

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 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 21st 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 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 Click on High Quality Teachers tab)

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

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

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

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 Sardis Elementary School

Vision:

To prepare students to be active productive citizens in the 21st century.

Mission:

Sardis school is a safe community where a strong foundation for life-long learning is achieved by nurturing, guiding, and challenging our students through a balanced academic and arts education.



LEA or Charter Name/Number: Union County Public Schools - 900
School Name/Number: Sardis Elementary School - 354
School Address: 4416 Sardis Church Road Monroe, NC 28110
Plan Year(s): 2010-2012
Date prepared: 9/29/2011

Principal Signature: _____ _____ Date

Local Board Approval Signatu _____ _____ Date

School Improvement Team Membership

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

Committee Position*	Name	Committee Position*	Name
Principal	Margaret Proctor		
Assistant Principal Representative	Kelley Zorn		
Teacher Representative	Cheryl McBride		
Inst. Support Representative	Pat Adkisson		
Teacher Assistant Representative	Cindy Morgan		
Parent Representative			
Parent Representative	Belle Walker		
Parent Representative	Wendy Kiker		
Teacher Representative	Nicole Skeen		
Teacher Representative	Dee Cochran		
Teacher Representative	Jodi Osborn		
Teacher Representative	Kathy Seaman		
Teacher Representative	Chrissy Bloom		
Teacher Representative	Lydia Lorenzo		
Teacher Representative	Monica Smalls		

* 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 data shows the following as strengths: grade level planning, safe learning environments, knowledge of literacy instructions.

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

The analysis shows a need for technology training and purchasing of equipment, the need to develop rubrics that coincide with the NCSCOS, and a need to develop cultural and diversity awareness.

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

NA

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.

technology training, rubric development, parent involvement

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:
Ensure students will meet AYP benchmarks across all sub-groups in reading and math while maintaining high growth.

School Goal 1: Use disaggregated data to drive instruction.

Supports this district goal: High achieving and globally competitive students

Target: All students
Indicator: End-of-grade tests, formal and informal assessments, AYP results
Milestone date: Jun-12

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

Plan/Do

	Strategy: Target struggling students for tutoring in reading and math through Intervention Team.		
	Action steps:		
	Strategy 1:	1. ClassScapes for pre- and post- tests	5. Here We Grow staff development opportunities
		2. DRA data	6. EOG Data
		3. Tutors as interventionists	7. Instruction by highly qualified teachers
		4. Intervention Meetings weekly	8. Leveled Literacy Intervention (LLI)
	Strategy: Implement book studies and in-house staff development for staff.		
	Action steps:		
	Strategy 2:	1. Grade level planning	5. <i>English Language Learners Day by Day K-6</i> book study
		2. Partnership with Helen Giles for ELL	6. Research material regarding closing the achievement gap
		3. Literacy coaches' model lessons	7. Here We Grow (in-house staff development)
		4. Heather Canty's Word Study model for UCPS	
Strategy: Prepare students to read at grade level by the time they enter second grade			
Action steps:			
Strategy 3:	1. Conferences with parents	5. Alert letters to parents	
	2. Small group differentiated instruction	6. Level 1 and Level 2 interventions	
	3. Leveled Literacy Intervention (LLI)	7. Union County Reading and Writing Units of Study	
	4. Instruction by highly qualified teachers	8.	

Plan/Do

How will we fund these strategies?

Funding source 1: Local district funds	Funding amount:	
Funding source 2: Federal funds - Title I	Funding amount:	
Funding source 3: School general funds	Funding amount:	\$3,600
Funding source 4: State funds - DSSF	Funding amount:	
Funding source 5: Select a funding source	Funding amount:	
	Total initiative funding:	\$3,600

Review frequency: Quarterly

Assigned implementation team: Administrators, classroom teachers, teacher assistants, literacy and math facilitators, Title 1 tutors, Media Specialist

Check

What data will be used to determine whether the strategies were deployed with fidelity?
Evaluations, grade level meetings, Here We Grow in-service opportunities, I/E documentation, documentation and notes from tutors

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
EOG data, ClassScope data, AYP data, ABC data, Math Summative Assessments

What does data show regarding the results of the implemented strategies?
Will be analyzed at the end of the year.

