

**How to Use This Template**

**General Information**

This school improvement plan template is designed to provide a step-by-step approach to planning. The template is aligned with the NCDPI-recommended model for school improvement planning as outlined in *The North Carolina School Improvement Planning Implementation Guide*. The template is aligned with the recommendations found in the Guide. For instance, space is provided for up to 5 goals for each school and drop-down menus reflect recommended guidelines such as quarterly, or at most semi-annual, review cycles. Each page of this template is designed to print neatly on an 8.5 inch-wide piece of paper, though the length may stretch to several pages. **At certain locations, you will see a prompt to "select" an item from a drop-down**

Please note the template has several tabs along the bottom of the Excel workbook. Each tab corresponds to an input and/or step of the planning process. For example, the tab named "Step 1 Cover Sheet" (see below) provides a location to input relevant school demographic data (we anticipate that the future on-line version will pre-populate this data) and school improvement team information as well as space for the principal and the local board of education chair to sign-off. Other tabs provide reference information for the school improvement team (SBE Goals, District Goals), a place for data analysis and

**Reference Tabs – These tabs provide information to aid the planning process.**

SBE Goals – This tab lists the five current State Board of Education goals for North Carolina. Use this as a reference as needed.

District Goals – This tab provides space to input district level goals as well as the SBE goal supported by each. It is intended to provide an easy-to-access reference point for local district goals. Please note that the SBE goals may be selected by clicking on the cell and using the drop-down button at the end of the cell. Also, entering your district-level goals is a critical step because it builds one of the drop-down menus you will use in Steps 3 through 7, described below in greater detail. **Please note**

Data Sources – This tab lists a variety of data sources for school improvement teams to consult as they work to establish an understanding of the current state at the school. Other data sources may be available locally as well and teams should not limit themselves to evaluating the sources listed in the template.

School Vision and Mission – School improvement teams can input the school's mission and vision on this tab to provide an easy reference as needed during the planning process.

**School Improvement Plan Tabs – The School Improvement Plan consists of these tabs.**

Step 1 – Cover Sheet – Use this sheet to document school information, identify all School Improvement Team members and whom they represent, as appropriate. This sheet also provides signature lines for the school principal and the person authorized to accept the plan on behalf of the local school board. **Please note this page contains at least one drop-down menu**

Step 2 – School Data Analysis Summary – This sheet provides guiding questions to help begin data analysis. It provides space to document findings and list priorities. Data sources for use with this tab are listed on the "Data Sources" tab; other available data locally available may also be used.

Steps 3 through 7 – School Goals – These tabs provide space to record goals based upon the priorities resulting from data analysis. A separate tab is provided for each goal up to 5 goals (3-5 goals are recommended for each school). For each goal, several items can be recorded: the relevant area for improvement, the goal and the district-level goal it supports, measures, quantitative target, and milestone date. The school improvement team can also record the specific strategies to be implemented to achieve the goal along with action items for each strategy. The lower portion of each sheet provides a place to discuss potential interventions, to identify funding sources (using a drop-down menu) and team members, and to document the review cycle frequency for the goal (also using a drop-down menu). **Please note that each of these pages contains multiple**

**Other SIP-related Requirements**

Safe Schools Plan – This template for the Safe Schools Plan is aligned to the state legislative requirements specified in § GS 115C-105.47. Using this template to guide Safe School planning will ensure schools address the appropriate requirements. District-level Safe Schools personnel can use the information on this tab from each school in the district to understand the prevailing issues across the district and document appropriate strategies on the district-level Safe Schools Plan.

Title I School-wide Review - If your school is a Title I School-wide school, use this tab to develop your Title I Plan. This portion of the template was developed in conjunction with NC DPI Program Monitoring and offers space to address all federal requirements for this program. Please note that the form is designed to allow you to "X" the appropriate box and identify either an existing strategy associated with the federal requirement, or identify and describe a different program or strategy that will be

Title I Targeted-assistance Review - If your school is a Title I Targeted-assistance school, use this tab to develop your Title I Plan. This portion of the template was developed in conjunction with NC DPI Program Monitoring and offers space to address all federal requirements for this program. Please note that the form is designed to allow you to "X" the appropriate box and identify either an existing strategy associated with the federal requirement, or identify and describe a different program or

For Schools in Title I Improvement - This tab is for use by any school currently in Title I School Improvement. Filling out this tab will ensure that these schools meet the additional federal requirements that go into effect when a school enters into this status.

