

## 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

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

## Recommended Data Sources for Analysis by School Improvement Teams

<p><i>Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.</i></p> <p><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)</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>Ready Schools Inventory/Ready Schools Plan</b> (<a href="http://ncreadyschools.org">http://ncreadyschools.org</a>)</p>
<p><b>Special Education Continuous Improvement Plan</b></p>
<p><b>Title I AYP</b> (<a href="http://ayp.ncpublicschools.org">http://ayp.ncpublicschools.org</a>)</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 Unionville Elementary School

### Vision:

All students at Unionville Elementary will experience academic growth being led by 21st century professionals in a positive and caring atmosphere.

### Mission:

The mission of Unionville Elementary School is to provide a safe and positive learning environment for all students. Success will be achieved through high academic expectations, character education, and enrichment through all disciplines.



**LEA or Charter Name/Number:** Union County Public Schools - 900  
**School Name/Number:** Unionville Elementary School  
**School Address:** 4511 Unionville Road, Monroe, NC 28110  
**Plan Year(s):** 2009-2012  
**Date prepared:** 9/9/2011

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

9-Sep-11

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

Date

Date

### School Improvement Team Membership

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

Committee Position*	Name	Committee Position*	Name
Principal	Sharyn VonCannon		
Assistant Principal Representative	Bryan Lynip		
Parent Representative	Donna Knight		
Inst. Support Representative	Wendy Griffin, Mika Bruce		
Teacher Assistant Representative	Ramona Seegars		
Teacher Representatives	Kim McManus		
	Betsy Wallace		
	Laura Griffin		
	Jayna-Beth Dinkins		
	Robin Stegall		
	Courtney Luce		
	Eric Hinson		
	Debbie Gebbie		

\* 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

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?

We are growing all students, however some are not growing as much as we would like even though we met high growth in all areas. Survey data indicates that parents are pleased with the school. Satisfaction with academics, safety, and leadership is higher than the UCPS average in all areas. We achieved the status of High Growth/School of excellence for 10/11 year. We are proud of that. However, data analysis reveals that we still have kids on grade level but not making growth. Without looking at growth these students can slip through the cracks.



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

We have a large gap in our White and Hispanic population in Reading. Our Hispanic population is not big enough at this time to form a subgroup by AYP standards. However, it is a concern to us. Last year our gap in reading was 26% between whites and Hispanics. This year our gap got larger - 44.5%. That widening gap was largely due to the poor performance of 3rd grade students on the reading test. Only 2 of 10 hispanic students passed the reading test. 8 of 10 Hispanic students (same students) passed the math. Although Hispanic students scored poorly, no Hispanic students were labeled low growth. We concluded that our students are growing at a moderate or high rate. However, our Hispanic students struggle to perform well on the reading portion of the exams. Since we have relatively few Hispanic students, we concluded that very targeted reading intervention might produce significant results in closing the gap.

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

Between using data provided by onsite benchmark testing and data provided by standardized testing, we don't feel we are missing data. The trick is interpreting data in a way that is useful to us to adjust our focus or resources. We continue to develop that capacity in our PLC teams.

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.

To increase the percentage of students who are achieving at or above grade level in grade 3-5 reading and math. We are currently at 85.9% (80.7 last year) passing reading and 97% passing math (90.7 last year). Our goal is to increase the percentage on or above grade level in each by 5%. We met our goal to achieve moderate to high growth. We aim to do that again for the 2011 2012 School year

## Priority Goal 1 and Associated Strategies

**Area for improvement and supporting data:**

Unionville Elementary will increase the percentage of students in grades 3-5 scoring a level 3 or 4 on End of Grade assessments in reading and math in an effort to promote student achievement.

