

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

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-through/observations), and student learning (also from walk-through/observations as well as data).

1. What does the analysis tell you about your schools strengths?

We have a strong comprehensive literacy framework that incorporates research based strategies used for whole group, small group and one on one instruction. Our school supports and implements the RtI process to provide layered support to students in need. Student intervention plans are monitored on a monthly basis. Individual student intervention plans demonstrate progress in identified and targeted areas. Teachers are provided opportunities to participate in weekly team meetings to review pacing guides to plan instruction which aligns with the SCOS. We have a progress monitoring system in place which consists of a variety of qualitative, quantitative, formative and informative assessments used to measure growth and drive instruction. For the 2010-2011 school year, Union Elementary had a 74% performance composite (up from 68.2 the previous year). Union was named a School of Progress with High Growth. We realize that we need to focus on more of our students making growth on both reading and math EOG's. Union met 13/13 target goals for AYP, but some areas were met with "Safe Harbor." Parent and student survey results for 2010-2011 are fairly consistent with county averages. Several areas on the teacher survey need to be addressed including morale, access to current technology, and planning time.

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

Student Growth is not calculated in third grade because there is no pretest. Last year, 65% of fourth graders made growth in math and 52% made growth in reading. In fifth grade, 77% made growth in math and 64% made growth in reading. We need to be consistent in the delivery of the reading and math instruction and develop opportunities to incorporate 21st Century skills. Many students in identified subgroups are not growing at the average rate of their peers. We need to be consistent in the expectations that we have for our students and teach with a sense of urgency with high expectations for all students. On the 2010-2011 EOG Reading test, the following subgroups met AYP proficiency goals with safe harbor: all students and economically disadvantaged. In math, the following groups met AYP proficiency goals with safe harbor: all students, white, economically disadvantaged. We did not have enough students to form the following subgroups by AYP standards: American Indian, Asian, Black, Hispanic, Two or more races, LEP, Students with disabilities. However, it is still a concern to us. Males, EC Students, Blacks, and Hispanics need to be given priority in especially Reading.

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

Parent involvement continues to be an area of improvement. We have conducted parent workshops and created opportunities to involve parents throughout the school year. It is undetermined as to how these workshops and activities have positively impacted the school. We have organized a community stakeholder committee which will plan parent involvement events and seek feedback. Between using ClassScapes, Benchmark data, and county assessments, we will create data notebooks to analyze data and monitor growth of all 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.

Based on the data, we need to continually focus on the achievement gap as evidenced in the disaggregated data analysis and EOG test scores. There is a gap between our White students and our Hispanic and Black students in the area of reading and math. Second, we need to increase our percentage of students who are achieving at or above grade level in grades 3-5 reading and math. In 3rd grade, 47.9% passed both reading and math. In 4th grade, 57.7% passed both reading and math. In 5th grade, 64.9 % passed both reading and math. Finally, we need to continue to establish high expectations for our students by teaching them to become academic leaders and problem-solvers in a 21st Century world. We will continue to provide professional development to develop teachers' understanding of data analysis, differentiated instruction, and 21st Century skills.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Increase the consistencies in expectations among teachers, staff, and students.

School Goal 1:

Raise performance expectation for students and staff members.

Supports this district goal:

High achieving and globally competitive students

Target:

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

Indicator:

ABC, AYP, EOG, Formal and Informal Assessment Data

Milestone date:

Jun-12

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

Plan/Do

	Strategy: Establish consistent expectations and instructional practices among all instructional staff			
	Action steps:			
	Strategy 1:	1. Develop matrix of core expectations to increase engagement and work quality		5. Conduct Instructional monitoring by an instructional team which consists of Central Services staff, Directors of Instruction, and Principal from Partner School
		2. Plan ongoing staff development to increase knowledge on 21st century skills		
		3. Conduct classroom walkthroughs with specific focus on 21st century skills and research based practices		6
		4. Create Teacher Data Notebooks		7
	Strategy: Establish consistent curriculum expectations within and across grade levels			
	Action steps:			
	Strategy 2:	1. Utilize County Curriculum staff to support content areas		5
		2. Establish classroom partnerships across grade levels (Buddy Reading Classes)		6.
		3. Provide opportunities for vertical planning		7.
	Strategy: Provide opportunities for students to develop high expectations for themselves			
Action steps:				
Strategy 3:	1. Develop Classroom Mission Statements			
	2. Establish classroom expectations		6.	



