

School Vision and Mission Statements for Waxhaw Elementary

Vision:

We Believe ...

- All students are capable of learning.
- Learning is an active, lifelong process which should be meaningful and relevant.
- Learning is best accomplished in a safe, secure, and nurturing environment where mutual respect is fostered between administration, teachers, parents, and students.
- Education is an equal partnership between school, home, and the community.
- Instructional diversity, including brain-friendly practices, will meet the unique learning styles, rates, and needs of our students.
- School improvement is a continual process which will result in improved student performance.

Mission:

At Waxhaw School, our mission is to keep all stakeholders on ...

The Waxhaw

- Responsibility for actions
- Opportunities for growth
- Accountability for success
- Development of learners
of progress!



Data Summary Analysis for Waxhaw Elementary

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?

During the 1/21/2010 SBM meeting we conducted a plus/delta activity and identified the following strengths:

Implementation of PBIS

Mosaic of Thought Book Study

Kathy Kennedy staff development

Increased Teacher Assistant in second grade

new school mascot--positive energy/improves school climate

Incorporating the Terrific Kids program

Starting Leveled Literacy Intervention (LLI)

Book room to support reading instruction

Volume of volunteers

New math adoption

Input from administrators on literacy

Increased technology-Netbook carts (\$30,000 gift from the Town of Waxhaw)

Comprehension tool kits to support reading instruction



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

During the 1/21/10 SBM meeting we identified the following deltas:

- Assessment timelines (Too many, Too close)
- Lack of assemblies (Character education, curriculum, cultural),
- Improvements needed for the book room system and a committee
- Utilizing volunteers for PBS and book room
- Staff development book studies on other areas
- Scheduling
- Improved literacy for PreK
- Technology (internet access, working ports, I Books)
- Science resources for fifth grade teachers

Comprehensive Needs Assessment Results:

We need to focus on A2: Curriculum and Instructional Alignment; A3: Data Analysis and Instructional Planning; A4-Student Support Services

Teacher Working Conditions Survey:

7.3C-use of time in my school was one area that had the lowest score on the survey--specifically teachers indicated they would like increased guidance classes to address character development and social issues as well as having a double block of planning once a grading period

9.1H-decisions about instructional delivery--committee discussed the need to incorporate flexible grouping among classes for enrichment and/or remediation

AYP Results for 2009-2010:

Reading: 71.6% of Economically Disadvantaged students were Proficient with Growth compared to 81.9% for all students and 87.7% for White students.

Math: 82.8% of Economically Disadvantaged students were Proficient with Growth compared to 88.4% for All Students and 90.7% for White students



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

At this point in time the team feels like we have adequate data, however, benchmark data collected throughout the year would be beneficial in determining progress.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

Based on the feedback from the surveys and the Comprehensive Needs Assessment the top priorities are:

Curriculum--Instructional Alignment (dimension A2)--we scored emerging in regards to providing opportunities and support for students to engage in rigorous coursework as well as the integration of technology resources into classroom instruction; we scored lacking in regards to collaboration with the community to provide opportunities for students to learn about potential career choices.

Data Analysis (dimension A3)--scoring varied from emerging to developing--team discussed the need to be more data driven with instruction by providing more guidance with data collected from reading and math assessments.

Student Support Services (dimension A4)--scoring varied from developing to emerging; focus on a need for increased class time with guidance counselor

Staff Development:

Interpretation of survey data and discussion yielded a need for a variety of staff development opportunities in various content areas as well as how to use and integrate technology into the curriculum

AYP Results and ABC results indicate that we are not meeting high growth with a large percentage of our students and we have a proficiency gap among our economically disadvantaged students and our African American students.

School Goal 1 for Waxhaw Elementary

Area for improvement and supporting data:

The results of the Teacher Working Conditions survey and the Comprehensive Needs Assessment indicate that we need to improve data analysis and instructional planning.