ABCs Waiver Request Form – ABCs waivers may be requested according to the guidelines specified in GS § 115C-105.26. These guidelines are enumerated in the SIP Implementation Guide.

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

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

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

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

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

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



## District Goals for Union County Public Schools

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

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

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

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



## 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</i>  <i>Examine data from such areas as:</i></p>
<p><b>Highly Qualified Teachers (HQT):</b> 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  <a href="http://www.ncreportcards.org">www.ncreportcards.org</a> Click on High Quality Teachers tab)</p>
<p><b>End-of-Grade (EOG) Results disaggregated:</b> (<a href="http://www.ncpublicschools.org/accountability/reporting">www.ncpublicschools.org/accountability/reporting</a> Click on Greenbook, then State Testing Results)</p>
<p><b>End-of-Course (EOC) Results disaggregated:</b> (<a href="http://www.ncpublicschools.org/accountability/reporting">www.ncpublicschools.org/accountability/reporting</a> Click on Greenbook, then State Testing Results)</p>
<p><b>School Report Card results:</b> (<a href="http://www.ncreportcards.org">www.ncreportcards.org</a>)</p>
<p><b>North Carolina Teacher Working Conditions Survey results:</b> (<a href="http://ncteachingconditions.org">http://ncteachingconditions.org</a> )</p>
<p><b>North Carolina Teacher Working Conditions Survey: Guide for School Improvement</b> (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 <a href="http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf">http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf</a> )</p>
<p><b>Local Data:</b> (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)</p>
<p><b>Career and Technical Education Local Plan</b></p>
<p><b>School Demographic Information</b> 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)  <a href="http://www.ncpublicschools.org/research/discipline/reports">http://www.ncpublicschools.org/research/discipline/reports</a> )</p>
<p><b>School Demographic Information</b> related to drop-out information and graduation rate data  <a href="http://www.ncpublicschools.org/research/dropout/reports">http://www.ncpublicschools.org/research/dropout/reports</a> )</p>
<p><b>School Demographic Information</b> related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (<a href="http://www.ncreportcards.org">http://www.ncreportcards.org</a> and locally-maintained data)</p>
<p><b>School Demographic Information</b> 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><b>School Perception Information</b> related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)</p>
<p><b>Title III AMAO School Process Information</b> related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p><b>Title III AMAO School Process Information</b> related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p><b>School Process Information</b> uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities</p>
<p><b>School and UCPS professional development records</b></p>
<p><b>Special Education Continuous Improvement Plan</b></p>
<p><b>Healthy Active Children Initiative</b> (<a href="http://www.nchealthyschools.org">http://www.nchealthyschools.org</a>)</p>

## School Vision and Mission Statements for Shiloh Elementary School

**Vision:**

The vision of Shiloh Elementary School is to provide our students with a positive, rigorous, and rewarding educational experience.

**Mission:**

The mission of the Shiloh Community is to provide a safe and rigorous learning environment that prepares our students to become successful citizens in a global society.



**LEA or Charter Name/Number:** Union County Public Schools - 900  
**School Name/Number:** Shiloh Elementary  
**School Address:** 5210 Rogers Road Monroe, NC 28110  
**Plan Year(s):** 2010-2011  
**Date prepared:** 9/30/2011

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

**Local Board Approval Signature:** \_\_\_\_\_ \_\_\_\_\_  
Date

### School Improvement Team Membership

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

Committee Position*	Name	Committee Position*	Name
SIT Chairperson	Andrea Savill		
Parent Representative	Sherryann Sylvestre		
Parent Representative	Jill Wagner		
Parent Representative	Joy Robbins		
Parent Representative	Aku Patel		
Principal	Scott Spencer		
Assistant Principal	Rebecca Knight		
Teacher Representative	Sharon Russell		
Teacher Representative	Vicky McCraney		
Teacher Representative	Cathy Long		
Teacher Representative	Jennifer Davis		
Teacher Representative	Jennifer Barnes		
Teacher Representative	Michael Roy		
Teacher Assistant Representative	Molly O'Brien		
Inst. Support Representative/Secret.	Monica McGinniss		

\* 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?

