

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

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

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

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

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

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



## District Goals for Union County Public Schools

**District Goal 1:** UCPS will prepare students for the 21st Century.

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

**District Goal 2:** UCPS will meet and/or exceed state and federal standards through continuous improvement and

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

**District Goal 3:** UCPS will meet the diverse needs of all students.

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

**District Goal 4:** UCPS will hire and retain highly qualified teachers, administrators, and staff.

**Supports SBE Goal:** Goal 2 – North Carolina public schools will be led by 21st Century professionals.

**District Goal 5:** UCPS will equitably allocate and align budgeted resources to meet identified needs for systems.

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



## Recommended Data Sources for Analysis by School Improvement Teams

*Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.  
Examine data from such areas as:*

**Highly Qualified Teachers (HQT):** Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified. Number and percentage of teachers Non-HQT ([www.ncreportcards.org](http://www.ncreportcards.org) Click on High Quality Teachers tab)

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

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

**School Report Card results:** ([www.ncreportcards.org](http://www.ncreportcards.org))

**Teacher Working Conditions Survey results:** (<http://ncteachingconditions.org> )

**Local Data:** (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)

### Career and Technical Education Local Plan

**School Demographic Information** related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance)

**School Demographic Information** related to drop-out information and graduation rate data  
(<http://www.ncpublicschools.org/research/dropout/reports>)

**School Demographic Information** related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (<http://www.ncreportcards.org> and locally-maintained data)

**School Demographic Information** related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)

**School Perception Information** related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)

**Title III AMAO School Process Information** related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency

**Title III AMAO School Process Information** related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency

**School Process Information** uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities

**Ready Schools Inventory/Ready Schools Plan** (<http://ncreadyschools.org>)

### Special Education Continuous Improvement Plan

**Title I AYP** (<http://ayp.ncpublicschools.org>)

**Healthy Active Children Initiative** (<http://www.nchealthyschools.org>)



## School Vision and Mission Statements for Weddington Elementary School

### **Vision:**

The faculty and staff at Weddington Elementary believe that the school should be child-centered. Weddington Elementary must provide a foundation for a lifetime of learning. Guidance and opportunities to develop the total child need to be available. Weddington Elementary possesses a positive atmosphere in which students have an opportunity to learn and interact with each other. The educational process must help the students grow physically, intellectually, socially and emotionally. Many experiences, which will help prepare them for middle school as well as later life as vital members of their respective communities are offered. Through our partnership we will create a high level of morale, involvement, achievement and expectations for all. The early years must build the foundation that our children will rely upon for the rest of their lives.

### **Mission:**

Weddington Elementary School provides a safe, consistent, and nurturing atmosphere that promotes lifelong learning, independent thinkers, and self-motivators.



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

**School Name/Number:**

Weddington Elementary School - 376

**School Address:**

3927 Twelve Mile Creek Road, Matthews, NC 28104

**Plan Year(s):**

2009-2012

**Date prepared:**

9/28/08 (Updated 9/16/11)

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

\_\_\_\_\_  
Date

**Local Board Approval Signatur** \_\_\_\_\_

\_\_\_\_\_  
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	Jessica Blanchard		
Assistant Principal Representative	Sheila Levesque		
Teacher Representative	Keith Kraemer (Chairperson/PE)		
Teacher Representative	Sarah Birkmaier (Secretary/EC)		
Teacher Representative	Susan Zakary (Kindergarten)		
Teacher Representative	Ann Samuelson (First Grade)		
Teacher Representative	Maryann Stoner (Second Grade)		
Teacher Representative	Shari Sessoms (Third Grade)		
Teacher Representative	Leslie Brandt (Fourth Grade)		
Teacher Representative	Michelle Perkins (Fifth Grade)		
Inst. Support Representative	Colleen Salter (Media Coordinator)		
Teacher Assistant Representative	Michelle Crego (Teacher Assistant)		
Parent Representative	Wendy Zalaquett (PTA President)		
Parent Representative	Michelle Egan (Parent)		

\* 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?