School Goal 1:	Consistently monitor and modify instruction to enhance students' learning thereby achieving high growth and closing achievement gaps while also improving our composite score to 85%. In addition, this goal supports the long-range goal of decreasing the UCPS high school drop out rate. (It is further supported in the Parkwood Cluster GIG plan and the Closing the Achievement Gap plan--see attached worksheets.)
Supports this district goal:	High achieving and globally competitive students
Target:	All students
Indicator:	Data from AYP and ABC results
Milestone date:	EOY

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

Plan/Do

	Strategy: Utilize an enrichment/intervention block to meet learning needs in Kindergarten through 5th grade in both reading and mathematics.	
	Action steps:	
	1. Identify student needs through assessment data: common formative assessments, DRAs, EOGs, ClassScapes, UCPS Quarterly Math Assessments, Running Records, EVAAS, and other applicable measures	3. Implement the planned individual and small group learning utilizing teacher assistants and teams on a schoolwide basis
	2. Collaboratively plan instructional opportunities for I/E	4. Student learning is maximized by scheduling multiple teacher assistants during each grade level I/E to provide instructional support
	Strategy: Include all components of a balanced literacy model, and improve individualized instruction (guided reading, strategy groups, interactive writing, etc.) in all grades.	
	Action steps:	
	1. Teachers collaborate with curriculum coordinator and administration to determine planning strategies and forms	5. Interactive writing, shared reading, and interactive read aloud are included in the master schedule and in lesson plans as appropriate by grade level
	2. Conduct lab settings with curriculum coordinator	
3. Ongoing prof. development with individualized instruction		
4. Teams use common forms to document conferencing and small group instruction		



Strategy 3:	Strategy: Utilize new UCPS units of study/pacing guides in reading, writing, and math to plan and implement lessons.	
	Action steps:	
	1. Teams collaboratively review units of study/pacing guides	2 Plan & implement new lessons based on new units of study/pacing guides.

Plan/DO

How will we fund these strategies?

Funding source 1:	Local district funds	Funding amount:	
Funding source 2:	Federal funds - Title I	Funding amount:	
Funding source 3:	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 funding:	\$0

Review frequency: Quarterly

Assigned implementation team: Waxhaw Administration and Staff

Check

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

Teacher, student, and parent survey data. CWTs, evaluations, lesson plans and small group instruction plans

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

EOG data, Classscape data, Running Records, EOG Testmaker Data, DRA data, AYP data, ABC data

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

January 4, 2012-Kindergarten teachers are assessing students in letter id, hearing and recording sounds and concepts about print in a more frequent and ongoing manner to enhance individual instruction;Per feedback from teachers, Intervention and Enrichment block is more purposeful and data driven this year and aligned more to student needs and teacher strengths; Teams are using the PLC notebooks to document data; conferencing notebooks are being maintained by all teachers in a common format; As of this date 29 students are at Level 2 intervention and 14 students are at Level 1 intervention; Strategy 1- administration has met with teacher assistants to reorganize the schedule and teacher assistants have been provided toolkits/training for conferring; LLI instructors are being included in the Level 2 meetings to review data; Intervention process is becoming more data driven.





Act

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

from 2010-2011 SIP-- * Pending results of new and revised remediation plan we may consider implementing focused review sessions prior to the EOG testing. -I/E block schedule needs some adjustment -individualized instruction improved, students identified, fidelity in implementation of individualized opportunities needs to be addressed

School Goal 2 for Waxhaw Elementary

Area for improvement and supporting data:

Per results of the Comprehensive Needs Assessment (April 2009) and Teacher Working Conditions Survey as well as current composite EOG scores, there is a need to improve curriculum instruction and alignment

School Goal 2:

Improve collaboration among staff members to align instruction and assessment through the implementation of a Professional Learning Community model.

Supports this district goal:

Quality teacher, administrators, and staff providing innovative leadership for 21 century schools

Target:

All licensed staff

Indicator:

Comprehensive Needs Assessment and Teacher Working Conditions Survey

Milestone date:

EOY

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

Plan/Do

Strategy 1:	Strategy: Schedule time for collaboration into the school day.	
	Action steps:	
	1. Create a master schedule which includes a common block of planning time for all grade levels each day.	3. Teams maintain notebooks of the agendas for each meeting.
	2. Conduct preplanning to determine needs and projected tasks with teams meeting a minimum of two times each week during the common planning time	
Strategy 2:	Strategy: Teachers work in collaborative teams to clarify the essential learning for each unit in reading and mathematics.	
	Action steps:	
	1. Teams establish collective commitments (norms) and mission statements to guide their work	3. Common assessments are used to analyze student learning
	2. Teachers utilize common pacing guides and establish measurable performance goals.	4. Interventions, remediation, and enrichment are planned to meet student needs.
Strategy 3:	Strategy: Collaborate with special area teachers to align content area studies.	
	Action steps:	



Strategy 3.