<b>School Goal 1:</b>	Unionville students in grades 3-5 will demonstrate grade level proficiency in reading and math as measured by the state standardized assessment measure at the end of the year. All students will be categorized as making growth or high growth on EOG testing
<b>Supports this district goal:</b>	High achieving and globally competitive students
<b>Target:</b>	All Students
<b>Indicator:</b>	ABC, AYP, EOG ( All EOG Data), Common Assessments
<b>Milestone date:</b>	Jun-12

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

Plan/Do

<b>Strategy 1:</b>	<b>Strategy:</b> Incorporate small group instruction, embrace multiple intelligences and utilize technology. Teachers will advance in using higher order questioning skills and use of specific feedback to increase student achievement	
	<b>Action steps:</b>	
	1. Ongoing professional development	5. World View Symposium - technology focus
	2. Common Assessments	6
	3. Lesson Plans	7
	4. Purchasing of Leveled Books ( Informational Text)	8
<b>Strategy 2:</b>	<b>Strategy:</b> Continue BOB (enrichment/remediation) Time and effective use of intervention team.	
	<b>Action steps:</b>	
	1. Weekly grade level Intervention Meetings	5. Tutoring
	2. Remediation of students in Tier 1, 2 and 3	6. Training on making intervention goals specific, purposeful, and measureable
	3. Enrichment plans	7
	4. Cross grade level discussions with chairs	8.
<b>Strategy 3:</b>	<b>Strategy:</b> Implement English Language Learners professional development	
	<b>Action steps:</b>	
	1. Use ELL teachers as a resource	5
	2. Use Strategies taught by Helen Giles	6.
	3. Use Literacy Coach and Leveled Literacy	7.
	4. Develop a Language resource pool	8.



<b>Plan/Do</b>	<b>Strategy:</b> All students will be able to read at grade level by the time they enter second grade. Strategies in place are:	
	<b>Action steps:</b>	
	<b>Strategy 4:</b> <ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Core Instruction</li> <li>• Leveled Literacy Intervention teachers</li> <li>• Before school computer lab instruction for targeted</li> </ul>	<ul style="list-style-type: none"> <li>• Parent volunteer reading buddies</li> <li>• 5th grade Peer mentors</li> <li>• Intervention time built into master schedule</li> </ul>
	<b>Strategy 5:</b>	
	<b>Strategy:</b> Duty Free Lunch/Duty Free Instructional Planning It was a site based decision to allow grade levels the flexibility of creative scheduling of duty free lunch. K-2 teachers use their teacher assistants to cover their classes. Our 3-5 teachers rotate their duty free lunch and divide the teacher's class among the other five while she is having duty free lunch. Teachers also have a 45 minute duty free planning time daily. Under GS 115c-301.0 Every teacher is provided a duty free instructional planning time of at least 5 hours per week. This occurs in increments of 45 minutes 5X a day in addition to 40 minutes daily afterschool.	
<b>Funding source 2:</b> Federal funds - Title I		<b>Funding amount:</b>
<b>Funding source 3:</b> State funds for at-risk students		<b>Funding amount:</b> \$4,200
<b>Funding source 4:</b> School general funds		<b>Funding amount:</b>
<b>Funding source 5:</b> Local district funds		<b>Funding amount:</b>
		<b>Total initiative funding:</b> \$4,200
<b>Review frequency:</b> Quarterly		
<b>Assigned implementation team:</b> School Improvement Team		
<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
EOG Data, Teacher Assessments, Six weeks grades, student and parent surveys, site base team, Moodle website visits, ClassScape Data		
<b>Check</b>	EOG data, classscape data, AYP data, ABC data	
	<b>Act</b>	
Midpoint evaluation suggests that most students are progressing satisfactorily. 15 students have come through at least tier two of intervention team. Three students thus far have qualified for services with exceptional children. Students in the before school pilot program using study island 2x a week are not "sick" of it. The lessons were initially too hard. Adjusted program to work "off grade level" with students. Still experimenting with capability of program. Trying to see if it will target very specific deficits. We are looking at the possibility of hiring additional help or shifting resources for students in lower grades		

## Priority Goal 2 and Associated Strategies

**Area for improvement and supporting data:**

Utilize data that we already gather as a tool to drive instruction. We gather a lot of data that we don't fully use - for example: Specifics from DRA as opposed to just the number, change scores, growth information, Kinder assessments

<b>School Goal 2:</b>	Utilize data as a tool to drive instruction
<b>Supports this district goal:</b>	21 century systems operating effeciently and effectively

<b>Target:</b>	Increase the use of data tools by teachers.
<b>Indicator:</b>	Teachers use reports and observation data.
<b>Milestone date:</b>	Jun-10