### Test Data at a Glance for the 2010-2011 School Year

- Honor School of Excellence that Met Adequately Yearly Progress with High Growth
- 98.6 % of 3-5 students at the proficient level (97.8% for 2009-2010) in reading, math, and science
- Science-99.1% (121/122) of 3-5 students on grade level
- 3rd Grade Math-97.6% at the proficient level
- 4th Grade Math-100% at the proficient
- 5th Grade Math-100% at proficient level
- 3rd Grade Reading-95.2% at proficient level
- 4th Grade Reading-98.3% at proficient level
- 5th Grade Reading-100% at proficient level

Perception in comparison to the average UCPS rating, parents rated WDES at least 10% higher in the following areas:

- Parent Conferences are held at a convenient time for me.
- Teachers give me good ideas about how I can help my child.
- There is someone at this school who takes a personal interest in my child.
- I am actively involved in my child's school.

In comparison to the average UCPS rating, teachers rated WDES at least 10% higher in the following areas:

- Parents of my students support my teaching efforts.
- Parents are helping their child be successful in school.
- The number of classrooms in my school is adequate.



- Certified staff and non-certified staff work together cooperatively.
  - I have adequate scheduled planning time during the school day.
  - I have breaks without students during the day.
  - Teachers at my school are provided with adequate funds for classroom operation.
- In comparison to the average UCPS rating, students rated WDES at least 10% higher in the following areas:
- I feel safe at school.
  - I believe the rules in the school are enforced for all students the same way.
  - When I need extra help, I know I can receive it.
  - School officials take action when students misbehave.
  - My school is preparing me to deal with issues and problems which I will face in the future.
  - I have been taught computer skills.
  - The school teaches good character, manners, and citizenship.
  - My school work is too difficult. (Rated 13.8% lower than average in this area).
  - Students show respect for teachers and school staff.
  - Teachers and school staff show respect for students.

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

### 2010-2011 WDES Test Data at a Glance

- Math-70.8% of 3-5 students made high growth.
- Reading-58.1% of 3-5 students made high growth.
- Did not meet high growth status for reading (less than 65% made high growth overall.)
- Overall-64.9% (280/436) of 3-5 students made high growth.
- We currently have 9 sub-groups and met AYP in all groups.
- Economically disadvantaged students- currently we have 36 3-5 students in this category, 40 students in grades 3-5 represent a sub-group).
- Students with Disabilities-currently we have 31 3-5 students in this category, 40 students in grades 3-5 represent a sub-group.
- Black students-currently we have 29 3-5 students in this category, 40 students in grades 3-5 represent a sub-group. 2010-

### 2011 WDES Perception Data at a Glance

In comparison to the average UCPS rating, parents rated WDES at least 10% lower in the following areas:

- At the beginning of the year I was provided with a parent handbook which included school rules.
- My child's special interests or talents are developed at this school.



In comparison to the average UCPS rating, teachers rated WDES at least 20% lower in the following areas:

- UCPS curriculum coordinators provide necessary support.
- Required staff development enhances the instruction in the classroom.
- Adequate notice is given for calendar events in my school.
- Teachers receive class schedules early enough to provide planning time before classes begin.
- I receive positive feedback from the administration.
- I do not fear retribution when expressing my opinion.
- I have a classroom walkthrough by an administrator on a regular basis.
- My administrators hold themselves to the same level of professional behavior they expect of me.
- My principal promptly responds to communication initiated by staff.
- My principal is receptive to suggestions from me.
- The principal is accessible to the faculty.
- The principal supports me.
- My principal treats me fairly.
- My principal treats me with respect.

In comparison to the average UCPS rating, students rated WDES at least 5% lower in the following areas:

- The principal at my school knows the students.
- The assistant principal at my school knows the students.

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

Missing information from the 2010-2011 data includes: information on specific sub-groups, ongoing data from instructional practice and student learning. Through walk-throughs with carbon-copy notes and small group staff and individual staff development on formative assessment this data will be updated throughout the year. Additionally, performance data for K-3 students will require formative and benchmark assessments.

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.