Using May, 2011 EOG data from grades 3-5, we had an overall high proficiency and high growth rating. Shiloh made AYP as we met 15/15 of our Target AYP goals. Shiloh made High-Growth status in 4th grade Reading and Math. We also met High Growth status in 5th grade Reading. 100% of our students were tested for the May 2011 EOG. Our overall percentage of students on grade level, as evidenced by the EOGs, increased to 92.6% in 2010-11, up from 92.3% in 2009-10. Shiloh was recognized as an NC Honor School of Excellence in 2011. Using DRAs, observation profiles, and math quarterly assessments, our K-2 students are showing growth in reading and math.

Based on the 2010-11 Parent Survey, parents feel that their children attend a safe and clean school which provides a strong emphasis on reading, writing, and math. Parents responded that the teachers at Shiloh expected their children to do well. The 2010-11 Teacher Working Conditions Survey showed that teachers responded in the following ways: they feel safe at school; administration and staff work together cooperatively; administrators are fair in their expectations; communication and expectations from administration are both fair and consistent, and teachers felt supported by administration.



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

According to May, 2011 EOG scores, 20/24 of our Hispanic students made Medium or High Growth in Reading for grades 4 and 5. 24/26 of our Hispanic students made Medium or High Growth in Math for grades 4 and 5. 20/25 of our Black students made Medium or High Growth in Reading in grades 4 and 5. 24/25 of our Black students made Medium or High Growth in Math for grades 4 and 5. 90.7% of our White students were grade level proficient in Reading in Grades 3-5. >95% of our White students were grade level proficient in Math in Grades 3-5. A 4.8% gap exists between our Black/White performance in Math. A 8.2% gap exists between Black/White performance in Reading. 76.9% of our Black students are at/above grade level in Reading. 92.3% of our Black students are at/above grade level in Math. A 11.4% gap exists between our Hispanic/White performance in Math. A 12.4% gap exists between our Hispanic/White performance in Reading. 72.7% of our Hispanic students are at/above grade level in Reading. 85.7% of our Hispanic students are at/above grade level in Math. Our GAP plan to address the above gaps is as follows: For the 2011-12 school year, Shiloh Elementary will formally address the reading achievement gap between our Hispanic and White students as stated below:

1. We have and will continue to identify Hispanic students who are struggling with their reading because of a lack of understanding English. Whenever possible, we will have our ESL teachers utilized as a resource.
2. After school tutoring on Tuesdays will be offered to our students who are English Language Learners (ELL) through the BLAST ("Bulldogs Learning After School Together") program. 3.  
Utilize an assessment wall to track student progress on the DRAs.
4. We have and will continue to cluster our ELL to provide the most efficient instruction..
5. We will host a "Hispanic Family Night" for LEP parents and their children with ESL teachers present for interpretation on how to help their children at home -- everything from following a recipe to specific strategies for test-taking or even how to read along with their children. Handouts will include "tip" sheets which we will also send home to our Spanish speaking families who are unable to attend.
6. We will utilize Prescriptive Instruction, a web-based intervention program, for these students.
7. Teachers utilize bilingual books from the Network – work with media specialist for access.
8. We have a Spanish Club to help build vocabulary and fluency.

We will also formally address the math achievement gap between our Black and White students.

1. We have and will continue to identify Black students who are struggling with their math. They will be invited to our BLAST sessions on Tuesday afternoon to receive tutoring by licensed staff.
2. Utilize Prescriptive Instruction, a web based individualized remediation program with a math component, for these students.
3. Utilize an assessment wall to track student progress on DRAs.
4. Students performing below grade level in math will receive a Personalized Education Plan (PEP).
5. Grade level teachers will work with our team of tutors to provide focused small group math tutoring for these students, starting early in the school year.
6. Use mid-year site-based practice EOG data to determine specific further interventions by teachers and tutors.

Based on the Parent Survey, we can improve our communication concerning school-wide programs for students and information sessions for parents. We can encourage and demonstrate how parents as well as community members can be actively involved in the school. To improve our teachers' use of technology in the classroom, we can continue ongoing training. We realize that the agenda must be utilized daily as a consistent means of communication between the school and home.