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7.

Plan/Do

How will we fund these strategies?

Funding source 1: Local district funds
Funding source 2: Federal funds - Title I
Funding source 3: State funds for at-risk students
Funding source 4: School general funds
Funding source 5: Select a funding source

Funding amount:
Funding amount:
Funding amount:
Funding amount:
Funding amount:
Total initiative funding: \$0

Review frequency: Quarterly

Assigned implementation team:

Check

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

Teacher, student, and parent survey data. CWT, Evaluations, Site based team meetings, student/teacher data notebooks

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

EOG data, AYP data, ABC data

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

TBD

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

YTBD

Act

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Increase .

School Goal 1:

Supports this district goal:

High achieving and globally competitive students

Target:

Increased

staff through accountability (ABC, AYP,) measures.

Indicator:

ABC, AYP, EOG, Formal and Informal Assessment Data

Milestone date:

Jun-12

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

Plan/Do

Strategy 1:	Strategy:		
	Action steps:		
	1		5
	2		
	3		6
		7	
Strategy 2:	Strategy:		
	Action steps:		
	1		5
	2		6.
	3		7.
		8.	
	Strategy:		
	Action steps:		

Strategy 3:	1		5
	2		6.
	3		7.
	4		8.

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: State funds for at-risk students **Funding amount:**

Funding source 4: School general funds **Funding amount:**

Funding source 5: Select a funding source **Funding amount:**

Total initiative func **\$0**

Review frequency: Quarterly

Assigned implementation year

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

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

Plan/Do

Check

	What does data show regarding the results of the implemented strategies?
	TBD
	Based upon identified results, should/how should strategies be changed?
Act	YTBD

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:
 Increase and distribute leadership opportunities among all staff

School Goal 2:	Increase leadership opportunities among all staff
Supports this district goal:	Quality teacher, administrators, and staff providing innovative leadership for 21 century schools
Target:	Increased leadership among all staff
Indicator:	Teacher Evaluation Instrument, PDP
Milestone date:	Jun-12

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

Plan/Do

Strategy 1:	Strategy: Develop leadership opportunities for all staff	
	Action steps:	
	1. Grade Chairs meet with administration and distribute information to teams/gather feedback	4. Committee members will collect and analyze data as it relates to SIP
	2. Utilize teachers as experts in staff development	
	3. Establish Committee Sign-ups with committee chair person	
Strategy 2:	Strategy:	
	Action steps:	
	1	5.
	2	6.
	3	7.
4	8.	
Strategy 3:	Strategy:	
	Action steps:	
	1.	5.
	2.	6.
	3.	7.



4.

8.

Plan/Do	How will we fund these strategies? District 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		
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	End of the year teacher, student and parent survey data, committee and site based notes, staff development rosters, committee data instruments		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Parent, student, teacher survey, data instruments collected from individual committees, staff development roster/materials		
	What does data show regarding the results of the implemented strategies?		
	TBD		

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

Act

YTBD

Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

Students will demonstrate consistent behaviors and increase the ability to be responsible for their actions.

School Goal 3:

To increase student knowledge and accountability for their behavior and actions.

Supports this district goal:

Safe, orderly, and caring schools producing healthy responsible students

Target:

Increase each student's ability to be responsible and accountable for their behavior

Indicator:

PBIS Implementation and Data

Milestone date:

Jun-12

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

Plan/Do

	Strategy: Develop an awareness and increase knowledge of behavioral expectations.		
	Action steps:		
Strategy 1:	1. Introduce the PBIS Matrix		5. Implement STAR tickets and Reward Cart
	2. Practice and implement PBIS Matrix on a daily basis		6.
	3. Implement PEP behavior strategies and individual behavior plans as needed with students		7.
	4. Establish Phone Conference Log to keep parents informed		8.
	Strategy:		
	Action steps:		
Strategy 2:	1.		5.
	2.		6.
	3.		7.
	4.		8.
	Strategy:		
	Action steps:		
Strategy 3:	1.		5.
	2.		6.

	3.		7.	
	4.		8.	