Act

Based upon identified results, should/how should strategies be changed?
Determined we needed to revamp the way we handle Interventions and the collection of necessary data.

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:
Ensure students will be globally competitive 21st Century learners.

School Goal 2:	Teachers will maintain high expectations for all students as they develop 21st Century skills
Supports this district goal:	Quality teacher, administrators, and staff providing innovative leadership for 21 century schools
Target:	All students
Indicator:	Formal and informal observations
Milestone date:	Jun-12

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

Plan/Do

Strategy 1:	Strategy: Align lesson plans with the North Carolina Standard Course of Study (NCSCOS), Common Core, and Essential Standards in all subject areas.	
	Action steps:	
	1. Curriculum coaches model use of rubrics	5. Staff development about Common Core and Essentials
	2. Teachers develop rubrics based on NCSCOS	6. Teachers post clear student Target Goals
	3. Teachers post rubrics in classrooms	7.
	4.	8.
Strategy 2:	Strategy: Develop a master schedule conducive to student learning and quality teacher planning	
	Action steps:	
	1. Schedule reflects more time for Literacy	5. EC schedule supplements Regular Class Instruction
	2. One hour per week common teacher planning	6.
	3. Teachers sitting together for Duty Free Lunch	7.
	4. Instruction by highly qualified teachers	8.
Strategy 3:	Strategy:	
	Action steps:	
	1.	5.
	2.	6.
	3.	7.
	4.	8.

Plan/Do

How will we fund these strategies? Distric wide implementation

Funding source 1: Local district funds	Funding amount:	\$0
Funding source 2: School general funds	Funding amount:	\$0
Funding source 3: Federal funds - Title I	Funding amount:	\$0
Funding source 4: Select a funding source	Funding amount:	\$0
Funding source 5: Select a funding source	Funding amount:	\$0
	Total initiative funding:	\$0

Review frequency: Quarterly

Assigned implementation team: Site Based Management Team, Instructional Leadership Team, District level technology trainer, all faculty and staff

Check

What data will be used to determine whether the strategies were deployed with fidelity?
Formal and informal teacher observations, lesson plans, evidence of rubrics, minutes of grade level meetings, Master Schedule, I/E documentation

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

What does data show regarding the results of the implemented strategies?
Will be analyzed at the end of the year

Act

Based upon identified results, should/how should strategies be changed?
After analyzing the data we will determine the next steps we need to take.

Priority Goal 3 and Associated Strategies

Plan/Do	Area for improvement and supporting data: Ensure a caring environment for all students that is safe, orderly, and healthy		
	School Goal 3:	Faculty and staff will operate a safe, orderly and caring school environment to produce healthy and responsible students.	
	Supports this district goal:	Safe, orderly, and caring schools producing healthy responsible students	
	Target:	All students, faculty and staff	
	Indicator:	Safe schools plan, CIRK kits, formal and informal observations	
	Milestone date:	Jun-12	
	Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.		
	Strategy 1:	Strategy: Maintain a safe environment for all students and staff.	
		Action steps:	
		1. Safety doors at the front of the school	5.
2. Student Safety Patrol		6.	
3. Anti-bullying plan	7.		
4.	8.		
Strategy 2:	Strategy: Provide an orderly environment for all students and staff.		
	Action steps:		
	1. Positive behavior (PBIS)	5.	
	2. Arrival and departure procedures	6.	
3. Assigned duty posts for Teacher Assistants	7.		
4.	8.		
Strategy 3:	Strategy: Promote a healthy and active environment to support a well-rounded student.		
	Action steps:		
	1. Girls on the Run Club	5. Art Club	
	2. Ball Handling Club	6. Terrific Kids	
3. Character Education	7.		
4. Sardis Sound (Chorus)	8.		
Plan/Do	How will we fund these strategies?		
	Funding source 1:	School general funds	Funding amount: \$350
	Funding source 2:	Local district funds	Funding amount: \$250
	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	Funding amount:
			Total initiative funding: \$600
	Review frequency:	Quarterly	
	Assigned implementation team:	Teachers, assistants, curriculum coaches, administration, counselors,	
	Check	What data will be used to determine whether the strategies were deployed with fidelity?	
Club membership rosters, counselor's lesson plans, club performances, PBIS data			
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)			
PBIS data, performances feedback, formal and informal observations			
What does data show regarding the results of the implemented strategies?			
PBIS data will be analyzed at the end of the year			
Act	Based upon identified results, should/how should strategies be changed?		
	After studying the student referral data at the end of the year, we will determine the appropriateness of using PBIS.		

