<b>District Goal 5</b>
	<b>Strategy 1</b>	Establish Parent Involvement Committee, comprised of: administrators, teachers, teacher assistants				
	<b>Strategy 2</b>	Conduct a minimum of four Parent Nights each year (Reading, Math/EOG Information, 2 for Health & Fitness, Globalization)				
	<b>Strategy 3</b>	Advertise the Monroe Cluster's Diversity Celebration and encourage East parents to attend.				
	Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:					
<p>Various forms of communication will be used to keep all parents informed (newsletters, Blackboard Connect, Parent Nights, phone calls, websites, notes, home visits, conferences). A welcoming atmosphere is evident when parents enter the school during the regular school day or for a schedule event. Parents are encouraged to attend: Terrific Kid Breakfasts; Field Days; DARE Graduation; and all End-of-Year Awards Programs. Administration maintains an "open door policy" to ensure parents with concerns/questions are heard in a timely and respectful manner.</p>						
<p><b>Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs:</b> This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.</p>						
<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>			<b>District Goal 1</b>			
	<b>Strategy 1</b>	PreK teachers are held to the same high expectations for teaching as learning as other teachers in the school.				
	<b>Strategy 2</b>	PreK students are held to the same behavioral and academic standards as other students at East.				
	<b>Strategy 3</b>	Kindergarten teachers conduct home visit for incoming kindergarten students				
	<b>Strategy 4</b>	PreK students will visit the school in April or May to assist them with ease of transition into kindergarten.				
	Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:					
<p>Our PreK teacher is held to high standards for the instructional program she provides on a daily basis. The program is developmentally appropriate and rigorous.</p>						
<p><b>Measures to include teachers in decisions regarding the use of academic assessments:</b> In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.</p>						
<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>			<b>District Goal 2</b>			
	<b>Strategy 1</b>	Unit tests are given in K through 5th grade classrooms at the end of each unit. The results are then entered in data analysis sheets by the Math Coach to determine the need for extra support and/or reteaching.				
	<b>Strategy 2</b>	Units tests are given in 3rd through 5th grade classrooms at the end of each unit. Data is analysed to determine the need for extra support and/or reteaching.				
	<b>Strategy 3</b>	Teachers in K-2 use Observation Survey data, DRA information and running records to analysis student performance and plan for instruction.				
	Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:					
<p>Every teacher is required to collect data in the areas of writing, reading, and math. Teachers are involved in developing the Unit Tests. The Literacy Consultant, Curriculum Coordinator and Math Coach guide the data collection and analysis to ensure that instruction matches needs of our students and the NCSCOS. Grade level meetings are held weekly discuss students and benchmark goals.</p>						

**Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:** The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>		<b>District Goal 1</b>				
	<b>Strategy 1</b>	Small class size (1:19 or less) allows teachers to more easily individualize their instruction.				
	<b>Strategy 2</b>	IE (Intervention/Enrichment) Block - Teachers use this time to provide additional support to students who experience difficulty.				
	<b>Strategy 3</b>	Literacy support is provided to students who are performing below grade level.				

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:

Small group and 1:1 instruction will be used to provide immediate intervention in the classroom for students who are performing below grade level. Teachers continue to receive professional development in implementing effective and focused small group and 1:1 instruction. Classroom teachers plan with curriculum support staff so that needs are analyzed and instruction is designed to best fit students' needs and strengths. Students will be placed in classrooms with a average ratio 1:19 or less. The literacy support teachers are former reading recovery teachers who work with students in small groups of 3 (or less). The students selected for literacy support are those who are performing below grade level as assessed by DRAs, running records and Observation Survey.

**Coordination and integration of Federal, State, and local services and programs:** Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.

<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>						<b>District Goal 5</b>
	<b>Strategy 1</b>	Significant funding is used to maintain a class size ratio of 1:17 or less at all grade levels K through 5.				
	<b>Strategy 2</b>	provide assistance to first through fifth students who perform below grade level.				
	<b>Strategy 3</b>	Significant funding is used to provide professional development and instruction support to teachers. (K-5 Math Coach, Literacy Consultant)				

Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:

Using input from all faculty/staff members, the School Improvement Team determined that funding should be used to provide small class size, literacy support for students, instructional support for teachers and professional development,

## **Monroe Cluster GIG**

### **Globalization**

- Awareness is key to having globalization put in the classroom.
- There are many administrators not here because they are out there globally!
- Globalization is now on our evaluations.
- We need to help teachers understand how to get it into the classroom and how it pertains to their specific discipline.
- It is not about one lesson a week; it needs to be embedded in the curriculum.
- Our cluster could possibly have a globalization time of the day.
- Every teacher needs to use the resources provided to globalize their classrooms.

### **Innovation**

- The social part of technology will keep our students in line.
- If we do not allow technology, we are holding our students back.
- There is a balance with social networking and hanging out.
- Some wish there was a way to have access of phone during their lunch periods.
- The trend is going to become teaching cell phone and Internet etiquette.
- Teachers will have to trust the students to use them properly.
- Teachers can have students use cell phones to answer questions. This creates new ways for students to show they are learning.
- Teachers need to be prepared for students to show knowledge in new ways using technology.

### **Graduation**

- This morning was greatly used in getting to know other parts of the county
- The District has effective strategies to prevent dropouts.
- The meeting allowed time for different levels to understand what is going on since we have never walked in the other person's shoes.
- High school principals learned what the middle and elementary principals do and are proud of all that is being accomplished.
- More hands on approach to our cluster is a great way to reach the students.
- Vertical teaming is needed to prevent students from dropping out.

The Monroe Cluster will continue the “Connected by Diversity Celebration” that is held annually at CATA. Monroe Middle School students are participating in the Laptop Initiative. The Monroe Cluster has an additional attendance counselor and a therapeutic social worker in the elementary schools to help provide needed services to students and families in preventing dropouts.