Upon reflection on yearly data the Site Based Team has decided to maintain focus on the following goals: Our first goal will focus on ensure academic growth for all students. The data for the 3rd grade EOG pretest was not available this year, nor were formal assessment results for K-2 students. Therefore, data analysis from multiple information sources is necessary especially for these grade levels. Since we are a high-performing school, it will be necessary to have an understanding of individual growth and formative assessment so that performance can be monitored on an ongoing basis. (Specifically focusing on individuals that have not shown growth with the intention of implementing interventions to assist in the success of these students.) Benchmark testing among all grades will be important so that this can be closely monitored throughout the school year, with tutilization of current data to guide instruction and planning. In addition to academic growth, a second focus area will be the development of 21st century skills and future ready graduates. Our third priority will be to improve communication between administration and the staff and community in order to improve scores on the Teacher Working Conditions Survey in areas of morale, teacher empowerment, and improved trust.

## Priority Goal 1 and Associated Strategies

**Area for improvement and supporting data:**

Students are high achieving, but need to demonstrate growth. 98.6% of students performed at level 3 or 4 on the NC End of Grade tests at Weddington Elementary School but only an average of 64.9% achieved high growth.

**School Goal 1:** Students will demonstrate high school growth driven by individual growth as demonstrated on summative and formative measures.

**Supports this district goal:** High achieving and globally competitive students

<b>Target:</b>	80% of 4th and 5th graders will demonstrate high growth on their Reading, Math, and Science EOG.
<b>Indicator:</b>	Math EOG growth data
<b>Milestone date:</b>	June, 2012

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

Plan/Do

<b>Strategy 1:</b>	<b>Strategy:</b> Train teachers/staff to develop a more thorough understanding of growth data (specifically on standardized tests).
	<b>Action steps:</b> *Administration team meets with Testing Director to gain understanding of EOG growth data. *Administrative team meets with grades K-5 teachers to provide analyze growth data from the previous year. *Administrative team and curriculum staff provides ongoing staff development on NCFalcon and the use of formative assessments to drive student growth.

<b>Strategy 2:</b>	<b>Strategy:</b> Use benchmark testing to monitor student growth throughout the school year.
	<b>Action steps:</b> *Analysis of ClassScapes data. *Analysis of Union County Math Assessment data every six weeks. *Analysis of County-wide literacy assessments (DRA, Observation Survey, etc.) data at least three time yearly. *Use data to create strategy/small groups and plan for instruction.

	Strategy 3:	<p><b>Strategy:</b> Focus instruction to provide interventions for students based on trends in data throughout the year.</p> <p><b>Action steps:</b> *Utilize small group and individualized remediation for students that do not perform well on benchmark testing materials (i.e. tutoring, conferencing, strategy groups, support staff, etc.). *Incorporate use of teacher cadets, middle school peer tutors, and high school peer tutors to promote the link between academic achievement across all grade levels.</p>
Plan/Do	<p><b>How will we fund these strategies?</b></p>	
	<p><b>Funding source 1:</b> State funds - DSSF</p> <p><b>Funding source 2:</b> State funds for at-risk students</p> <p><b>Funding source 3:</b> Select a funding source</p> <p><b>Funding source 4:</b> Select a funding source</p> <p><b>Funding source 5:</b> Select a funding source</p> <p><b>Review frequency:</b> Quarterly</p> <p><b>Assigned implementation team:</b> Intervention Team</p>	<p><b>Funding amount:</b> \$1,200</p> <p><b>Funding amount:</b> \$20,000</p> <p><b>Funding amount:</b></p> <p><b>Funding amount:</b></p> <p><b>Funding amount:</b></p> <p><b>Total initiative funding:</b> \$21,200</p>

<b>Study</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>
	Student result data will be developed using ClassScapes Software and well as benchmark tests.
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>
	Quarterly benchmarks, teacher-made assessments, district assessments, conference notes, strategy/guided reading group plans/notes, EOG results, and high growth percentage.
	<b>What does data show regarding the results of the implemented strategies?</b>
	Data from the 2010-2011 school year demonstrated high group in some areas. Reading growth did not qualify as high and will be a focus area for the upcoming year.
<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>
	Strategies were modified for the 2011-2012 school year to reflect a focus on high growth for all students as well as formative assessment in all grades/areas.