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

Plan/Do

	<b>Strategy:</b> Implement the effective use of the ClassScape tool.		
	<b>Action steps:</b>		
<b>Strategy 1:</b>	1. Teacher Implementation Training		5.
	2. Student introduction		6.
	3. Benchmark testing		7.
	4. Teacher Report Training		8.
	<b>Strategy:</b> Implement 6 week data charts		
	<b>Action steps:</b>		
<b>Strategy 2:</b>	1. Analyze data to inform instruction		5.
	2. Use Data to drive instruction		6.
	3. Share data across grade levels.		7.
			8.
	<b>Strategy:</b> Use technology to provide differentiated instruction and immediate feedback		
	<b>Action steps:</b>		
<b>Strategy 3:</b>	1. Study Island Club		5. Education City
	2. First in Math		6.
	3. Reading Eggs		7.
	4. Other self paced programs for tutoring AM/PM		8.

<b>Plan/Do</b>	<b>How will we fund these strategies? Distric wide implementation</b>		
	<b>Funding source 1:</b>	Local district funds	<b>Funding amount:</b> \$0
	<b>Funding source 2:</b>	School general funds	<b>Funding amount:</b> \$2,500
	<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>	Select a funding source	<b>Funding amount:</b> \$0
		<b>Total initiative funding:</b>	<b>\$2,500</b>
	<b>Review frequency:</b> Quarterly		
	<b>Assigned implementation team:</b> Site Based Management Team, Instructional Leadership Team		
<b>Check</b>	<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, classroom walk through data.		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
	Student achievement data, benchmark testing, Student data charts		
	<b>What does data show regarding the results of the implemented strategies?</b>		
	EOG data, classscape data, AYP data, ABC data		
<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>		
	Midpoint evaluation suggests that most students are progressing satisfactorily. 15 students have come through at least tier two of intervention team. Three students thus far have qualified for services with exceptional children. Students in the before school pilot program using study island 2x a week are not "sick" of it. The lessons were initially too hard. Adjusted program to work "off grade level" with students. Still experimenting with capability of program. Trying to see if it will target very specific deficits. We are looking at the possibility of hiring additional help or shifting resources for students in lower grades who do not appear to be moving as hoped in the LLI program. 1x3 ratio intervention. Thought is that they may need 1x1 ratio intervention.		



## Priority Goal 3 and Associated Strategies

**Area for improvement and supporting data:**

Increase the frequency of positive home communications in an effort to be proactive in modifying student behavior(s) concerning discipline (Preemptive Interventions)

**School Goal 3:**

To explore and enhance the correlation between initiating positive parental dialogue versus the reduction in formal and informal school/classroom discipline

**Supports this district goal:**

Safe, orderly, and caring schools producing healthy responsible students

**Target:**

All Students

**Indicator:**

Parent Survey, Question #9 "Teachers tell me about the positive things my child does."

Parent Survey, Question #7 "Parents are invited to participate in school activities."

**Milestone date:**

EOY Survey Information

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

Plan/Do

Plan/Do	<b>Strategy 1:</b> Increased documentation of phone calls home and associated responses (positive as well as corrective)			
	<b>Action steps:</b>			
	<b>Strategy 1:</b>	1. Implementation of "Phone Log" showing initial positive contact home		5.
		2. Documentation of positive/negative responses		6.
		3. Positive Behavior Intervention Support data		7.
		4.		8.
	<b>Strategy 2:</b> Develop/improve print communication - postcards, classroom/school newsletters, positive notes in agenda			
	<b>Action steps:</b>			
	<b>Strategy 2:</b>	1. Personal invitation to attend Open House		5.
		2. Mail/send positive postcards home		6.
		3. Increased use of distribution lists for classroom		7.
		4.		8.
	<b>Strategy 3:</b> Develop/improve classroom/school website information			
<b>Action steps:</b>				
<b>Strategy 3:</b>	1. Teacher/Class Moodle Site		5.	
	2. School Website		6.	
	3. pilot 3-5 interactive "course" websites		7.	
	4.		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> \$500
	<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>\$500</b>
	<b>Review frequency:</b> Quarterly	
	<b>Assigned implementation team:</b> Administration, School Improvement Team	
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>	
	Number of contacts in phone logs, number of positive responses to note cards, number of visits to websites, parent feedback (verbal, written)	
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>	
	Tracking the number of discipline referrals or interventions	
	<b>What does data show regarding the results of the implemented strategies?</b>	
	EOY Survey Information should be able to produce positive increases from year to year.	
	<b>Based upon identified results, should/how should strategies be changed?</b>	

Act

PBIS program is consistently implemented by teachers and is achieving desired results. Continue implementing. Work to increase bus driver use of positive discipline is achieving results



## Priority Goal 4 and Associated Strategies

**Area for improvement and supporting data:**

Enrich the experiences of Unionville students and staff in an effort to promote global literacy by encouraging communication, acceptance, understanding, and collaboration in a diverse interdependent world.

