

## 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 (insert district here)

- |                           |                                                                                                                                                                  |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>District Goal 1:</b>   | High Achieving and globally competitive students                                                                                                                 |
| <b>Supports SBE Goal:</b> | Goal 1 – North Carolina public schools will produce globally competitive students.                                                                               |
| <b>District Goal 2:</b>   | Quality teacher, administrators, and staff providing innovative leadership for 21 century schools.                                                               |
| <b>Supports SBE Goal:</b> | Goal 2 – North Carolina public schools will be led by 21st Century professionals.                                                                                |
| <b>District Goal 3:</b>   | Safe, orderly, and caring schools producing healthy responsible students.<br><br>Goal 3 – North Carolina Public School students will be healthy and responsible. |
| <b>District Goal 4:</b>   | Leadership will guide innovation in North Carolina public schools.                                                                                               |
| <b>Supports SBE Goal:</b> | Goal 4 – Leadership will guide innovation in North Carolina public schools.                                                                                      |
| <b>District Goal 5:</b>   | Family, business, and community members involved and supportive of our schools.                                                                                  |
| <b>Supports SBE Goal:</b> | Goal 5 – North Carolina public schools will be governed and supported by 21st 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))

**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 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 Fairview Elementary School

### Vision:

Our vision for the students at Fairview Elementary is for them to achieve academic growth and acquire the 21st century skills required to be globally competitive. We also want them to respect the diversity of others through compassion and empathy.

Our mission is to align curriculum, instruction, assessments and staff development with a focus on learning. Our goal is to promote a climate of achievements and celebrations where students and teachers accept responsibility for high standards of learning. We strive to ensure student growth through enrichment and remediation while a learning community that respects diversity. Our goal is to utilize the mutual support of all stakeholders in achieving excellence.



**LEA or Charter Name/Number:** Union County Public Schools - 900  
**School Name/Number:** Fairview Elementary School  
**School Address:** 110 Clontz Road, Monroe, NC 28110  
**Plan Year(s):** 2010-2011  
**Date prepared:**

**Principal Signature:** ..... Date .....

**Local Board Approval Signature:** ..... Date .....

### School Improvement Team Membership

Committee Position*	Name	Committee Position*	Name
Principal	Kelly S. Thomas		
Assistant Principal Representative	Stephanie Burris		
Teacher Assistant Representative	Pam Wylie		
Parent Representative	Wendy Hall, Amy Hartig		
Teacher Assistant Representative	Pam Wylie		
Teacher Representative	Susan Little		
	Angie McGee		
	Jessica Daniels		
	Melanie Podpora		
	Cindy Helms		
	Richard Wikfors		
	Traci Ferguson		

\* 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

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?

Our students are continuing to show growth. We were extremely proud of our test scores this year. Our ABC performance composite score was 87.41. In 2010 -2011 we were a School of Distinction. We met all of our AYP categories except for low socio-economic growth and showed high growth for 2010-2011. Our math scores 3-5 were very strong with a percent proficient at 91.38 and our 3-5 reading scores showed a percent proficient of 84.14. Based on our survey results we maintain a strong community partnership and approval rating.



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

We need to increase the number of 3-5 students that are considered on grade level in the area of reading. The 2010-2011 3rd grade reading scores were 85% on grade level. We did not receive a 3rd grade pre-EOG score therefore, we cannot calculate growth for these students. . We have a 17.9% gap in reading and a 13.9% gap in math between all students and those who are economically disadvantaged.



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

3rd - 5th grades will implement the use of ClassScape for collection of both formative and summative assessment data. Second grade will use DRA data, guided reading notes and individual reading conference notes to formatively assess students' reading progress. The LLI program (Leveled Literacy Intervention) is being implemented with those reading below grade-level in 1st and 2nd grade. The data from this program is also being used to track students' reading progress.



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.

Top priorities include closing the achievement gap in reading and math between those who are economically disadvantaged and the general population and between males and females. Our evidence for this information is based on EOG data noted the the response to question three.



## Priority Goal 1 and Associated Strategies

**Area for improvement and supporting data:**

Fairview Elementary will increase the percentage of students in grade 3-5 scoring a level 3 or 4 on the End-of-Grade assessments in reading.

**School Goal 1:** Fairview Students in grades 3-5 show growth in the area of reading for the 2010-1011 school year. We will increase our percentage of students passing the EOG.

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

<b>Indicator:</b>	All students EOG reading scores, ABC, AYP
<b>Milestone date:</b>	Jun-12

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

**Plan/Do**

<b>Strategy 1:</b>	<b>Strategy:</b> Implement the <u>Words Their Way</u> word study program in grades 3-5.
	<b>Action Steps:</b> Ongoing professional development; common assessments; lesson plans; organized word study instructional materials
<b>Strategy 2:</b>	<b>Strategy:</b> Utilize teacher assistants to assist in all K-5 90 minute reading blocks for instructional purposes.
	<b>Action steps:</b> Create master schedule; provide literacy training for teacher assistants; require guided reading groups in K-5 classes
<b>Strategy 3:</b>	<b>Stragey:</b> Continue to implement LLI (Leveled Literacy Intervention)for first and second in effort to increase reading competency and maintain student success throughout their school career.
	<b>Action steps:</b> Utilize existing 1st grade teacher assistants to implement the LLI program with first grade students.