## Priority Goal 2 and Associated Strategies

**Area for improvement and supporting data:**

Improved communication between staff, administration, community, and to improve morale, teacher empowerment and trust.  
Teacher Working Conditions and UCPS Surveys of Parents, Students, and Teachers

**School Goal 2:** Administration and staff will demonstrate improved communication with colleagues, parents, students, and stakeholders as evidenced by perception data.

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

<b>Target:</b>	Improved Communication, Clarity, and Consistency
<b>Indicator:</b>	Survey Results: Improved teacher communication to parents.
<b>Milestone date:</b>	May-12

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

**Plan/Do**

<b>Strategy 1:</b>	<b>Strategy:</b> Improved teacher communication to parents.
	<b>Action steps:</b> * Teachers will keep Moodle sites current, distribution lists for emails, agenda communication, and conferences.
<b>Strategy 2:</b>	<b>Strategy:</b> Improved communication between administration and staff.
	<b>Action steps:</b> * Outlook Calendar, distribution list emails, weekly Wildcat Weekly Newsletters to staff, Blackboard Connect messages to staff, administrative attendance/participation in grade level meetings, SIT meetings, committee meetings, etc., and planned agendas for meetings
<b>Strategy 3:</b>	<b>Strategy:</b> Staff and administrative communication with parents and community.
	<b>Action steps:</b> *Monthly Principals' Paw Print to staff and parents, attendance/participation in PTA meetings and functions, parental invitations, schedule of planned events for the year, collaboration with PTA board in the formation of business/community partnerships, and participation at School Improvement Team Meetings



## Priority Goal 3 and Associated Strategies

**Area for improvement and supporting data:**

Establishment and maintenance of a safe school environment and workplace as reflected in perception data (i.e. teacher, parent, student survey data as well as Teacher Working Conditions Survey).

**School Goal 3:** Staff will communicate a safe and orderly environment through the implementation of school-wide rules, bully policy, and safety patrols.

**Supports this district goal:** Provide safe and orderly learning environment to develop healthy and responsible students.

<b>Target:</b>	Increase the percentage of students who feel safe and focused on education throughout the school day
<b>Indicator:</b>	Student and Parent Surveys
<b>Milestone date:</b>	Jun-12

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

Plan/Do

<b>Strategy 1:</b>	<b>Strategy:</b> Teachers will incorporate physical and sensory activities and exercises as needed throughout the day to improve student health, morale, and focus.
	<b>Action steps:</b> *Energizer book placed in each classroom for teachers to use with students. *Staff development including examples of "brain breaks" will take place as a refresher throughout the school year.
<b>Strategy 2:</b>	<b>Strategy:</b> Increase awareness about the Bully Policy, bully behaviors, and consequences for bully behaviors.
	<b>Action steps:</b> * Anti-bully posters will be hung around the school halls. *Character education will be presented to all grade levels throughout the year in both 21st Century Skills lessons and through classroom/small group sessions. *The bully prevention policy will be reviewed and updated by the staff at a meeting in the beginning of the school year to ensure effectiveness. *Staff will communicate the bully policy with students and enforce the policy.