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

Data from the 2010-11 school year was collected and analyzed for the purposes of this plan. We will continue to collect and analyze data from the 2011-12 school year in Reading and Math in order to help us drive our instruction to best meet the needs of our students.

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.

1. Increase the number of Hispanic and Black students earning Medium and/or High-Growth status on the EOG in Reading.
2. Increase the number of Hispanic and Black students earning Medium and/or High-Growth status on the EOG in Math.
3. Improve stakeholder communication: (59.4% of parents agreed or strongly agreed that parent training or information sessions are provided; 79.0% of parents agreed or strongly agreed that we offer a variety of programs for students; 73.0 % of teachers agreed or strongly agreed that parents and community members support our school.
4. Increase planning time for teachers. For example: The creation of BOP in 2010-11: "Bulldogs on Planning". This provides each grade level with at least 1/2 day of training each 9-week period to plan together.

## Priority Goal 1 and Associated Strategies

**Area for improvement and supporting data:**

21st Century Skills - Training is required in order to maintain knowledge of 21st century skills.

**School Goal 1:** Implement 21st Century skills, tools, and teaching strategies within every aspect of the school day.

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

**Target:** Increased expectations of students, teachers and staff through accountability (ABC, AYP) measures.

**Indicator:** ABC, AYP, EOG, NC Teacher Evaluation system, Survey results

**Milestone date:** Jun-12

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

Plan/Do

<b>Strategy 1:</b>	<b>Strategy:</b> Collaborate to analyze units focusing on higher order thinking skills.	
	<b>Action steps:</b>	
	1. Ongoing professional development	5. Professional Learning Communities Book Study
	2. Collaborative grade-level planning	6.
	3. Cross-grade-level planning	7.
4. Literacy Committee	8.	

<b>Strategy 2:</b>	<b>Strategy:</b> Increase understanding and use of technology in the classroom.	
	<b>Action steps:</b>	
	1. Grade-level training with tech. specialist	4. Maintain 3-4 computers in every classroom
	2. School-wide training w/ staff/tech.specialist	5. Maintain document camera, laptop, and projector in every classroom
	3. Install Pro Boards/short-throw projectors in all classrooms	6. Maintain a school-wide PRO Lab

<b>Strategy 3:</b>	<b>Strategy:</b> Promote global awareness and cultural proficiency.	
	<b>Action steps:</b>	
	1. Recognize culture of students and staff	5. Continue Globalization/Diversity committee
	2. Global Festival	6. WorldView Training
	3. Ongoing professional development	7. Read Around the World Passport
4. Expand Family Night program	8. Sun Valley Cluster GIG Plan (Pages 27-28)	

<b>Plan/Do</b>	<b>How will we fund these strategies?</b>		
	<b>Funding source 1:</b>	Local district funds	<b>Funding amount:</b> \$72,000
	<b>Funding source 2:</b>	State funds for at-risk students	<b>Funding amount:</b>
	<b>Funding source 3:</b>	School general funds	<b>Funding amount:</b> \$2,500
	<b>Funding source 4:</b>		<b>Funding amount:</b>
	<b>Funding source 5:</b>		<b>Funding amount:</b>
		<b>Total initiative funding:</b>	<b>\$74,500</b>
	<b>Review frequency:</b> Semi-annually		
	Staff development funds will be used to help meet this goal		
	<b>Assigned implementation team:</b> Site-based team, Instructional Leadership Team, All School Staff		
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	Teacher, student, and parent survey data, classroom teacher evaluations, Site-Based Team meetings, UCPS Global Schools Recognition Criteria		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
	EOG data, AYP data, ABC data, UCPS Global Schools Recognition Criteria final point total		
	<b>What does data show regarding the results of the implemented strategies?</b>		
	To be analyzed at the end of the 2011-12 school year.		

<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>
	To be analyzed at the end of the 2011-12 school year.

## Priority Goal 1 and Associated Strategies

**Area for improvement and supporting data:**

21st Century Skills - Training is required in order to maintain knowledge of 21st century skills.