1. Teams provide information about key concepts of current units to special area teachers

2. Special area teachers collaborate to create lessons that focus on the key concepts



Plan/Do	Strategy: Create opportunities to understand vertical alignment of the Standard Course of Study, Common Core, and Essential Standards.								
	Strategy 4: Action steps:								
	1. Activities to facilitate vertical alignment				2. 5th grade teachers meet with 6th grade teachers				
	Funding source 5:		Select a funding source			Funding amount:		\$0	
						Total initiative funding:		#REF!	
	Review frequency:		Quarterly						
Assigned implementation team: Waxhaw Administration and Staff									
Check	What data will be used to determine whether the strategies were deployed with fidelity?								
	Lesson plans, notes from meetings, schedules								
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)								
	Teacher survey data results, EOG scores								
What does data show regarding the results of the implemented strategies?									
<p>Our EOG test scores composite in 2009-2010 were 80.6% and our scores in 2010-2011 were 80.3%--as such this goal was redesigned to include the implementation of a schoolwide PLC process to improve student learning.</p> <p>January 4, 2011-Strategy 2--common assessments are being used and documented in PLC notebooks; Classscapes is providing common assessment opportunities; Intervention team decisions are being implemented during I/E block; Strategy 3-special area teachers are receiving weekly emails to facilitate planning; Strategy 4-during Common Core trainings teachers have worked in vertical teams for this learning; Vertical visits with Parkwood Middle School 5th and 6th grade teachers have been planned for March 2012.</p>									

Act	YTBD

School Goal 3 for Waxhaw Elementary

Area for improvement and supporting data:

Per results from the Comprehensive Needs Assessment (April 2009) there is a need to improve the provision of opportunities and support for all students to improve 21st century life skills including global awareness and diversity.

School Goal 3: Increase authentic integration of core content and 21st century skills, including global awareness and diversity.

Supports this district goal: High achieving and globally competitive students

Target: All Students
Indicator: Comprehensive Needs Assessment

Milestone date: EOY

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

Plan/Do

Strategy: . Become a member of the Global Schools Network by hiring a VIF teacher and participating in GSN opportunities.

Action steps:

- | | |
|---|---|
| <p>Strategy 1:</p> <ol style="list-style-type: none"> 1. Collaborate with VIF to hire a teacher from another country. 2. Team participates in professional development through GSN/VIF . | <ol style="list-style-type: none"> 3. Provide opportunities for VIF teacher and grade level team to exchange cultural information. |
|---|---|

Strategy: Arrange for citizens/guest speakers to visit each grade level once per semester to teach students about real world application of content areas and/or global awareness as well as diversity.

Strategy 2:

- | | |
|---|--|
| <p>Action steps:</p> <ol style="list-style-type: none"> 1. Grade levels locate appropriate contacts 2. Schedule visits | <ol style="list-style-type: none"> 3. Provide follow-up activity for students to reflect on the visit |
|---|--|

Strategy: Implement online bookclubs and/or correspondence with "sister schools"

Strategy 3:

- | | |
|---|--|
| <p>Action steps:</p> <ol style="list-style-type: none"> 1. Teachers seek out resources 2. Teachers design the learning opportunities | <ol style="list-style-type: none"> 3. Students engage in the learning opportunities |
|---|--|

Strategy: Improve awareness and performance of 21st century life skills.

Action steps:



Strategy 4:

1. Support personnel (guidance, nurse, media coordinator) will collaborate with teachers to address 21st century life skills

2. Support personnel design and implement instruction

3. Students engage in the learning opportunities

4. Allow 21st century skills to be a part of the rotation schedule for special area classes.



Plan/Do

How will we fund these strategies?