	<p><b>Strategy 3:</b> <b>Strategy:</b> Provide safe and orderly school environment by implementing a Safety Patrol throughout the 2011-2012 school year.</p> <p><b>Action steps:</b> *Safety Patrols will be put into place with a staff sponsor by the third week of school. * Arrival and dismissal procedures will be changed to allow for additional supervision as well as to be more safe and efficient.</p>																								
<b>Plan/Do</b>	<p><b>How will we fund these strategies?</b></p> <table border="0"> <tr> <td><b>Funding source 1:</b></td> <td>Select a funding source</td> <td><b>Funding amount:</b></td> <td></td> </tr> <tr> <td><b>Funding source 2:</b></td> <td>Select a funding source</td> <td><b>Funding amount:</b></td> <td></td> </tr> <tr> <td><b>Funding source 3:</b></td> <td>Select a funding source</td> <td><b>Funding amount:</b></td> <td></td> </tr> <tr> <td><b>Funding source 4:</b></td> <td>Select a funding source</td> <td><b>Funding amount:</b></td> <td></td> </tr> <tr> <td><b>Funding source 5:</b></td> <td>Select a funding source</td> <td><b>Funding amount:</b></td> <td></td> </tr> <tr> <td></td> <td></td> <td><b>Total initiative funding:</b></td> <td><b>None</b></td> </tr> </table> <p><b>Review frequency:</b> Quarterly</p> <p><b>Assigned implementation team:</b> Site Based Team and Intevention Committee</p>	<b>Funding source 1:</b>	Select a funding source	<b>Funding amount:</b>		<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>None</b>
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<b>Study</b>	<p><b>What data will be used to determine whether the strategies were deployed with fidelity?</b></p> <p>Review of survey data, the Safety Patrol Program. Review of NC WISE Discipline reports for bullying reports.</p> <p><b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b></p> <p>NC WISE Discipline Report, Student Survey, Parent Survey, and Teacher Working Condition Survey</p> <p><b>What does data show regarding the results of the implemented strategies?</b></p> <p>Data demonstrates growth in survey results though the previous goal was not met. This information also demonstrates a need for clarification on causes for office referral as well as the format for office referrals.</p>																								
<b>Act</b>	<p><b>Based upon identified results, should/how should strategies be changed?</b></p> <p>This information also demonstrates a need for clarification on causes for office referral as well as the format for office referrals.</p>																								

## Priority Goal 4 and Associated Strategies

**Area for improvement and supporting data:**

Effective preparation for future ready graduates through use of 21st century skill development. County-wide growth data, graduation rates, and performance data indicate that there is a need for increased focus on these areas K-12.

**School Goal 4:** Increase effective use of available technology.

**Supports this district goal:** Select a district-level goal

<b>Target:</b>	100% of teachers will increase the amount of technology instruction utilized in the classroom.
<b>Indicator:</b>	Teacher evaluations, lesson plans, and Teacher Working Conditions Survey results
<b>Milestone date:</b>	Ongoing through Spring 2012

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

Plan/Do

<b>Strategy 1:</b>	<b>Strategy:</b> Increased effective use of Moodle websites, workshops, and resources.
	<b>Action steps:</b> *Teachers will maintain current webpages developed through Moodle. *Teachers/staff will utilize Moodle to sign up for workshops and staff development opportunities. *Teachers/staff will utilize Moodle resources.
<b>Strategy 2:</b>	<b>Strategy:</b> Increased use of laptops and/or desktop computers across the curriculum.
	<b>Action steps:</b> *Mobile carts will be signed out more frequently due to more cart availability. *Teachers/staff will utilize websites that include shared ideas/lesson plans. *Teachers will receive staff development on implementation of various electronic and online resources from Linda Helbig, Instructional Technology Specialist.
<b>Strategy 3:</b>	<b>Strategy:</b> Increased use of available technology such as document cameras, flip cameras, and promethean boards within the classroom.
	<b>Action steps:</b> *Teachers will use these items in lesson plans and documented in observations. * Items will be checked out for use in the classroom. * Staff development will be planned for items that teachers/staff do not know how to use properly.

<b>Plan/Do</b>	<b>How will we fund these strategies?</b>	
	<b>Funding source 1:</b> State funds - DSSF	<b>Funding amount:</b> TBD
	<b>Funding source 2:</b> Other	<b>Funding amount:</b> \$15,000
	<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>\$15,000</b>
	<b>Review frequency:</b> Semi-annually	
	<b>Assigned implementation team:</b> Media/Technology	
<b>Study</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>	
	Lesson plans, classroom walk-throughs, and observations will monitor implementation. Ongoing parent/teacher/administrator input as well as monthly staff development and training for will be used for updates and clarification.	
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>	
	Increased use of technology can be measured through lesson plans, check-out logs for equipment, and feedback from classroom visits.	
<b>Act</b>	<b>What does data show regarding the results of the implemented strategies?</b>	
	Data from the 2010-2011 year shows growth in the integration and implementation of technology use within the school and classrooms.	
	<b>Based upon identified results, should/how should strategies be changed?</b>	
	Technology needs to be a continual focus for the upcoming school year as this will influence student success on future assessments and readiness for graduation.	