**School Goal 1:** Implement 21st Century skills, tools, and teaching strategies within every aspect of the school day.

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

**Target:** Increased expectations of students, teachers and staff through accountability (ABC, AYP) measures.

**Indicator:** ABC, AYP, EOG, NC Teacher Evaluation system, Survey results

**Milestone date:** Jun-12

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

Plan/Do

<b>Strategy 1:</b>	<b>Strategy:</b> Collaborate to analyze units focusing on higher order thinking skills.	
	<b>Action steps:</b>	
	1. Ongoing professional development	5. Professional Learning Communities Book Study
	2. Collaborative grade-level planning	6.
	3. Cross-grade-level planning	7.
	4. Literacy Committee	8.

<b>Strategy 2:</b>	<b>Strategy:</b> Increase understanding and use of technology in the classroom.	
	<b>Action steps:</b>	
	1. Grade-level training with tech. specialist	4. Maintain 3-4 computers in every classroom
	2. School-wide training w/ staff/tech.specialist	5. Maintain document camera, laptop, and projector in every classroom
	3. Install Pro Boards/short-throw projectors in all classrooms	6. Maintain a school-wide PRO Lab

<b>Strategy 3:</b>	<b>Strategy:</b> Promote global awareness and cultural proficiency.	
	<b>Action steps:</b>	
	1. Recognize culture of students and staff	5. Continue Globalization/Diversity committee
	2. Global Festival	6. WorldView Training
	3. Ongoing professional development	7. Read Around the World Passport
	4. Expand Family Night program	8. Sun Valley Cluster GIG Plan (Pages 27-28)

<b>Plan/Do</b>	<b>How will we fund these strategies? Distric wide implementation</b>												
	<table> <tr> <td><b>Funding source 1:</b> Federal funds - Title II</td> <td><b>Funding amount:</b> \$25,000</td> </tr> <tr> <td><b>Funding source 2:</b> Local district funds</td> <td><b>Funding amount:</b> \$1,500</td> </tr> <tr> <td><b>Funding source 3:</b> Federal funds - Title I</td> <td><b>Funding amount:</b> \$0</td> </tr> <tr> <td><b>Funding source 4:</b> Select a funding source</td> <td><b>Funding amount:</b> \$0</td> </tr> <tr> <td><b>Funding source 5:</b> Local district funds</td> <td><b>Funding amount:</b> \$10,000</td> </tr> <tr> <td></td> <td><b>Total initiative funding:</b> \$36,500</td> </tr> </table>	<b>Funding source 1:</b> Federal funds - Title II	<b>Funding amount:</b> \$25,000	<b>Funding source 2:</b> Local district funds	<b>Funding amount:</b> \$1,500	<b>Funding source 3:</b> Federal funds - Title I	<b>Funding amount:</b> \$0	<b>Funding source 4:</b> Select a funding source	<b>Funding amount:</b> \$0	<b>Funding source 5:</b> Local district funds	<b>Funding amount:</b> \$10,000		<b>Total initiative funding:</b> \$36,500
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	<b>Funding source 3:</b> Federal funds - Title I	<b>Funding amount:</b> \$0											
	<b>Funding source 4:</b> Select a funding source	<b>Funding amount:</b> \$0											
	<b>Funding source 5:</b> Local district funds	<b>Funding amount:</b> \$10,000											
	<b>Total initiative funding:</b> \$36,500												
<b>Review frequency:</b> Semi-annually Staff development funds will be used to help meet this goal													
<b>Assigned implementation team:</b> Site Based Management Team, Instructional Leadership Team, All Staff													
<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>													
End of the year teacher, student and parent survey data. Teacher usage reports, evidence of "Gap Plan"													
<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>													
<b>Check</b>	Student achievement data, benchmark testing.												
<b>What does data show regarding the results of the implemented strategies?</b>													
To be analyzed at the end of the 2011-12 school year.													
<b>Based upon identified results, should/how should strategies be changed?</b>													
<b>Act</b>	To be analyzed at the end of the 2011-12 school year.												

## Priority Goal 3 and Associated Strategies

**Area for improvement and supporting data:**

Parent and community involvement - Stakeholders need additional information in order to support our school.

**School Goal 3:** Increase parent and community member involvement and support in order to maximize student achievement.

