

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 Public Schools

District Goal 1: High achieving and globally competitive students

Supports SBE Goal: Goal 1 – North Carolina public schools will produce globally

District Goal 2: Quality teacher, administrators, and staff providing innovative leadership for

Supports SBE Goal: Goal 2 – North Carolina public schools will be led by 21st Century

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

Supports SBE Goal: Goal 3 – North Carolina Public School students will be healthy and

District Goal 4: 21 century systems operating effeciently and effectivily

Supports SBE Goal: Goal 4 – Leadership will guide innovation in North Carolina public

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

Supports SBE Goal: Goal 5 – North Carolina public schools will be governed and



Recommended Data Sources for Analysis by School Improvement Teams

<p><i>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:</i></p>
<p>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)</p>
<p>End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)</p>
<p>End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)</p>
<p>School Report Card results: (www.ncreportcards.org)</p>
<p>North Carolina Teacher Working Conditions Survey results: (http://ncteachingconditions.org)</p>
<p>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)</p>
<p>Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)</p>
<p>Career and Technical Education Local Plan</p>
<p>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)</p>
<p>School Demographic Information related to drop-out information and graduation rate data (http://www.ncpublicschools.org/research/dropout/reports)</p>
<p>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)</p>
<p>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)</p>
<p>School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)</p>
<p>Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p>Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p>School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities</p>
<p>Ready Schools Inventory/Ready Schools Plan (http://ncreadyschools.org)</p>
<p>Special Education Continuous Improvement Plan</p>
<p>Title I AYP (http://ayp.ncpublicschools.org)</p>
<p>Healthy Active Children Initiative (http://www.nchealthyschools.org)</p>

School Vision and Mission Statements for East Union Middle School

Vision:

Each student will find success with guidance and support from the staff.

Mission:

The Mission of East Union Middle School is to educate each student to be prepared to meet the responsibilities and obligations which will be required in the future; to reach his/her potential in any field chosen; and to recognize his/her worth as an individual in order to be the best he/she can be.



LEA or Charter Name/Number: Union County Public Schools - 900
School Name/Number: East Union Middle School
School Address: 6010 W. Marshville Blvd. Marshville, NC 28103
Plan Year(s): 2011-2013
Date prepared: 9/1/2010, revised 9/13/2011

Principal Signature: _____

_____ Date

Local Board Approval Signature: _____

_____ Date

East Union Middle School Site-Based Management 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
6 th Grade	Victoria Pollard
6 th Grade	Whitney Honeycutt
7 th Grade	Ashley Ponscheck
7 th Grade	Tracey Kelly
8 th Grade	Carolyn Valentine
8 th Grade	Laura Cudmore
Special Subjects	Amy Kessler
Special Subjects	Misty Tarlton
EC	Sandy Lyerly
Student Support Services	Dr. Tara Todd
Classified Employees	Sherry Fonvielle
Parent	Ginger Nance
Parent	Amy Duke
Parent	Lisa Hildreth
Parent	Debbie Montgomery
Parent	Monica Newsome
Parent	Avis Benson
Parent	Sheila Knotts
Parent	Paul Bess?
Parent	Candice Sturdivant
Assistant Principal	Dru Thomas
Principal	Dr. Ken Hoover

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

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Increase the number of students scoring proficient on the North Carolina End-of-Grade Tests.

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

School Goal 1:	East Union Middle School will make High Growth Status and Adequate Yearly Progress (AYP) as measured on the North Carolina ABCs program.
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Supports this district goal:	High achieving and globally competitive students
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Target:	All Students
Indicator:	EOG Testing Data
Milestone date:	EOY

Goal 1 Improvement Strategies

Plan/Do

Strategy 1:	Strategy: Increase the use of small group and one-on-one instruction for the purpose of differentiating instruction.		
	Action steps:		
	1. Professional Development		
	2. Include in PEPs		
	3. Lesson Plans		

Strategy 2:	Strategy: Improve the use of Classscape for benchmark/formative assessment.		
	Action steps:		
	1. Professional Development		
	2. Classscape Data		

Strategy 3:	Strategy: Improve after school tutoring program and intervention/enrichment period (I/E)		
	Action steps:		
	1. Ensure all at-risk students attend tutoring		
	2. Implement 21st Century Tutoring Program		
	3. PLC's and teams plan for I/E		

Plan/Do

How will we fund these strategies?