## Safe School Plan for Weddington 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, Superintendent, Jarrod McCraw, Safety and Security Director, the Safety and Security Department, Jessica Blanchard, Principal, Sheila Levesque, Assistant Principal, and all WDES staff

### 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): Sheila Levesque

Teachers: Stacey Morgan, Keith Kraemer, Kristen Williams, Christie Martin, Sarah Harmon, Keri Keyes, Michelle Perkins

Teacher Assistants: Judy Lowder

Other School Staff: Colleen Salter

**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.

Intervention Team, Personal Education Plans, Benchmark testing, NC WISE attendance reports, academic and discipline patterns identified by grade levels, analyzing EOG scores to understand individual growth, alternative assessments, the Exceptional Children's Program, Individualized Education Plans (IEP's), Guidance counselor referrals, cluster attendance counselor, and Behavior Intervention Plans, Counselor interventions, etc.

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.

Behavior Intervention Plans and Personal Education Plans for Behavior, Individual Education Plans (IEP's) with goals that focus on specific behaviors where appropriate, Intervention Team (levels 1 and 2), benchmark testing, etc.

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.

N/A

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 and associated training (fire, tornado, and lockdown).

**Target:** 100% completion of drills and training.

**Indicator:** Drill reports and training sign-in sheets

**Milestone Date:** Jun-12

**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:** Recorded discipline referrals and consistency as noted on perception data.  
**Milestone Date:** Required training by Sept. 2011, Drills by June 2012

**Target:**

**Indicator:**

**Milestone Date:**

**Target:**

**Indicator:**

**Milestone Date:**

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				
Staff Meetings	Planned				
Board Policy Review	Completed				
Bloodborne Pathogens, Ashtma/Allergy, Chronic Conditi	Completed				
Critical Incident Response	Completed				
Gang Awareness	Completed				
Drill Training	Completed				
Bully Policy Training	Completed				
NVCI for select staff members	Planned				

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

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 Blackboard Connect, website postings, Facebook, printed handbooks, and agendas, letters home, students 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 Language Learners (ELL)	TBD	Local, State, and Federal
Curriculum Specialist	TBD	Local and State
Money in Lieu of Summer School	TBD	Local
Special Projects Funding	TBD	Local and State
School Resource Officers	TBD	Local

# Summer Leadership Conference 2011

## Union County Public Schools

Cluster: Weddington

### 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.

<b>Objective 1: Continue to focus our efforts on Graduation</b>				
<b>Implementation</b>			<b>Evaluation</b>	
<i>What needs to be done?</i>	<i>By whom and when?</i>	<i>What resources?</i>	<i>What evidence indicates progress?</i>	<i>How and when will evidence be gathered?</i>
Education about the various programs available for elementary kids.	Guidance counselor, Drop-Out Prevention staff, administrator one of the first semester cluster meetings.	Personnel	Awareness, notes from meetings	Discussion
Pairing of at-risk elementary students with middle or high students	Teachers for recommendations, students for mentoring, a list of at-risk students by the next cluster meeting	Student mentors, block of time for mentoring	Input from students, discipline, and achievement data	Discussion with students, NCWISE, EOG/EOC growth
Transition meetings/lists for at-risk students going to middle and high school	Guidance counselors and administrators during the summer or end of the year.	Personnel	Lists or meeting schedules Performance and perception data	Planning and placement prior to the beginning of the year and ongoing classroom progress data throughout the year

<p><b>G</b>-<i>Good, better, best, Never let it rest. 'Til the good is better, and the better is best!</i></p>	<p><b>I</b>-“Peer-based learning has unique properties that drive engagement in ways that differ fundamentally from formal instruction.” <small>(Living and Learning with New Media, 2009)</small></p>	<p><b>G</b>- Global Awareness Global Connections Global Content</p>	<ol style="list-style-type: none"> <li>I. Preach a vision and continually refine it</li> <li>II. Set goals and be results-oriented</li> <li>III. Honesty and integrity are best policies</li> <li>IV. Persuade rather than coerce</li> <li>V. Get out of the office and circulate among the troops.</li> </ol>	