Priority Goal 4 and Associated Strategies

Plan/Do	Area for improvement and supporting data: Ensure technology is current and available for all students and staff.		
	School Goal 4:	Evaluate the effectiveness of current technology to develop a plan for technology purchases and staff development needs.	
	Supports this district goal:	21 century systems operating effeciently and effectivily	
	Target:	All student, all faculty and staff	
	Indicator: Milestone date:	Purchase of updated technology devices Jun-12	
Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.			
Plan/Do	Strategy 1:	Evaluate effectiveness of current technology	
		Action steps:	
		1. Purchase ActivBoards and accessories	5
		2. Purchase laptops for teachers to use	6
		3. Install wireless network	7.
	4. Enlist assistance from PTO	8.	
	Strategy 2:	Determine and address staff development needs	
		Action steps:	
		1. Analyze grade level feedback	5
		2. Provide technology training monthly	6
		3. Integrate technology training into daily lessons	7.
	4. Integrate technology into faculty meetings	8.	
Strategy 3:	Strategy:		
	Action steps:		
	1.	5.	
	2.	6.	
	3.	7.	
4.	8.		
Plan/Do	How will we fund these strategies?		
	Funding source 1:	Federal funds - Title I	Funding amount: \$20,000
	Funding source 2:	School general funds	Funding amount: \$18,000
	Funding source 3:	Federal funds - Title I	Funding amount:
	Funding source 4:	Select a funding source	Funding amount:
	Funding source 5:	Select a funding source	Funding amount:
			Total initiative funding: \$38,000
	Review frequency:	Quarterly	
	Assigned implementation team: Site base team, administrators, teachers, assistants, parents, media specialist, district level technology trainer		
	Check	What data will be used to determine whether the strategies were deployed with fidelity?	
purchase orders, surveys information, lesson plans, formal and informal			
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)			
formal and informal observation, student projects,			
Check	What does data show regarding the results of the implemented strategies?		
	Need for more staff development in the area of technology.		
Act	Based upon identified results, should/how should strategies be changed?		
	Plan for staff development to demonstrate best practices when using ActivBoards in the classroom.		

Priority Goal 5 and Associated Strategies

Plan/Do	Area for improvement and supporting data: Increase parent/family involvement in student learning.			
	School Goal 5:	Increase the educational involvement of the parents/guardians.		
	Supports this district goal:	Family, business, and community members involved and supportive of our schools		
	Target:	All parents, staff		
	Indicator:	More parents participating in school activities		
	Milestone date:	Jun-12		
	Goal 5 Improvement Strategies – Identify research-based strategies whenever possible.			
	Strategy 1:	Strategy: Improve communication with non-English speaking parents		
		Action steps:		
		1. Bi-lingual volunteers	5.	
2. Parent liason		6.		
3. Interpreters for school wide functions	7.			
4. Letters home in English and Spanish	8.			
Strategy 2:	Strategy: Provide opportunities for involvement			
	Action steps:			
	1. Grade level curriculum nights	5. Parent/teacher conferences		
	2. Parenting classes	6. Community Health Day		
3. Supervised childcare	7.			
4. Caperone field trips	8.			
Strategy 3:	Strategy:			
	Action steps:			
	1.	5.		
	2.	6.		
3.	7.			
4.	8.			
Plan/Do	How will we fund these strategies?			
	Funding source 1:	Federal funds - Title I	Funding amount: \$10,000	
	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	Funding amount:	
			Total initiative funding: \$10,000	
	Review frequency:	Quarterly		
	Assigned implementation team: administrators, teachers, assistants, counselor, parent liason, curriculum coaches			
	Check	What data will be used to determine whether the strategies were deployed with fidelity?		
sign-in sheets, informal observations of attendance,				
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)				
Act	sign-in sheets, informal observations of attendance,			
	What does data show regarding the results of the implemented strategies?			
	Will determine effectiveness of the above strategies at the end of the year.			
Based upon identified results, should/how should strategies be changed?				
Plan more opportunities for parent involvement.				