- Funding source 1:** Local district funds
- Funding source 2:** State funds for at-risk students
- Funding source 3:** School general funds

Review frequency: Quarterly

Assigned implementation team: All Instructional Staff

Check

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

EOG Testing Data, AYP Results, ABCs Results

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

Classscape Data, RTI Universal Screen Data, Reading Leveled Assessment Data (DRA)



Act	<p>What does data show regarding the results of the implemented strategies?</p> <p>Composite proficiency scores: 50.1% of students at grade level (2007-2008), 62.8% of students at grade level (2008-2009), 68.3% of students at grade level (2009-2010), 70.4% of students at grade level (2010-2011)</p> <p>High growth (need 1.5 change score to meet): 0.39 (2009-2010), 1.12 (2010-2011)</p> <p>AYP Results (target for 2007-2010 is 43.2% proficiency in reading and 77.2% proficiency in math) (target for 2010-2013 is 71.6% proficiency in reading and 88.6% proficiency in math): school met 27 out of 27 target goals in 2009-2010, school met 19 out of 29 target goals in 2010-2011</p>
	<p>Based upon identified results, should/how should strategies be changed?</p> <p>Focus on high growth target. As more students make high growth, proficiency and AYP targets will improve.</p>

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Improve the academic achievement of minority students in relation to white students. Reduce the drop-out rate.

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

School Goal 2:	East Union Middle School will decrease the academic achievement gap between white students and black students and between white students and hispanic students, while continuing to focus on demonstrating growth with all students.
Supports this district goal:	High achieving and globally competitive students

Target:	Minority students
Indicator:	EOG Testing Data
Milestone date:	EOY

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

Strategy 1:	Strategy: Provide differentiated academic programming for all struggling learners through continued implementation and improvement of Responsiveness to Instruction model.	
	Action steps:	
	1. Addition of the Problem Solving Team	3. Introduction of additional differentiated reading materials in language arts and content area courses
	2. Professional development on one-on-one and small group instruction.	
Strategy 2:	Strategy: Improve after school tutoring program and intervention/enrichment period	
	Action steps:	
	1. Ensure all at-risk students attend tutoring	
	2. Implement 21st Century Tutoring Program	
	3. PLC's and teams plan for I/E	
Strategy 3:	Strategy: Provide differentiated behavior modification programming for all struggling students through continued implementation and improvement of Positive Behavior Interventions and Supports.	
	Action steps:	
	1. Better consistency among staff in signature system	4. Participate in Tier III training.

Plan/Do

Plan/Do

2. Improvement of Tier I interventions such as BMT system, ISS, and lunch detention
3. Improvement of Tier II interventions

Check

How will we fund these strategies?

Funding source 1: State funds for at-risk students
Funding source 2: Local district funds

Review frequency: Quarterly

Assigned implementation team: PRIDE Team, RTI team, Problem Solving Team

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

EOG Testing Data, AYP Results, ABCs Results

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative

Classscape Data, RTI Universal Screen Data, Reading Leveled Assessment Data (DRA)

Act

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

Achievement gap difference: Between white and black - reading 30.5% (2009-2010), 36.5% (2010-2011) math 26.3% (2009-2010), 18.2% (2010-2011) Between white and hispanic - reading 28.2% (2009-2010), 24.4% (2010-2011) math 11.9% (2009-2010), 11.6% (2010-2011)

Percent at proficiency: reading (2010-2011)- white 69.2%, black 32.7%, hispanic 44.8% math (2010-2011) - white 82.2%, black 64.0%, hispanic 70.6%

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

TBD



Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

Increase the frequency of positive home communications in an effort to be proactive in modifying student behavior and building productive relationships with parents.

UCPS Parent Survey, UCPS Student Survey

School Goal 3:	East Union Middle School will improve its score on items regarding positive home contacts on the UCPS parent survey.
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Supports this district goal:	Family, business, and community members involved and supportive of our schools
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Target:	All Students
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Indicator:	UCPS Parent Survey, Question #8 "Teachers tell me about the positive things my child does."
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Milestone date:	EOY
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Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

	Strategy: Tell students positive things they have done
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	Action steps:
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|--------------------|--|--|--|
| Strategy 1: | 1. Purchase Post Cards | | |
| | 2. Send Post Card to Each Child | | |
| | 3. Give positive referrals to students | | |
| | 4. Put positive notes in the agenda | | |

	Strategy: Increase the positive to negative phone call ratio
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	Action steps:
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|--------------------|--|--|--|
| Strategy 2: | 1. Increase use of parent contact logs | | |
| | 2. Periodic checks by admin team | | |
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Plan/Do

Plan/Do	Strategy: Each teacher will develop a method of communicating curricular information to parents.	
	Action steps:	
	Strategy 3:	1. Moodle Training
		2. Share newsletter, website ideas
How will we fund these strategies?		
Funding source 1: State funds for at-risk students		
Funding source 2: Local district funds		
Review frequency: Quarterly		
Assigned implementation team: All Instructional Staff		
What data will be used to determine whether the strategies were deployed with fidelity?		
Phone log entries, positive post card use (postage), parent contact logs		
Check	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
	Parent survey data (question #8)	
What does data show regarding the results of the implemented strategies?		