<b>Objective 2: Continue to focus our efforts on Innovation</b>				
<b>Implementation</b>			<b>Evaluation</b>	
<i>What needs to be done?</i>	<i>By whom and when?</i>	<i>What resources?</i>	<i>What evidence indicates progress?</i>	<i>How and when will evidence be gathered?</i>
Explore the possibility of a western cluster vocational or magnet type school/focus	Cluster administrator discussion and research via cluster meetings	Directors, existing program sites and staff	Make contacts to other sites and programs and contact directors regarding recommendations/ideas	Notes and research documents from tours and discussions

<b>Objective 3: Continue to focus our efforts on Globalization</b>				
<b>Implementation</b>			<b>Evaluation</b>	
<i>What needs to be done?</i>	<i>By whom and when?</i>	<i>What resources?</i>	<i>What evidence indicates progress?</i>	<i>How and when will evidence be gathered?</i>
Align school events for globalization and culminate in one cluster-wide event/fair. (Perhaps to include new Global Citizen efforts).	Orchestrated by globalization teams at each school and coordinated by administrators cluster meetings during the first semester. Event to take	Community partnerships, staff, etc.	Event planning notes and actual event	Ongoing planning and event artifacts

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## **Closing the Achievement Gap Plan for 2011-2012 Weddington Elementary School**

**Rationale:** UCPS will not offer summer school to students that do not pass the North Carolina End of Grade Tests in grades 3-5. An Intervention Plan must be in place in order to make sure that all students are showing growth and will be successful in school.

**Strategy:** All teachers and assistants will document the interventions for each student that is at risk of failing or performing below grade level expectations.

**Responsible Party:** All K-5 Classroom teachers and assistants will record the interventions that they lead as well as student success evidence.

**Timeline:** The documentation for these interventions began in October 2009, and will continue through the 2011-2012 school year.

**Strategy:** The guidance counselor will conduct lessons on test-taking skills to students in grades 3-5.

**Responsible Party:** The guidance counselor will conduct these lessons.

**Timeline:** The guidance Counselor will conduct these lessons between March and May of 2012.

**Strategy:** Teachers will identify students that are at risk of failing or are performing below grade level (as determined by school-wide minimum expectation standards). These students will have Personalized Education Plans developed for them.

**Responsible Party:** The administrative and curriculum staff will supply a PEP menu of intervention ideas, skills, strategies, evidence. Classroom teachers will meet with the parents of these students to share the plan. Teachers will implement the research-based strategies that are documented in each plan.

**Timeline:** Teachers will have these PEP's developed on or before October 28, 2011, meeting the state's new legal requirement to have these in place within nine weeks of instruction. However, at any time that a student begins to fall behind or in some way become at risk of failing or slip below grade level, teachers may develop PEP's at those times as well.

**Strategy:** Students that fail to respond to the interventions provided by the PEP, will be presented to Intervention Team Level 1.

**Responsible Party:** Classroom teachers will take their students that fall into this category to their grade level teams. As a grade level the team will develop alternate interventions to layer on top of those provided in the PEP. Teachers will document their Intervention Level 1 meetings and strategies.

**Timeline:** This intervention will be in place year-round, as student concerns could arise at any time of the school year. However, it should be understood that the majority of Level 1 meetings should take place within the first semester of the school year.

**Strategy:** Students that demonstrate further resistance to strategies developed in Intervention Team level 1 meeting will be referred to Intervention Team Level 2. This

team of specialists (teachers, psychologist, EC resource teacher, counselor, etc.) will develop a third layer of research-based interventions for assisting students.

**Responsible Party:** Classroom teachers will take their students that fall into this category to the School Intervention team, led by the School Guidance Counselor.

**Timeline:** This intervention will be in place year-round, as student concerns could arise at any time of the school year. However, it should be understood that the majority of Level 2 meetings should take place by the fourth grading period of the school year

**Strategy:** All third grade students will be pre-assessments developed on ClassScapes. All 3-5 teachers will utilize ClassScapes assessments to monitor progress and adjust teaching. Teachers will be trained in ClassScapes for this purpose.

**Responsible Party:** The ClassScapes representative, Mr. Manus, Ms. Sessoms, and Ms. Levesque will train the staff in how to utilize the program for creating assessments. Classroom teachers in grades 3-5 will be responsible for then utilizing this program for reading and for math.