Funding source 1:

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: Waxhaw Administration and Staff

Check

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

Lesson plans, teacher and school webpages, weekly grade level objective sheets, survey data, Globalization Live Binder

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

Survey data, student responses

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

Documentation of "sister schools" via epals and guest speakers were noted for the 2010-2011 school year, however we want to continue to expand on such opportunities for our students. 2011-2012-Angie Hampson, a teacher from New Zealand, was hired as a third grade teacher through VIF. Ms. Hampson has been a part of the Global Gateways team and has facilitated learning opportunities for students and staff. Several grade levels have incorporated guest speakers this year and Career Day was held on March 2 for 3-5 students. Third grade has corresponded with a school from New Zealand.. Students have completed rotations of fitness lab, guidance, and media center to support 21st century skills.



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

In light of Spanish being removed from the elementary program, we changed the first strategy to include the establishment of our participation in the Global Schools Network.

Act



School Goal 4 for Waxhaw Elementary

Area for improvement and supporting data:

Per the teacher survey there is a need to provide varied staff development opportunities

School Goal 4:

Teachers link their personal professional growth to student learning

Supports this district goal:

Quality teacher, administrators, and staff providing innovative leadership for 21 century schools

Target:

Licensed Staff

Indicator:

Teacher Survey Data

Milestone date:

EOY

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

Plan/Do

Plan/Do	Strategy: Provide training and professional development in implementing Essential Standards and Common Core.		
	Action steps:		
	Strategy 1:	1. Teachers provided hard copies of Essential Standards/Common Core	3. Provide pacing guides/lessons for ES and CC
		2. Attend overview of both ES and CC on August 22	4. Provide ongoing PD on banked and mandatory work days
	Strategy: Design curriculum training and technology learning opportunities based on teacher feedback.		
	Action steps:		
	Strategy 2:	1. Teachers meet with ITS	4 Teachers let curriculum coordinator know of PD needs
		2. Teachers meet with curriculum coordinator	
		3. Utilize Team 21 teachers to provide technology learning	5 Teachers attend Camp Inspire and share new info
	Strategy: Provide training and professional development in the implementation of the PLC model. (See attached worksheet of PLC Implementation Plan)		
	Action steps:		
	Strategy 3:	1. Team attends PLC training in Syracuse	4. Additional training in UCPS for PLC training team
2. Overview of PLCs at opening staff meeting		5. Ongoing training on banked and mandatory work days as well as faculty meetings	



3. Modeling and training on creating norms and mission statements for PLC teams

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: Waxhaw Administration, ITS person, and Licensed Staff

Check

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

Teacher survey data, PDPs,

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

Teacher survey data, PDPs,

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

Evaluation of the book study courses indicate most staff members found the varied book studies to be useful in terms of professional growth. Comments on PDPs support the professional growth outcomes as well.





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

Since we will not be doing the varied book studies for the 2011-2012 school year, this goal has been revised to support a focus on professional growth linked to student learning which aligns with the implementation of the PLC process.

Act



Safe Schools Plan for Waxhaw 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): Justin Ashley

Teachers: Kim Thomas, Maureen Stuka, Amanda Jackson, Amy Swoope

Teacher Assistants: Kristen Kutsy

Other School Staff: Kathryn Williams, Kathey Crowell, Joni Nash

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.

Positive Behavior Interventions and Supports Team, School Intervention Team, PEP's, Enrichment/Remediation Plans, Student Accountability during the school year, School Resource Officers (SRO's) interventions, Use NC WISE to identify attendance, academic and discipline concerns and patterns, Analyze EOGs, 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



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, PBIS schoolwide plan, 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:

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: With continued implementation of PBIS, the students continue to improve conduct as compared to previous years.