East Union = 77.1 County average = 80.0 (2010-2011)

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

TBD

Act



Priority Goal 4 and Associated Strategies

Plan/Do

Area for improvement and supporting data:

Improve the use of technology in classroom instruction

School Goal 4:

East Union Middle School will increase the appropriate and effective use of instructional technology, including the use of technology to promote global awareness.

Supports this district goal:

21 century systems operating effeciently and effectivly

Target:

All Students

Indicator:

Standard 4D on NC Teacher Evaluation

Milestone date:

EOY

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

Strategy 1:

Strategy: Participate in professional development provided by instructional technology specialist and 1:1 laptop teachers

Action steps:

- 1. Staff Development Committee survey of staff (needs assessment)
- 2. Provide differentiated staff development

Strategy 2:

Strategy: Embrace the 1:1 initiative

Action steps:

- 1. Participate in all 1:1 PD
- 2. Lesson Plans

How will we fund these strategies?

Funding source 1: Local district funds

Plan/Do

Review frequency: Quarterly

Assigned implementation team: All Instructional Staff

Check

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

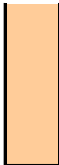
Lesson Plans, CEU logs, Professional Development Plans

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

NC Teacher Evaluation Data from Standard 4D - Teachers integrate and utilize technology in their instruction

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

TBD



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

TBD

Act

Safe School Plan for East Union Middle 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
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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): Jim Eversole, Dru Thomas, Michelle Gray

Teachers:

Teacher Assistants:

Other School Staff: school resource officer

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.

RTI, PBS, failure prevention plans, PEP's, Intervention and Enrichment Period, use of BMT's, Benchmark Testing, Staff Mentoring Program, Community Mentor Program, Saturday School, Problem Solving team, South Providence, Day Treatment Screening, ALPS, School Resource Officers (SRO's), Use NC WISE to identify attendance, Analyze EOG, EOC, SAT, PSAT, Alternative Assessments, and other standardized test scores, Exceptional Children (EC), Limited English Proficient 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 RTI, PBS, failure prevention plans, PEP's, Intervention and Enrichment Period, use of BMT's, Benchmark Testing, Staff Mentoring Program, Community Mentor Program, Saturday School, Problem Solving team, South Providence, Day Treatment Screening, ALPS, School Resource Officers (SRO's), Use NC WISE to identify attendance, Analyze EOG, EOC, SAT, PSAT, Alternative Assessments, and other standardized test scores, Exceptional Children (EC), Limited English Proficient referrals and conferences, OSS and ISS discipline reports, guidance and attendance counselors

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.

Odsseyware, Nova net, Nurtured Heart, Smaller class size - Lower Student/Teacher Ratio, Intensified Structure, Level Programs designed to transition back to home school (Add or delete items above as appropriate for the school and school level.)



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

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, Decrease in Drop-out Rates
Milestone Date: EOY

Target: Higher Expectations for Students
Indicator: In the first semester of entering a program, they will show an increase in their academic achievement as compared to previous performances at their home schools.
Milestone Date: EOY

Target: Customer Satisfaction
Indicator: Parent, Teacher, Student Survey expressing satisfaction will be 75% or better.
Milestone Date: EOY

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 - Bloodborne Pathogens, Epi-Pen, Diabetes, Asthma	Completed				
Videos - Gang Awareness - Critical Incident Response	Planned				
Drill Training - Fire, Tornado, Lockdown	Planned				
SRO Training (ex. Crisis Intervention Training)	Completed				
Certified Trainers assigned to high school clusters	Completed				
Coaches' Certification	Completed				
Anti-Bullying Program	Completed				
School Nurse 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. 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.

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 Connect-Ed., website postings, facebook, 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

...state 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

Program or Strategy Being Funded	Amount of Funding	Source of Funding
English as a Second Language (ESL)		Local, State, Federal
Dropout Prevention Counselors (10)		State
In-School Suspension Programs Middle/High		State
Remediation		State
School Resource Officers (SRO's)		Local
Alternative School		State
TRU - UCPS Tobacco Education Course		State
Money in lieu of Summer School		Local
Other Alternative Placements		