Safe School Plan for Sardis 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): [Kelley Zorn](#)

Teachers:

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.

[Sardis schoolwide PBIS program, data from PBIS, Intervention Team, PEPs, School Resource Officers interventions, NCWise to track discipline and attendance data, OSS discipline reports, analyze EOG data, guidance counselor referrals, during school tutoring for at-risk students, after school programs such as Girls on the Run and Ball Handling team, summer reading programs, opening school media center once a week in the summer time.](#)

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.

[During school tutoring built into the master schedule, Intervention Team, PEPs, IEP goals, Behavior plans, Interventionists hired to help struggling students.](#)

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.

[Smaller class size, Lower student/teacher ratio, intensified structure, re-entry plans, Functional Behavior Plans](#)

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

Goal: Complete all required drills and associated training (fire, tornado, lockdown).
Target: 100% completion
Indicator: Drill reports
Milestone Date: EOY

Goal:
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 as evidenced in PBIS data
Milestone Date: EOY

Target: Higher expectations for students
Indicator: In the fourth year of PBIS students will show an increase in student achievement and conduct as compared to previous years.
Milestone Date: EOY

Target: Customer Satisfaction
Indicator: Parent, teacher, student surveys expressing satisfaction will be 75% or higher
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 Principal's meetings					
Videos-Bloodborne pathogens, Epi-Pen, Diabetes, Asthma	Completed				
Gang Awareness video-Critical Incident Response	Planned				
Drill training-Fire, Tornado, Lockdown	Planned				
School nurse training					

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: Eah 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 SROs 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 Blackboard Connect, website postings, facebook, twitter, printed handbooks and agenda, 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

Program or Strategy Being Funded	Amount of Funding	Source of Funding
English as a Second Language		Local, State, Federal
Remediation		Local, State, Federal
School Resource officers		Local
Reading interventions		State, Federal
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.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1	X	X			
		Strategy 2		X	X		
		Strategy 3	X	X	X		

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:

The Master Schedule allows time for 30 minutes of Interventions/Enrichment on Tuesdays and daily LLI small group instruction. Interventionist are hired to provide Level 2 intervention strategies. The Literacy Coaches push-in to a lab classroom to model appropriate teaching strategies and tools. The Math Coach pushes in to classes to enhance instruction. Word Study based on the text *Word Journey* is being implemented school-wide (K-5).

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.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1	X				
		Strategy 2		X			
		Strategy 3	X				

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:

Teachers are highly qualified based on Title 1 requirements. In addition research based staff development is on-going to support the needs of the teachers through book studies and additional grade level meeting times for intervention team.

High-quality and ongoing professional development: 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.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1	X	X			
		Strategy 2	X	X		X	
		Strategy 3	X	X			

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:

Here We Grow, in-house once per month staff development, provides opportunities for teachers to participate in staff development focusing on best practices for teaching. Staff development also occurs during grade level planning time once per week. In response to a teacher survey, one time per month during planning time teachers will be involved in technology training. Other opportunities for professional growth are offered through district level staff development.

Strategies to attract highly qualified teachers to high-need schools: 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.							
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5	
	Strategy 1				X		
	Strategy 2	X					
	Strategy 3						
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:							
Faculty Celebrations once per month, one hour planning during the day once per week, smaller student/teacher ratio per class, buddy teachers for new to Sardis teachers, mentor teachers for beginning teachers, curriculum coaches for academic support, and a family-like school-wide culture.							
Strategies to increase parental involvement: 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.							
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5	
	Strategy 1					X	
	Strategy 2					X	
	Strategy 3						
Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:							
PTO meetings, Parenting Classes, conferences with parents, daily communication through student agendas, PTO activities such as Bingo Night, Movie Night, parent involvement on site-base team, evening student performances, and grade level academic nights.							
Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs: 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.							
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5	
	Strategy 1						
	Strategy 2						
	Strategy 3						
Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:							
There is currently one Title 1 preK classroom and two EC preK classrooms at Sardis. Transitions are completed through IEP meetings, preK students in the community visit Sardis' Kindergarten classes, and the preK classes at Sardis visit the Kindergarten classes in the spring.							