**Supports this district goal:** Family, business, and community members involved and supportive of our schools

**Target:** All stakeholders  
**Indicator:** PTA membership, Volunteer log  
**Milestone date:** Jun-12

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

Plan/Do

Plan/Do	<b>Strategy 1:</b> Improve school communication with parents and community.		
	<b>Action steps:</b>		
	1. Blaze's Pages		5. Classroom webpages
	2. Shiloh PTA Facebook page		6. Agendas
	3. Grade-level/Classroom newsletters		7. Shiloh website
	4. Blackboard Connect		8. Information kiosk during PTA meetings
	<b>Strategy 2:</b> Continue parent training and information sessions.		
	<b>Action steps:</b>		
	1. Curriculum Night		5.
	2. Hispanic Family Night		6.
	3. Special Education Night		7.
	4. Literacy Night		8.
<b>Strategy 3:</b> Provide and communicate opportunities for parent and community member involvement.			
<b>Action steps:</b>			
1. Small-group work		5. Company donations	
2. Clerical activities		6. After-school clubs	
3. Book Fair		7. Volunteer Appreciation luncheon	
4. Guest speaker		8.	

<b>Plan/Do</b>	<b>How will we fund these strategies?</b>	
	<b>Funding source 1:</b> School general funds	<b>Funding amount:</b> \$4,000
	<b>Funding source 2:</b> Select a funding source	<b>Funding amount:</b>
	<b>Funding source 3:</b> Select a funding source	<b>Funding amount:</b>
	<b>Funding source 4:</b> Select a funding source	<b>Funding amount:</b>
	<b>Funding source 5:</b> Select a funding source	<b>Funding amount:</b>
	<b>Total initiative funding:</b>	<b>\$4,000</b>
	<b>Review frequency:</b> Semi-annually	
	<b>Assigned implementation team:</b> Site Based Management Team, Instructional Leadership Team, All Staff	
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>	
	Blackboard Connect log, copies of Blaze's Pages, record of guest speakers & book fair volunteers, website story history	
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>	
	Parent and teacher survey data	
	<b>What does data show regarding the results of the implemented strategies?</b>	
	To be analyzed at the end of the 2011-12 school year.	
<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>	
	To be analyzed at the end of the 2011-12 school year.	

## Safe School Plan for Shiloh Elementary

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

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

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 abovementioned responsibilities may result in a reprimand by the BOE as well as other appropriate consequences as determined by the BOE.



**Statement of Responsibility for the School Principal**

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

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur:

Failure to carry out the abovementioned responsibilities may result in a 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): Knight

Teachers: Savill, Russell, McCraney, Davis, Long, Barnes

Teacher Assistants: O'Brien

Other School Staff: McGinniss, Cook

**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.

PBIS Committee, Intervention Team, LEP Team, BASS Committee ("Bulldogs Assisting Struggling Students"), Grade Level Teams, use of discipline data, attendance data, analysis of formative and summative assessment data- including EOG scores, use of teacher dashboards, EC Program, strategic class creation procedures, Tuesday tutoring (aka BLAST-"Bulldogs Learning After School Together"), in-school tutoring, Buddies Learning Together Program, Behavior Plans, PEPs, Anti-Bullying Plan, Guidance lessons for Character Education.



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.

PBIS Committee and Program, Intervention Team, Grade Level Teams, use of discipline data, EC Program, strategic class creation procedures, Guidance lessons, Bullying Plan (see attached), Buddies Learning Together Program, Behavior Plans, PEPs, BASS Committee

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.

Odysseyware, Nova net, Nurtured Heart, educed class size - lower student/teacher ratio, intensified structure, level programs designed to transition back to home school. \*\*Shiloh has the Bullseye Program to teach monthly character words.



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 trainings (fire, tornado, lockdown)

**Target:** 100% completion

**Indicator:** Drill reports, sign-in sheets

**Milestone Date:** EOY

**Goal:** Complete all required safety drills with assistance of SRO Deputy Wallace

**Target:** 100% completion

**Indicator:** Drill reports, meetings and discussions with administration and staff by our SRO

**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/Office visits

**Milestone Date:** EOY

**Target:** Higher expectations for behavior for students

**Indicator:** In our 4th year implementing PBIS, we hope to see a decreased number of visits to P&R and fewer OSS

**Milestone Date:** EOY

**Target:** Customer Satisfaction

**Indicator:** Parent, Teacher, Student survey results will show improvement

**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 and Elementary Principals meetings	ongoing				
Assistant Principals meetings	ongoing				
Video/nurse training - epi pen, bloodborne paths, diabetes, asthma	completed				
Videos - critical incident response	completed				
CIRK BOY update	completed				
Drill training	completed				
School Nurse Training	ongoing				

Code Blue Team Memebers-update certifications as they	ongoing				
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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.