**School Goal 4:**

By June 2011 Unionville Elementary students in grades k-5 will be monitored with the following benchmark for this cycle. High achieving and globally competitive students.

**Supports this district goal:**

**Target:**

Unionville students and staff

**Indicator:**

**Milestone date:**

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

Plan/Do

<b>Plan/Do</b>	<b>Strategy 1:</b> Consciously use read alouds and other text to enrich students global understanding.		
	<b>Action steps:</b>		
	Inventory classroom libraries for multiculturalism		
	Integrate text into other curriculum		
	Staff development by World View Committee		
	<b>Strategy 2:</b> Grade levels will focus on specific cultures of different countries.		
	<b>Action steps:</b>		
	Classes will create investigations on their countries		
	Teach buddy classes		
	Create an infomercial on their country		
	Participate in an international celebration		
<b>Strategy 3:</b> Provide opportunities for teachers to be engaged in globalization conciousness raising themselves			
<b>Action steps:</b>			
1. Provide opportunities to travel abroad - costa rica		5.	
2. Engage in the Global Schools Network		6.	
3. Embrace VIF teacher and learn of her culture		7.	
4.		8.	



Plan/Do

**How will we fund these strategies?**

**Funding source 1:** Federal funds - Title I

**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:**

Check

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

Classroom libraries that demonstrate cultural diversity. Agenda items in faculty meetings initiated and presented by globalization committee, student investigations on country of focus. Displays in classrooms focusing on at least country of study is a basic expectation.

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

Classroom libraries that demonstrate cultural diversity. Agenda items in faculty meetings initiated and presented by globalization committee, student investigations on country of focus. Displays in classrooms focusing on at least country of study is a basic expectation. Teachers will increase the number of times that they use international content appropriately to teach standard course of study curriculum.

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

Teachers have embraced globalization initiatives beyond initial expectations. All are meeting basic expectations. Many are integrating global content into lessons in innovative ways. 8 teachers went on summer trip to costa rica at own expense.





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

Continue staff development. Offer additional opportunities for international travel/experience

**Act**



## Safe School Plan for (UNIONVILLE Elementary School)

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

Name and role of person(s) responsible for implementing this plan:	Dr. Ed Davis
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### Statement of Responsibility for the School District Superintendent

In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

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

\*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): Bryan Lynip

Teachers: Kim McManus, Betsy Wallace, JB Dinkins, Courtney Luce, Jody Hilliard, Eric Hinson, Kristen Miles, Beth Pressley

Teacher Assistants: Ramona Seegars

Other School Staff: Wendy Griffin, Mika Bruce, Laura Zygo

**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.

IT teams, senior/student failure list, PEP's, Enrichment/Remediation Plans, use of BMT's, Student Accountability during the school year, Peer Mentors - Peer Mediators, School Intervention Teams/TAT, South Providence, Day Treatment Screening, Career Academy South Providence (CASP), Teen Pregnancy Support Personnel, high school - ALTS, middle school - ALPS, Rising 9th grade programs - STAR, Transition 9, Single gender classes, School Resource Officers (SRO's) interventions, Use NC WISE to identify attendance, academic and discipline concerns and patterns, Analyze EOG, EOC, SAT, PSAT, Alternative Assessments, and other standardized test scores, Exceptional Children (EC), Limited English Proficient referrals and conferences, OSS and ISS discipline reports, guidance and attendance counselors (Add or delete items above as appropriate for the school and school level.)



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 Scales, mentoring programs, Intervention Teams, Behavior Plans/Agreements, 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.