Measures to include teachers in decisions regarding the use of academic assessments: 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.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	X				
	Strategy 2	X				
	Strategy 3					

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:

At grade level planning teachers meet to discuss a variety of data and how to use the data to meet the needs of the individual student. Administrators, curriculum coaches, and the counselor lead grade level discussions on how to analyze and interpret data. The Intervention Team uses data to decide which interventions to use for the Level 1 and Level 2 students. Teachers have been trained through NC Falcon on using formative assessment in their everyday teaching.

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.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	X				
	Strategy 2		X			
	Strategy 3	X		X		

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

PEPs, IEPs, Level 1 and 2 interventions, differentiated instruction within regular classroom

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.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	X	X		X	X
	Strategy 2	X			X	
	Strategy 3	X				

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:

Integrated funding is used to support SIP, ensure small student/teacher ratio in the classrooms, provide Interventionists, Leveled Literacy Intervention materials, technology funding, books for leveled libraries, staff development needs and parent involvement

Global Associated Strategies

Area for improvement and supporting data:
Raise global awareness.

School Goal 5:	Integrate global awareness into daily instruction.
Supports this district goal:	Quality teacher, administrators, and staff providing innovative leadership for 21 century schools

Target:	all students, faculty and staff
Indicator:	
Milestone date:	Jun-12

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

Plan/Do

	Strategy 1: Focus on globalization through literacy		
	Action steps:		
	1. Social Studies text		5.
	2. Time for Kids		6.
	3. Literature from other cultures		7.
	4. Sardis Read Around the World		8.
	Strategy 2: Display global areas around the world		
	Action steps:		
	1. Global Map Murals		5.
	2. Global bulletinboards		6.
	3. Student work displayed		7.
	4. Global Children's Challenge		8.
	Strategy 3: Utilize a Globalization committee to develop activities to enhance global awareness		
Action steps:			
1. Service projects		5.	
2. Read Around the World		6.	
3. Globalization checklist		7.	
4. Global schools recognition		8.	

Plan/Do

How will we fund these strategies?

Funding source 1: Select a funding source	Funding amou	
Funding source 2: Select a funding source	Funding amou	
Funding source 3: Select a funding source	Funding amou	
Funding source 4: Select a funding source	Funding amou	
Funding source 5: Select a funding source	Funding amou	
	Total initiative	\$0

Review frequency: Quarterly

Assigned implementation team: Globalization committee, administrators, teachers, assistants, media specialist, counselor

Check

What data will be used to determine whether the strategies were deployed with fidelity?
formal and informal observations, documented service projects, Global Schools Recognition, Globalization checklist.

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
formal and informal observations, documented service projects, Global Schools Recognition, Globalization checklist.

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

Act

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

Summer Leadership Conference 2011

Union County Public Schools

Cluster: Porter Ridge Schools

Reflection/Action Plan

Statement of Objectives/Goals:

Goal: To reflect upon and create action steps in the areas of Graduation, Innovation and Globalization within our cluster.

Objective 1: Continue to focus our efforts on Graduation

Implementation		Evaluation	
<i>What needs to be done?</i>	<i>By whom and when?</i>	<i>What evidence indicates progress?</i>	<i>How and when will evidence be gathered?</i>
<p>--look overall at students as they progress through the levels (begin with the end in mind).</p> <p>--Share information on specific students as they move through the cluster on a "need to know" basis to support the services planning at various schools.</p>	<p>--all principals and staff members who are influential in decisions that impact overall student perspective on probable outcomes in school.</p> <p>--all principals and staff members who are influential in decisions that impact overall student perspective on probable outcomes in school.</p>	<p>--Time; information sharing within the cluster and within the district on services, supports, etc.</p> <p>--Time; information sharing within the cluster and within the district on services, supports, etc.</p>	<p>--Ongoing review of how and at what level communication is helping/hindering the process; graduation rates and anecdotal records.</p> <p>--Ongoing review of how and at what level communication is helping/hindering the process; graduation rates and anecdotal records.</p>
<p>G-Good, better, best, Never let it rest. 'Til the good is better, and the better is best!</p>	<p>I- "Peer-based learning has unique properties that drive engagement in ways that differ fundamentally from formal instruction." (Living and Learning with New Media, 2009)</p>	<p>G- Global Awareness Global Connections Global Content</p>	<p>I. Preach a vision and continually refine it II. Set goals and be results-oriented III. Honesty and integrity are best policies IV. Persuade rather than coerce V. Get out of the office and circulate among the troops.</p>