Plan/Do

How will we fund these strategies?

Funding source 1: Select a funding source
Funding source 2: Select a funding source
Funding source 3: Select a funding source
Funding source 4: Select a funding source
Funding source 5: Select a funding source

Funding amount:
Funding amount:
Funding amount:
Funding amount:
Funding amount:
Total initiative funding:

\$0

Review frequency: Quarterly

Assigned implementation team:

Check

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

Committee data instrument, PBIS Classroom Tracking Data Sheets, Parent, Student, Teacher Surveys, NC WISE Discipline Data

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

Decrease in NC WISE Discipline Data, results from the committee data instrument

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

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

Act

Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:

Increase the use of technology in classrooms and across the school

School Goal 4: Increase the use of technology in the classroom

Supports this district goal: 21 century systems operating efficiently and effectively

Target: Increase technology usage

Indicator: Lesson Plans, Classroom Walkthroughs, Teacher Evaluation System, PDP

Milestone date: 1-Jun-12

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

Plan/Do

Plan/Do	Strategy 1:	Strategy: Increase teacher knowledge of the use of technology			
		Action steps:			
		1. Plan technology workshops			
		2. Provide opportunities for grade level planning time to plan and share technology ideas			
		3. Increase technology in the classroom		7.	
	4. Provide in house technology support		8.		
	Strategy 2:	Strategy: Implement technology into the classroom as it relates to NCSCOS			
		Action steps:			
		1. Utilize Discovery Education Videos		5 Purchase Active Slates, document cameras/projectors	
		2. Utilize Open Source and free software		6.	
		3. Utilize County Curriculum Coordinators to train staff in implementing technology into the curriculum		7.	
			8.		
Strategy 3:	Strategy:				
	Action steps:				
	1.		5.		
	2.		6.		
		7.			
	3.				



4.

8.

Plan/Do

How will we fund these strategies?

Funding source 1: School general funds

Funding amount:

Funding source 2: Local district funds

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:

Review frequency: Quarterly

Assigned implementation team:

Check

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

Teacher evaluation instrument, Classroom walkthroughs, Committee data instrument

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

Growth on committee data instrument

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

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

Act

Priority Goal 5 and Associated Strategies

Area for improvement and supporting data:

Increase the amount of parent and community involvement to support the students and staff at Union Elementary

School Goal 5: Encourage parents/community to seek an active role in education and supporting the students at Union Elementary

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

Target: Increase parent involvement
Indicator: Parent/Teacher/Student surveys, EOG data,
Milestone date: Jun-12

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

Plan/Do

Plan/Do	Strategy 1:	Strategy: Increase parent/community awareness by providing opportunities to share instructional strategies			
		Action steps:			
	1. Conduct parent workshops			5.	
	2. Provide opportunities for parents to utilize the Parent Resource Room			6.	
	3			7.	
	4.			8.	
	Strategy 2:	Strategy: Promote positive relationships with parents/community by reaching out in nontraditional opportunities			
		Action steps:			
		1. Coordinate SUAA opportunities with PTO Meetings			5. Establish a weekend food assistance program to students in need
		2. Conduct home visits			6. Establish partnership with church to supply clothing to
3. Arrange opportunities for all staff members to ride a bus to get acclimated with the community				7.	
4. Establish Phone Conference Log			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 source 2: Select a funding source
Funding source 3: Select a funding source
Funding source 4: Select a funding source
Funding source 5: Select a funding source

Funding amount:
Funding amount:
Funding amount:
Funding amount:
Funding amount:
Total initiative funding:

Review frequency: Quarterly

Assigned implementation team:

Check

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

Parent/Teacher/Student Surveys, EOG data, Committee data instrument

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

Growth in committee data instrument, Parent/Teacher/Student survey results, Increased attendance in parent workshops and PTO meetings

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

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

Act

Safe School Plan for Union 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:

*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:

*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): Emily McGinnis

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.

Rtl teams, PEP's, Enrichment/Intervention Plans, Student Accountability during the school year, Peer Mentors - Peer Mediators, School Resource Officers (SRO's) interventions, Use NC WISE to identify attendance, academic and discipline concerns and patterns, Analyze EOG, Exceptional Children (EC), Limited English Proficient referrals and conferences, OSS and ISS discipline reports, guidance and attendance counselors.

Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

*In-school tutoring, after school tutoring, Behavior and Academic Intervention Plans, mentoring programs, RtI Teams, PEP's, IEP Goals, Benchmark Tests.

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.

Intensified Structure



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, Decrease in Drop-out Rates
Milestone Date: EOY

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

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

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

Professional Development	Planned/Completed				
General Principals' Meetings (Elementary/Middle/High)	Planned				
Videos - Blood borne Pathogens, Epi-Pen, Diabetes, Asthma	Completed				
Videos - Gang Awareness - Critical Incident Response	Completed				
Drill Training - Fire, Tornado, Lockdown	Planned	monthly, one per year, one per semester			
Anti-Bullying Program	Completed				
School Nurse Training	Planned/Completed				

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

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

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

The UCPS Communications Office oversees and contributes to a variety of print and electronic media that requires school information. UCPS news appears in a variety of outlets including school and district newsletters, local newspapers and even national magazines. The UCPS Communications Office maintains effective and informative district and departmental websites including a website for the superintendent and the Board of Education.

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





Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs		
Program or Strategy Being Funded	Amount of Funding	Source of Funding
English as a Second Language (ESL)		Local, State, Federal
Money in lieu of Summer School		Local
Other Alternative Placements		
Remediation		State
School Improvement Grants		Federal
School Resource Officers (SRO's)		Local
Title I		Federal
K-2 & 3-8 Individual Intervention Plan		Local

Diversity Plan for Union Elementary

Area for improvement and supporting data:

To raise awareness of diversity issues among the members of Union Elementary.

School Goal	Incorporate diversity training and develop opportunities to promote diversity for the staff, students, parents, and the community of Union Elementary .
Supports this district goal:	21 century systems operating efficiently and effectively
Target:	Teachers, students, and community
Indicator:	Parent/Student surveys, Parent Involvement data collection tool, PTO sign in sheet
Milestone date:	Ongoing through 2012

Diversity Improvement Strategies

Provide a literary focus by introducing new, culturally diverse texts to our students and teachers.		
Action steps:		
Strategy 1:	1. Implement "The Gift of Literacy" by providing each classroom with a new book each month with focuses on cultural diversity (Completed 2010-2011)	2. Add and highlight relevant and multicultural reading materials to school and classroom libraries. Create bulletin board displays and Cultural Corners.
Conduct diversity training to increase the staff's understanding of cultural diversity		
Action steps:		
Strategy 2:	1. Conduct In house staff development on cultural diversity	2. VIF teacher and 5th grade team share knowledge from their professional development.
Develop parent involvement opportunities that promote diversity		

Develop parent involvement opportunities that promote diversity		
Action steps:		
Strategy 3:	1. Utilize PTO performances to highlight and celebrate cultural diversity	2. Organize Social Book Clubs in grades 3-5

How will we fund these strategies?

Funding source 1:	Local district funds	Funding amount:	
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 fund	

Review frequency: Quarterly

Assigned implementation team: Globalization Committee

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

parent/community surveys, PTO sign in sheet, Globalization committee minutes and surveys

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

Parent/community surveys, Globalization surveys

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

TBD

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

TBD

Globalization Plan for Union Elementary

Area for improvement and supporting data:

To raise awareness of globalization issues among members of Union Elementary

School Goal	Incorporate global awareness training and service to reach out to other areas of the world in order to become a more globally-minded school.
Supports this district goal:	21 century systems operating efficiently and effectively
Target:	Teachers, students, and community
Indicator:	Globalization committee roster and minutes, Globalization surveys, global schools recognition.
Milestone date:	Ongoing through 2012

Globalization Improvement Strategies

Strategy 1:	Provide professional reading opportunities and introduce new, culturally relevant texts to our school.		
	Action steps:		
	AIG teacher will work with 2nd grade teachers and students through Global Kids Program.		2. Add and highlight culturally relevant reading materials to school and classroom libraries.
Strategy 2:	Introduce technology as a way of communication and interaction between our school and other areas of the world.		
	Action steps:		
	1. Employ the assistance of instructional technology personnel to train staff on Web tools		2. Use technology to gain access to communities outside of the U.S.