Odysseyware, Nova net, Nurtured Heart, Smaller class size - Lower Student/Teacher Ratio, Intensified Structure, Level Programs designed to transition back to home school



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:** Complete Blood borne pathogens, gang awareness, and critical incident videos

**Target:** 100%

**Indicator:** Attendance records

**Milestone Date:** August 30th

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 - Bloodborne 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			
SRO Training (ex. Crisis Intervention Training)	Completed				
Certified Trainers assigned to high school clusters	NA				

Coaches' Certification	NA				
Anti-Bullying Program	Completed				
School Nurse Training	Completed				

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

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

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

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

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

<b>Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs</b>		
<b>Program or Strategy Being Funded</b>	<b>Amount of Funding</b>	<b>Source of Funding</b>
English as a Second Language (ESL)		Local, State, Federal
Dropout Prevention Counselors (10)		State
In-School Suspension Programs Middle/High		State
Remediation		State
School Improvement Grants		Federal
School Resource Officers (SRO's)		Local
Title I		Federal
Alternative School		State
K-2 & 3-8 Reading/Intersession/Remediation		Local
TRU - UCPS Tobacco Education Course		State
Summer School -Multi-Site Plan (EOC only)		Local
Money in lieu of Summer School		Local
Other Alternative Placements		

# World View

The University of North Carolina at Chapel Hill

Sharyn VonCannon <b>Person Completing the Form</b>	Unionville Elementary School <b>School or College Name</b>
Principal <b>Position</b>	Union County Public Schools <b>City or County</b>
World view Symposium <b>Program Attended</b>	Dr. Ed Davis <b>Superintendent or President's Name</b>
October 14-15, 2009 <b>Dates Attended</b>	

## Action Plan

### Statement of Objectives/Goals:

Goal: To increase students', teachers' and school administration's knowledge and understanding of the world and to develop skills for the 21st century by creating an environment conducive to global learning.

### Implementation

#### What needs to be done

- established a global education committee
- global team to attend training workshops and conferences
- purchase books for resources
- purchased flags from different countries
- painted world and us murals
- service learning projects

### Evaluation

- What evidence indicates progress
- monthly meetings
- number of staff who participate
- orders submitted plus books received by Feb 2010
- Flags in front entrance and in media center
- Painted murals on blacktop and by cafeteria
- Teacher moodle sites

Ongoing technology in area of need	Tech department
Developed partnerships with schools in South Africa, Costa Rica, Dominican Republic and	Community projects - provide books in spanish to two schools
Organized international travel culture trip summer 2009	staff went to Costa Rica with Spanish Immersion Program
Organize international travel culture trip summer 2012	
Recognized as International School by UCPS 2011	
Global Gateway school Year 1 - 2nd grade	

**By Whom and When**

Principal - August 11  
 Global Education Committee plus principal - 11/12 school year  
 media coordinator  
 Principal  
 High School Art club  
 Administration and Staff  
 Interested classroom teachers - 9 staff went to Cos  
 Jennifer Stoltz - technology rep for county 11/12

**How and when will evidence be gathered**

meetings, minutes, and updates  
 attendance and registration  
 media center book check out  
 classes using flags for resources  
 classes using maps for resources  
 completion of projects  
 Credit from Spanish Immersion Program  
 results of technology survey, attendance at workshops offered

**What Resources**

Globally minded staff members  
 World View website, Universities, and guest speakers  
 Grants, media funds, staff development funds  
 PTO fundraiser  
 PTO and Art students  
 NCSCOS, staff members, site-based  
 digital data  
 teacher observations  
 Costa Rica Spanish Immersion Center

## **Drop Out Prevention Plan for Unionville Elementary**

### **2011-2012**

( based on at risk criteria at the elementary level)

Students who have been identified as having one or more of the criteria of being at risk of dropping out of school once they enter high school. These student are part of an academic watch list. They will take part in a pilot program from 7:00-7:30 in the computer lab. Breakfast will be provided. Most on the list have free breakfast. This will be run from 7:00 to 7:30 in the computer lab on Mondays and Wednesdays (at first) We will be using a program called Study Island as well as a K-2 program called Reading Eggs. This is a program where students log in and are shepherded through activities based on their demonstrated performance. Students will be assigned a faculty mentor who will take a special interest in them.