<b>Plan/Do</b>	<b>How will we fund these strategies?</b>		
	<b>Funding source 1:</b> State funds for at-risk students <b>Funding source 2:</b> Local district funds <b>Funding source 3:</b> Federal funds for at-risk students <b>Funding source 4:</b> Select a funding source <b>Funding source 5:</b> Select a funding source	<b>Funding amount:</b> \$14,000 <b>Funding amount:</b> \$2,500 <b>Funding amount:</b> <b>Funding amount:</b> <b>Funding amount:</b> <b>Total initiative funding:</b>	
	<b>Review frequency:</b> Quarterly		
	<b>Assigned implementation team:</b>		
<b>Study</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	EOG test data, benchmark assessments, DRA , report grades, and ClassScapes data.		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
	EOG, ClassScape data and formative assessments (running records, conference notes, anecdotal records) will reflect students ongoing growth in rea		
	<b>What does data show regarding the results of the implemented strategies?</b>		
	We are in the process of collecting the data at this time.		

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

Results will be evident in June of 2012.

**Act**



## Priority Goal 2 and Associated Strategies

**Area for improvement and supporting data:**

Fairview Elementary will create a climate of high expectations with all of our stakeholders.

**School Goal 2:** Utilize various technological tools to advance the students' learning.

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

<b>Indicator:</b>	All students
<b>Milestone date:</b>	ClassScape data reports, DRA, report card grades Jun-12

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

Plan/Do

<b>Strategy 1:</b>	<b>Strategy:</b> To implement the use of the ClassScapes Benchmark Assessment Tool.
	<b>Action steps:</b> provide training from NC State University/ ClassScapes trainer, provide technical support at the building level, grade level planning, frequent assessments.
<b>Strategy 2:</b>	<b>Strategy:</b> To discuss students' data in grade level planning meetings/PLC's.
	<b>Action steps:</b> Administration to attend data grade level meetings
<b>Strategy 3:</b>	<b>Strategy:</b> To provide technology training sessions for all teachers by Jennifer Stoltz (5x/year).
	<b>Action steps:</b> Initial meeting with Jennifer Stoltz to set up year-long training schedule; complete a thorough assessment of all computers in the building; set fundraising goal to purchase new computers/promethean boards for classrooms; continue to support teacher moodle pages.

<b>Plan/Do</b>	<b>How will we fund these strategies?</b>	
	<b>Funding source 1:</b> State funds - DSSF	<b>Funding amount:</b>
	<b>Funding source 2:</b> Other	<b>Funding amount:</b> \$42,000
	<b>Funding source 3:</b> School general funds	<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>\$42,000</b>
	<b>Review frequency:</b> Quarterly	
	<b>Assigned implementation team:</b>	
<b>Study</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>	
	data, increased use of the computer lab and laptop carts based on sign-up sheets. Student work products/projects will be used as formative assessment	
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>	
	Classroom walk-through data will reflect a higher level of learning with technology oriented programs,	
	<b>What does data show regarding the results of the implemented strategies?</b>	
	Data is being collected at the time.	
	<b>Based upon identified results, should/how should strategies be changed?</b>	

**Act**

Results will be available in June 2012.

## Safe School Plan for (Fairview Elementay 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:

Kelly S. Thomas, Principal

### **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)



**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)

**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): Stephanie Burris

Teachers: Richard Wikfors, Susan Little, Angie McGee, Jessica Daniels, Melanie Podpora, Cindy Helms, Traci Ferguson

Teacher Assistants: Pam Wylie

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.

Intervention team, 504 team, LEP team, PEP's, I/E intervention/remediation block, state and local testing data, attendance issues, academic concerns, discipline concerns, OSS and ISS discipline reports, guidance counselor

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.

Intervention team meetings, behavior plan PEP's, IEP goals, benchmark tests.

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/code 500)  
**Target:** 100% completion  
**Indicator:** Required drill reports  
**Milestone Date:** EOY

**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 behavior  
**Indicator:** Decreased accident reports, decreased discipline referrals  
**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  
**Milestone Date:** EOY

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

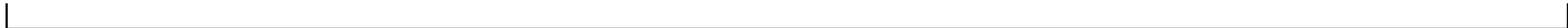
In accordance with General Statute §115C-105.47 (b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed				
General Principal's Meetings (Elementary/Middle/High)	Ongoing				
Videos- Bloodborne Pathogens, Epi-pen, Diabetes, Asthma	Completed				
Videos- Gang Awareness- Critical Incident Response	Completed				
Drill training- Fire, Tornado, Lockdown	Planned				
Character Education Training	Ongoing				
Bullying Policy Training	Planned				

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

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.



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

**Program or Strategy Being Funded**

**Amount of Funding**

**Source of Funding**

Program or Strategy Being Funded	Amount of Funding	Source of Funding