\*System-wide Safe Schools Plan indicates: Each middle and high school has access to the services of a School Resource Officer (SRO) who has direct contact with the Union County Sheriff's Office or the Monroe City Police Department. Currently, at least one SRO is allotted per middle/high pair; funds are being sought to expand to one officer for each middle and high school. Elementary schools have access to the SRO in emergency situations. DARE officers help as needed at the elementary schools. Each school works cooperatively with juvenile and criminal court officials to determine the proper placement of students who have violated the law. The court system notifies schools of students who have committed felonies. The District Attorney's (DA's) office is contacted when necessary to enforce trespassing, assault, firearm, vandalism and other applicable laws. Policies and Procedures for SRO are housed within each school. \*Each school may include additional plans to adapt to their unique environment:

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

The UCPS Communications Office oversees and contributes to a variety of print and electronic media that requires school information. UCPS news appears in a variety of outlets including school and district newsletters, local newspapers and even national magazines. The UCPS Communications Office maintains effective and informative district and departmental websites including a website for the superintendent and the Board of Education. Parents and the local community are informed via BlackBoard Connect, website postings, facebook, printed handbooks and agendas, letters home, student and family recognition programs, PTA/PTO-sponsored programs and information provided through partnerships with outside agencies such as the police and fire departments, emergency medical responders and other approved non-profit organizations.



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

Program or Strategy Being Funded	Amount of Funding	Source of Funding
ESL		Local, State, Federal
Dropout prevention counselors		State
Remediation		State
School Improvement Grants		Federal
SROs		Local
Alternative School		State
K-2 & 3-8 reading remediation		Local
Money in lieu of summer school		local
Tier II funding		local

**School-based Management and Accountability Program  
Summary of School-based Waiver Requests  
Program Years: 2010-2012**

LEA or Charter School Name/Number Union County Public Schools - 900

School Number(s)	Request for Waiver
356	1. Please describe the waiver you are requesting.
	None at this time.
	2. Identify the law, regulation, or policy from which exemption
	3. State how the waiver will be used.
	4. State how this waiver helps achieve the specific
(Please duplicate this sheet as needed for additional waivers.)	
_____ Signature of Superintendent/Designee	_____ Date

### **Shiloh Elementary Duty-free Lunch:**

Our Site Based Team discussed possible courses of action for our school to take to provide the option of duty free lunch for the 2010-2012 school years. *A challenge that was often voiced at site based meetings was that by using our teacher assistants to supervise lunch, we would be reducing their time spent as instructional assistants in the classroom.* In addition, there was a widespread feeling that by not having teachers eat with the students the high standards for student behavior in the cafeteria would be compromised. Furthermore, when many teachers were given the option of duty free lunch during past school years school years, they often chose to eat lunch with their students.

As determined by our Site Based Team, our school level plan will include having each grade level decide how they wish to handle duty-free lunch and submit their plan in writing to administration. Plans may include utilizing teacher assistants, other staff, partnering with a teacher on grade level, and/or having parent volunteers supervise students.

The School Improvement Team decided to designate a table in the cafeteria as a "staff" table. Mrs. Savill, the School Improvement Team chairperson, will work with the PTA president, Chuck Davis, to coordinate approved volunteers and schedules in order to provide a duty-free lunch.

# Summer Leadership Retreat

## Union County Public Schools

<b>Person Completing the Form</b>	<b>Cluster: Sun Valley</b>
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### Reflection/Action Plan