Strategy 3:	Action steps:	

How will we fund these strategies?

Funding source 1:	Select a funding source	Funding amount:	
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:	\$0

Review frequency: Quarterly

Assigned implementation team: Globalization Committee

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

Globalization surveys, Global schools recognition

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

Globalization surveys, Parent/student survey, an environment that surrounds students with artifacts of different cultures, including work produced by the students themselves.

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

TBD

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

TBD

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 school wide program. The goals and strategies you've already developed may fulfill many of these requirements.

School wide 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.

			Priority Goal 1	Priority Goal 2			
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	Fully implement Reading Recovery as an early intervention at tier 2 and tier 3 level					
	Strategy 2	Certified Staff will participate in professional development about Common Core/ES through NCDPI modules.					
	Strategy 3	Train staff through research-based, highly-qualified best practices in reading, writing, and math.					

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

All certified staff members participate in a weekly staff development of research based instructional practices. Grade level teachers also participate in weekly grade level team meetings to discuss and plan upcoming units of study as well as instructional practices. We support identified students with layered instructional and behavioral support. The Rtl team meets to discuss the specific needs of each student and creates a student intervention plan to address the specific needs. The Rtl team meets monthly to progress monitor each student to measure growth and set new goals.



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 school wide 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.

				Priority Goal 2			
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	Train our staff so that they are highly qualified with the best practices.					
	Strategy 2	Provide mentor and peer coaching opportunities where teachers observe each other and receive feedback.					
	Strategy 3	Provide focused feedback from administration during formal and informal observations.					
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 participate in weekly team meetings to plan upcoming units of study and discuss instructional practices. All certified staff participate in weekly staff development to train staff with best practices. Teachers are provided with opportunities to observe their peers and receive feedback. Teachers are also provided feedback by administrators from data collected during classroom walkthroughs.

High-quality and ongoing professional development: Teachers and other staff in school wide 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 school wide 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,

<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>				Priority Goal 2			
	Strategy 1	Provide professional development that is research-based and current.					
	Strategy 2	Provide professional development in the areas of data collection and analysis.					
	Strategy 3						

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:

Certified staff participate in weekly staff development opportunities. Teachers meet on a weekly basis with in house curriculum coordinator and county curriculum coordinators to discuss goals and objectives as it relates to upcoming units of study. Teachers also participate in developing and following guides to ensure that all objectives are being covered in all subjects.

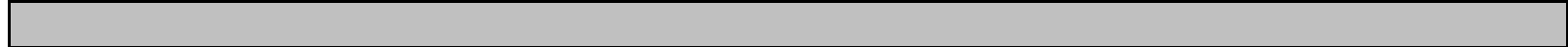


Strategies to attract highly qualified teachers to high-need schools: Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the school wide plan must describe the strategies it will use to attract and retain highly qualified teachers.

				Priority Goal 2			
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	Conduct In house staff development focusing on the specific needs of the school as well as credit renewal					
	Strategy 2	Support from Literacy/Math specialist to assist students who are in need of additional support					
	Strategy 3	Provide ongoing support from administration, curriculum coordinator, mentor/peer teachers					

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:

Our school supports beginning teachers by providing training to familiarize them with instructional practices and school wide initiatives. Curriculum support is also provided to teachers who are new to a grade level to ensure all goals and objectives are being covered.



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 school wide 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.

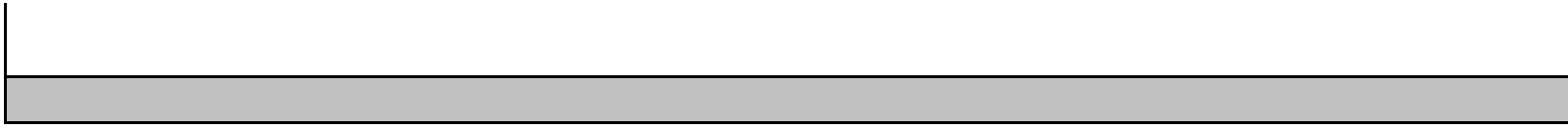
							Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	Provide opportunities to encourage parent participation i.e., Muffins for Mom, Donuts for Dad					
	Strategy 2	Conduct parent workshops/Utilize Parent Resource Room					
	Strategy 3	Include opportunities for parents to serve on various committees					
	Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:						

Teachers communicate with parents through conferences and daily notes in the agenda. Teachers keep a phone conference log to document ongoing conversations with parents. When parents are unable to come to the school for a conference, home visits will be arranged. Teachers send home weekly newsletters informing parents of classroom news. A school newsletter is sent home monthly to inform parents of school-wide events. Communication folders will be purchased for all students and sent home every Monday with information from the school.

Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school wide 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 school wide programs capitalize on this strong start.

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	Hold transition meetings and visits to kindergarten classrooms to prepare them for the next year.					
	Strategy 2	Include Pre-k teachers in staff development to ensure a seamless, comprehensive instructional plan					
	Strategy 3	Pre-k staff will conduct home visits to ensure a smooth transition into pre-k					
	Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:						

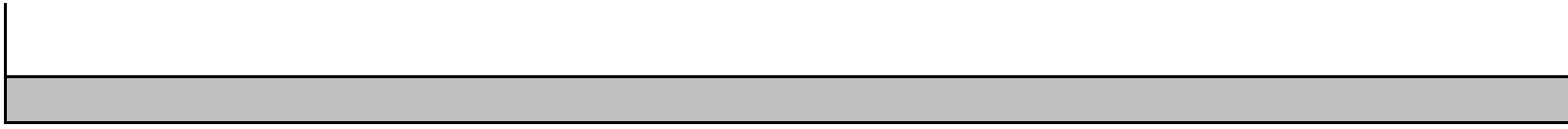
Our Pre-k teachers participate in our weekly staff development to ensure instructional practices are consistent with school wide initiatives.



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 school wide 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.

				Priority Goal 2			
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	Organize monthly Rtl meetings to progress monitor students receiving tier 2 or tier 3 support					
	Strategy 2	Compile various forms of assessments in a Teacher Data Notebook to track ongoing progress of all students					
	Strategy 3	Provide ongoing staff development focusing on data collection and analysis of data used to drive instruction					
	Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:						

Teachers will compile a notebook with benchmark, formal, and informal assessments. The various assessments are analyzed to measure growth and drive instruction for individual students and the class as a whole. Grade levels will analyze data of common assessments (ie: ClassScapes, DRA, County math assessments) to make decisions for remediation during I/E blocks. Instructional Support staff will analyze assessment data to determine which students need additional support through Reading Recovery or RTI tutors.



Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The school wide 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.

			Priority Goal 1				
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Strategy 1	Utilize universal screenings to identify students in need of additional support				
		Strategy 2	Follow the Rtl process to provide the appropriate level of support to students in need				
		Strategy 3	Using disaggregated data, identify students in need of additional support and support those students through Rtl				
	Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:						

All certified staff members participate in a weekly staff development of research based instructional practices. Grade level teachers also participate in weekly grade level team meetings to discuss and plan upcoming units of study as well as instructional practices. We support students identified from the universal screenings and disaggregated data with layered instructional and behavioral support. The Rtl team meets to discuss the specific needs of each student and creates a student intervention plan to address the specific needs. The Rtl team meets monthly to progress monitor each student to measure growth and set new goals. Two retired certified teachers will be hired to serve as RTI tutors.

Coordination and integration of Federal, State, and local services and programs: School wide 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, school wide 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 school wide program.

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	Funds will be used to reduce class sizes					
	Strategy 2	Funds will be used to hire highly qualified teachers to provide extra support to students in need					
	Strategy 3	Funds will be used to purchase materials and supplies necessary to support the instructional practices/programs					
	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:						

The School Improvement Team utilizes student data and teacher/parent/student surveys to develop a spending plan to address the needs of the school. The largest portion of the money is used to reduce class sizes and maintain instructional support personnel to support students in need.



Additional Required Components of the SIP

Duty-free lunch

Assistants will cover the cafeteria while certified staff members have duty-free lunch. Assistants will be provided duty free lunch directly before or after their cafeteria duty. A schedule was provided to staff members prior to the start of school.

Duty-free Instructional Planning time (G.S. 115C-301.0)

Each classroom teacher is allotted a 40 minute duty-free planning time each school day as well as the time from 2:15 to 2:45 each afternoon, excluding scheduled meetings.