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			

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, school newsletters, 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
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		

Summer Leadership Conference 2011

Union County Public Schools

Reflection/Action Plan

Cluster: Parkwood

Statement of Objectives/Goals:

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>
Improved vertical communication between elementary, middle and high schools	Principal, AP, Curriculum Coordinator	Student Information Card	office/ guidance referrals, walk through, formal and informal observations	Quarterly review of referrals, preconference observation forms reflecting special needs/characteristics in classroom
Promote high and middle school opportunities, clubs, & classes through "peer partners"	Guidance Counselor, Teachers, Administration, Students	Transportation to and from schools, permission forms, student interests survey	Report cards, behavior referrals, student surveys	Pre and post survey with 5 th and 8 th graders

<p><i>G-Good, better, best, Never let it rest. 'Til the good is better, and the better is best!</i></p>	<p>/-“Peer-based learning has unique properties that drive engagement in ways that differ fundamentally from formal instruction.” (Living and Learning with New Media, 2009.)</p>	<p>G- Global Awareness, Global Connections, Global Content</p>	<p>i. Preach a vision and continually refine it ii. Set goals and be results-oriented iii. Honesty and integrity are best policies iv. Persuade rather than coerce v. Get out of the office and circulate among the troops.</p>
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Objective 2: Continue to focus our efforts on Innovation

Implementation			Evaluation	
<i>What needs to be done?</i>	<i>By whom and when?</i>	<i>What resources?</i>	<i>What evidence indicates progress?</i>	<i>How and when will evidence be gathered?</i>
<p>Create NGC teams at HS/MS</p>	<p>Principal, Teachers, Students</p>	<p>Fundraisers, Jennifer Vollman, newglobalcitizens.org</p>	<p>Communications from the various agencies, journals, personal reflections</p>	<p>Spring 2012</p>

High School Counselor works with identified potential dropouts from middle school and middle school counselor works with elementary	Guidance Counselors, students, teachers	technology, teacher referrals	Grades, office referrals	Jun-12
Objective 3: Continue to focus our efforts on Globalization				
Implementation			Evaluation	
<i>What needs to be done?</i>	<i>By whom and when?</i>	<i>What resources?</i>	<i>What evidence indicates progress?</i>	<i>How and when will evidence be gathered?</i>
Hold a "Health Fair" to provide information to parents concerning available services due to "situational poverty" within community.	Administrators, Teachers	Community agencies, Parkwood High School Gym, hotdog supper	Questionnaire for those in attendance	Fall 2011
Global Festival	VIF teachers, Administration, Classroom Teachers, Students	JAARS, culture kits, PWHS	Video and pictures	May-12

Waxhaw Elementary 2011-2012

Achievement Gap Plan

What achievement gap(s) are in your school?

Reading-Percentage of Students At or Above Level III (Grade Level) 2010-2011

All	Male	Female	White	Black	Hispanic	American Indian	Asian Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
76.60%	74.90%	78.50%	82.00%	40.70%	63.30%	N/A	N/A	66.70%	71.40%	80.10%	37.50%	N/A	53.80%

2009-2010

All	Male	Female	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Multi-Racial	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
78.60%	75.70%	81.80%	86.20%	37.10%	52.40%	N/A	N/A	85.70%	65.30%	86.50%	16.70%	N/A	31.80%

Changes in high priority gaps in reading overall:

Year	Black-White	E.D.-Non E.D	Hispanic-White	LEP-All	Disabilities-All
2010-2011	41.3	8.7	13.3	44.5	22.8
2009-2011	49.1	23.2	26.2	69.5	46.8

Reflection:

From the 2009-2010 school year to the 2010-2011 school year the percentage of Hispanic students on grade level has improved by 10.9%.

From the 2009-2010 school year to the 2010-2011 school year the percentage of Black students on grade level has improved 3.6%. The gender gap has decreased to 3.6%, however our overall percentage of students on grade level has decreased 2% as well. The percentage of Economically Disadvantaged students on grade level has improved 6.1%. The percentage of LEP students on grade level has improved 20.8%. The percentage of students with Disabilities on grade level has improved 22%. In reading the achievement gap has decreased in all areas

**Math-Percentage of Students At or Above Level III (Grade Level)
2010-2011**

All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
88.80%	88.30%	89.20%	92.00%	70.40%	80.00%	N/A	N/A	N/A	77.80%	85.70%	90.80%	75.00%	N/A	53.80%