<b>Statement of Objectives/Goals:</b>	<b>Goal:</b> To reflect upon and create action steps in the areas of Graduation, Innovation and Globalization within our cluster.
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<b>Objective 1: Continue to focus our efforts on Graduation</b>				
<b>Implementation</b>			<b>Evaluation</b>	
<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>
<ul style="list-style-type: none"> <li>More Training of IT process</li> <li>Developing trust among the staff</li> <li>Administration building relationships with teachers</li> <li>Staff development for teachers on building relationships with students.</li> <li>IT referrals</li> <li>Tracking students who have been retained</li> <li>Building Leadership capacity among teachers</li> <li>Policy for ISS for Elementary students.</li> </ul>	<ul style="list-style-type: none"> <li>UCPS Curriculum Staff</li> <li>School Administration</li> <li>Teachers</li> <li>IT team</li> </ul>	<ul style="list-style-type: none"> <li>Central Services</li> </ul>	<ul style="list-style-type: none"> <li>Less office referrals</li> <li>Increase graduation rate</li> <li>Decreased suspensions</li> <li>Increased student achievement</li> <li>More parent involvement</li> <li>Fifth grade survey</li> <li>Increased attended</li> </ul>	<ul style="list-style-type: none"> <li>End of year reports</li> </ul>

**Objective 2: Continue to focus our efforts in 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>
<ul style="list-style-type: none"> <li>• Technology focus need additional staff development</li> <li>• Training for laptops</li> <li>• Website awareness</li> <li>• Staff development within the cluster.</li> </ul>	<ul style="list-style-type: none"> <li>• UCPS Tech Dept.</li> <li>• In-house training</li> <li>• All schools within cluster teacher leaders provide staff development.</li> </ul>	<ul style="list-style-type: none"> <li>• Jennifer Stoltz</li> <li>• Teacher Leaders</li> <li>• Media Coordinator at each school</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher evaluation tool</li> <li>• Use of technology in the classroom</li> <li>• Teacher survey</li> <li>• Formal and informal assessments</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> </ul>

**Objective 3: Continue to focus our efforts in 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>

Shiloh Elementary Schedule  
Master Itinerant Schedule  
2011-2012

Updated 07/19/11

Time	Itinerants	Monday	Tuesday	Wednesday	Thursday	Friday	
7:30		<b>Planning</b>	<b>Planning</b>	<b>Planning</b>	<b>Planning</b>	<b>Planning</b>	Grade Level Planning
8:00							
8:05	Art	Dannemiller	Hart	Livesey	Snyder		Kindergarten Planning
	Music	Russell	Dannemiller	Hart	Livesey		
	PE	Snuder	Russell	Dannemiller	Hart		
	Computers	Livesey	Snyder	Russell	Dannemiller		
8:45	Media	Hart	Livesey	Snyder	Russell		
8:50	Art	Brickner	T. Brown	Contaffo	Kincaid		First Grade Planning
	Music	McCraney	Brickner	T. Brown	Contaffo		
	PE	Kincaid	McCraney	Brickner	T. Brown		
	Computers	Contaffo	Kincaid	McCraney	Brickner		
9:30	Media	T. Brown	Contaffo	Kincaid	McCraney		
9:35	Art	Russell	McCraney	Tutor	Davis		
	Music	Snyder	Kincaid	Tutor	Aldredge		
	PE	Livesey	Contaffo	Tutor	Lee		
	Computers						
10:15							
10:20	Art	Barrows	Barnes	Milutin	Taylor		Fourth Grade Planning
	Music	Taylor	Barrows	Barnes	Milutin		
	PE	Milutin	Taylor	Barrows	Barnes		
	Computers	Barnes	Milutin	Taylor	Barrows		
11:00							
11:05		<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	
11:35							
11:40	Art	McCann	Cole	Long	Ladd		Second Grade Planning
	Music	Ladd	McCann	Cole	Long		
	PE	Long	Ladd	McCann	Cole		
	Computers			Ladd	McCann		
12:20	Media	Cole	Long				
12:25	Art	H. Brown	Atwell	Lee	Aldredge		Third Grade Planning
	Music	Davis	H. Brown	Atwell	Lee		
	PE	Aldredge	Davis	H. Brown	Atwell		
	Computers	Lee	Aldredge	Davis	H. Brown		
1:05	Media	Atwell	Lee	Aldredge	Davis		
1:20	Art	Savill	Burke	Kozma	Ganc		Fifth Grade Planning
	Music	Ganc	Savill	Burke	Kozma		
	PE	Kozma	Ganc	Savill	Burke		
	Computers	Burke	Kozma	Ganc	Savill		
2:00							

\* Kindergarten Art, Music, PE, and Spanish will be provided in 40 minute blocks.  
ALL FRIDAY computer classes will be 30 minutes, regardless of grade level.