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

We have a large gap in our White and Hispanic population in Reading. Our Hispanic population is not big enough at this time to form a subgroup by AYP standards. However, it is a concern to us. Last year our gap in reading was 26% between whites as compared with Hispanics. This year our gap got larger - 44.5%. That widening gap was largely due to the poor performance of 3rd grade students on the reading test. Only 2 of 10 Hispanic students passed the reading test. 8 of 10 Hispanic students (same students) passed the math. Although Hispanic students scored poorly, no Hispanic students were labeled low growth. We concluded that our students are growing at a moderate or high rate. However, our Hispanic students struggle to perform well on the reading portion of the exams. Since we have relatively few Hispanic students, we concluded that very targeted reading intervention might produce significant results in closing the gap. Our goal is to achieve moderate to high growth for all students.

### **Plan/Do/Goal**

Incorporate small group instruction, embrace multiple intelligences and utilize technology. Teachers will advance higher order questioning skills and increased use of specific feedback to increase student achievement. Teacher

#### Strategy:

Use ELL teachers as a resource

Staff development with Helen Giles

Hold ELL family night

Loti training module 1 - Higher Order Thinking Skills

Common Assessments

Lesson Plans

Purchasing of Leveled Books ( Informational Text)

Weekly grade level Intervention Meetings Tutoring

Remediation of students in Tier 1,2 and 3

Enrichment plans

ClassScape will be used to track and assess student progress.

Ongoing until June 2012

Person Completing the Form	Cluster: Piedmont
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**Reflection/Action Plan**

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

**Objective 1: Continue to focus our efforts on Graduation**

Implementation			Evaluation	
<i>What needs to be done?</i>	<i>By whom and when?</i>	<i>What resources?</i>	<i>What evidence indicates progress?</i>	<i>How and when will evidence be gathered?</i>
<ul style="list-style-type: none"> <li>Continue to focus on vertical alignment and discuss focus on "at-risk students" (share data Elem-&gt;Middle-&gt;High)</li> <li>Keep data on K-5,6-8,9-12, cohort</li> <li>Outreach to families of at risk students</li> </ul>	<ul style="list-style-type: none"> <li>Cluster Administration</li> <li>NC Wise Admin</li> <li>Counselor, Admin, Dropout prevention</li> </ul>	<ul style="list-style-type: none"> <li>Teachers, counselors and administration</li> <li>Testing data, retention data</li> </ul>	<ul style="list-style-type: none"> <li>Cohort retention rates/graduation rates and dropout rates</li> <li>Dropout rates</li> </ul>	<ul style="list-style-type: none"> <li>Year end</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>PMS will begin two new CTE classes</li> <li>Create Video games</li> <li>AG/BIO tech</li> <li>PHS will continue to develop the certification programs (Microsoft word, med science, ag education, welding)</li> </ul>	<ul style="list-style-type: none"> <li>PMS Teacher</li> <li>Certified staff</li> </ul>	<ul style="list-style-type: none"> <li>CTE course materials</li> <li>Course materials</li> </ul>	<ul style="list-style-type: none"> <li>Student work/evidence</li> <li>Students successful completion of course awarding of certificates</li> </ul>	<ul style="list-style-type: none"> <li>Year end</li> </ul>

**Unionville School Team PLC  
(Continuous Improvement)  
Plan**

**Year**

Sept. 18-20, 2008 Washington DC – DeFour Conference

Oct. 22, 2008-April, Teach First

Dec, 1-2, 2008 Raleigh – DeFour Conference/Leadership

February 3-4, 2009 PLC Presentations to Fairview and New Salem faculties.

27-Apr-09 All day observation at Kensington

2009-2010 Put a 30 minute enrichment/remediation block for all classes into the master schedule.

Each August we develop Team Norms and Mission Statements.

Began RTI/Intervention Team

April, 2011 Atlanta – Common Assessments Workshop

September, 2011 Shipley's & Associates Training

October, 2011 Set aside each Wednesday until 4:00 for PLC team discussions.

1-Nov-11 Shipley's & Associates on site training  
Self assessment on PLC implementation

23-Nov-11 PLC staff development  
PDSA model overview  
Begin process of developing Action Plan

2011-2012 Coaching model teachers with Jo Wheeler

2012-2013 Implement PDSA (Plan/Do/Study/Act)  
and Systems Approach to Continuous  
Classroom Improvement - Restructure of committees to facilitate this