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Objective 2: Continue to focus our efforts on Innovation

Implementation			Evaluation	
<i>What needs to be done?</i>	<i>By whom and when?</i>	<i>What resources?</i>	<i>What evidence indicates progress?</i>	<i>How and when will evidence be gathered?</i>
<p>--Elementary, middle, high school staff members present in information sessions about what is happening within the core content and extracurricular lives of the schools which supports and helps ready students for transition to further educational opportunities.</p> <p>--Alternative Program within the cluster to serve those students who are struggling, but not enough to be retained. These students would be "head-started" from elementary to middle and from middle to high school within the summer of the transition. This would include academic, study skills, and social dynamics of success within the various levels to support student success</p>	<p>--Staff members of schools and ongoing at least three times per year to fully share and interact/plan vertically.</p> <p>--Principals, administrators, counselors, and few staff to support the students in the program.</p>	<p>--Time; materials that teachers and staff members need to present information.</p> <p>--Continued funding for Credit Recovery at the high school level to support alternative program; personnel and funding to support program</p>	<p>--Use of this information to work together to serve students; incorporation of information within the core and 21st Century Skills instruction as appropriate.</p> <p>--Tracking of student success in the areas of support (academic, etc.) and in general at the next level of learning.</p>	<p>--Document the meetings through materials sharing and then through information use at various levels and schools; at least three times for bulk data conversation and data collection.</p> <p>--Through attendance and success during the summer program, and the first three six weeks, the first semester, and the first year of new school experience.</p>

Objective 3: Continue to focus our efforts on Globalization

Implementation			Evaluation	
<i>What needs to be done?</i>	<i>By whom and when?</i>	<i>What resources?</i>	<i>What evidence indicates progress?</i>	<i>How and when will evidence be gathered?</i>
<p>--Transform our "Night of Latin Voices" festival into an "International Festival" to serve and highlight the various identified cultures from around the world (can't be all-inclusive, but we plan to focus on Eurasia and East Asia since we have many enrolled students from that region of the world).</p>	<p>--Fall Event --Team Includes: 3 VIF teachers from ES Katie Reichert Shannen Bretz Ann Salazar Laura Gaddy Kelly Zorn Ginger Jantz Gabrielle Grello Michelle Ruby Earlene Hoff Mary Locklear Mrs. Hines (SES) All staff members within the Porter Ridge Schools.</p>	<p>--Time to plan; materials --Contacts with community agencies --Contacts with regional agencies for International studies.</p>	<p>--Planning meetings notes --Various community agency involvement --Attendance at and follow-up from the program.</p>	<p>--At planning meetings through notes and progress toward a thoroughly planned event --At and after the program with attendance marks and follow-ups with families, agencies, and within classrooms as connected to various studies at elementary, middle, and high school levels.</p>
<p>--Supporting various programs that enlighten students to what they can do in their world now and as they graduate and become contributing citizens. These programs include, but are not limited to the following: JDRF; New Global Citizens; Relay for Life; International Day of Peace; Constitution Day.</p>	<p>--All staff and students of schools in the cluster.</p>	<p>--Time to plan and organize; students to complete work of several projects; materials to promote and educate.</p>	<p>--Completion of programs and exit interviews/surveys of students to determine the absorption of global concepts, citizenship awareness.</p>	<p>--Completion of programs and exit interviews/surveys of students to determine the absorption of global concepts, citizenship awareness; at the end of each program and at the end of the year to see overall effect.</p>