2009-2010

All	Male	Female	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Pacific Islander	Multi-Racial	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
87.30%	87.30%	87.40%	90.50%	74.30%	71.40%	N/A	N/A	N/A	85.70%	79.00%	92.30%	50.00%	N/A	40.90%

Changes in high priority gaps in math overall:

Year	Black-White	E.D.-Non E.D	Hispanic-White	LEP-All	Disabilities-All
2010-2011	21.6	5.1	12	13.8	35
2009-2011	16.2	13.3	19.1	37.3	46.4

Reflections on Math:

From the 2009-2010 school year to the 2010-2011 school year the percentage of Hispanic students on grade level has improved by 5.9%. From the 2009-2010 school year to the 2010-2011 school year the percentage of Black students on grade level has decreased by 2.9% and the gap between Black and White students has increased 5.4%.

The percentage of Economically Disadvantaged students on grade level has improved 6.7% and the achievement gap between ED and non-ED students has decreased 8.2%.

The percentage of LEP students on grade level has improved 25%.

The percentage of students with Disabilities on grade level has improved 12.9%.

While we did not have official subgroups of African American, Hispanic, LEP and Students with Disabilities, counting toward AYP, it is crucial that we create opportunities for all students to succeed whether they are an official subgroup, or not. In reviewing the data, we are currently showing improvements with all of our subgroups except for African American students in math, but have not yet reached critical goals.

What plans do you have in place to close the gap(s)? Our plans to address the gap include the following:

Implement the PLC model to ensure student success in all grade levels.

Identify students through EOG data and EVAAS At-Risk reports for math and reading.

Enhance implementation of strategy groups, guided reading, and one-on-one conferring during Reader's Workshop—teachers will be required to provide explicit planning sheets of small group instructional opportunities.

Monitor DRA online data at each assessment period to make sure we are accurately assessing students in order to align instruction

Expand the Intervention/Enrichment block to include all grade levels.

We are continuing many of the same strategies since we did decrease some gaps, yet also implementing some new strategies for this year:

Follow at-risk students closely in grade level intervention meetings and Level 1 and Level 2 interventions—modifying and monitoring strategies for effectiveness more frequently and with greater detail.

Continue Leveled Literacy in grades K-3; Purchase and begin to use LLI kits for 4-5 as soon as they are available for purchase.

Utilize curriculum coordinator to model strategy groups, conferring, and guided reading while working with at-risk students.

Schedule math curriculum coordinator to work with teachers and provide model lessons with debriefing; provide opportunities for K. Hargrove to share TAP experiences/learning with teachers.

Maximize schedule to provide additional support for teachers during Intervention/Enrichment blocks and during math/readers workshop instruction.

Require use of First in Math across all grade levels.

We will utilize funds for the following:

Provide additional small group instruction with tutors and/or teacher assistant in math and reading

Purchase books for bookroom and classroom libraries to support diversity and meet needs to expand the nonfiction selections

Increase use and availability of technology to support instructional opportunities

Purchase LLI kits for grades 4-5 when available for purchase

Purchase replacement materials for LLI kits

Purchase other instructional materials as needed for teachers to meet individual student needs

Additional Required Components of the SIP

Plan for Preparing Students to Read at Grade Level at the Beginning of Second Grade
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Grade level expectations for growth have been established for each grade level; Teachers provide mini lessons, independent reading and small group learning (guided reading and strategy groups); Students not showing growth are provided with PEPs. If the strategies implemented in the PEP are not yielding adequate growth, students are presented to the Intervention Team whereby additional strategies are created and implemented. Students are identified to participate in Leveled Literacy Intervention through the Intervention Team as well as through DRA data. Kindergarten and first grade teachers notify parents or guardians when they are not reading at grade level through ongoing communication as well as at the end of the third grading period for each grade level.

Duty-free lunch

Each grade level will work together to determine a plan for duty free lunch per the site based team.
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Duty-free Instructional Planning time (G.S. 115C-301.0)
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Each classroom teacher is allotted a 45-50 minute duty-free planning time each school day as well as the time from 2:15 to 2:45 each afternoon, excluding scheduled meetings.