**Timeline:** Mr. Manus was trained at the beginning of the 2011-2012 school year. The staff will attend a follow-up training on Oct. 19th. After the teachers have had their training, the staff will then develop and/or utilize assessments created on ClassScapes or that already exist.

**Strategy:** Teachers in all grades will assign teacher assistants small groups of students with whom to work to support struggling learners. Teachers may decide to work with the struggling learners and assign teacher assistants to others, based on which adult the students respond to most effectively.

**Responsible Party:** K-5 classroom teachers and assistants will collaborate to determine the best plan of action for the students in each classroom.

**Timeline:** Teachers and teacher assistants will be working on this year-round.

**Strategy:** Teacher Assistants will provide one hour of instructional support for every teacher in grades 3-5. The purpose of this support will either be to work with students that are struggling, or allow the teacher to work with struggling learners, in small group settings to target skills that need to be retaught.

**Responsible Party:** Classroom teachers and teacher assistants will work together to develop a method for implementing this strategy within each individual classroom.

**Timeline:** The teacher assistants were reorganized over the summer of 2011 to allow every classroom teacher to have some instructional support. Non-instructional duties will also be considered when determining which teacher assistants will go to which teachers to support children.

**Strategy:** A voluntary program will be offered for afterschool tutoring. The Tutoring Committee will organize and develop a system for this program.

**Responsible Party:** Teachers and assistants wishing to provide this free service to their students will do so in the fall—before the Winter Holiday Break, and again in the Spring, after Spring Break, for their students.

**Timeline:** Ongoing throughout the year.

**Strategy:** A part-time tutor for students in grades 4 and 5 will be hired, if funding allows.

**Responsible Party:** The administrative team, will hire the tutor, should funds become available.

**Timeline:** March 2012-May 2012

# World View

## The University of North Carolina at Chapel Hill

Jessica Blanchard <b>Person Completing the Form</b>	Weddington Elementary School <b>School or College Name</b>
Principal <b>Position</b>	Union County <b>City or County</b>
On-line Globalization Course at UNC-Chapel Hill <b>Program Attended</b>	Dr. Ed Davis <b>Superintendent or President's Name</b>
2009-2012 <b>Dates</b>	

### ACTION PLAN

**Statement of Objective/Goals:**

Goal: To implement globalization at Weddington Elementary School.

Objectives:

1. Define and refine globalization so that content, context, and contacts may be included in the classrooms at WDES.
2. Evaluate needs for technology necessary for globalization, and purchase priority items.
3. Incorporate globalization content, context, and contacts into planning for classroom teachers and special area classes through collaboration.

IMPLEMENTATION			EVALUATION	
What needs to be done?	By whom and when?	What resources?	What evidence indicates progress?	How and when will evidence be gathered?
Globalization Committee needs to be updated to reflect all grades/areas of the school.	Volunteers and grade level team submit recommendations which are confirmed by administration.	Grade level/team representatives.	Committee member listing, calendar of meeting schedule, and samples of agendas for Globalization Committee meetings.	Minutes will be taken at each monthly meeting and turned in to the principal.
Technology equipment needs should be prioritized.	Globalization Committee by the end of the second six week grading period.	Team representatives and listing of all technology that we have in the building.	Prioritized list of globalization needs.	Minutes/needs assessment will be sent to the principal for review and recommendations for

				funding.
Globalization needs to be defined for the staff.	Globalization will be clarified for staff via example activities and ideas from the Globalization Committee and sample lessons from Global Teachers at monthly staff meetings.	Sample lessons and ideas lists for implementing globalization on various levels.	Sample plans, lists, and meeting agendas/minutes.	The Globalization Committee will gather and collect materials via electronic notebook.
Technology Equipment will be purchased for instructional purposes.	Principal and PTA will purchase technology equipment by April 1, 2011	Instructional Funds in the school budget, and funds from PTA	Invoices	Invoices will be presented to the principal by the book keeper and PTA president/treasurer.
Training opportunities for utilizing technology equipment will be prioritized and offered.	The Instructional Technology Specialist, Media Specialist, administrative team, and the Globalization Committee will be responsible. Monthly training are on-going and need based from September through June.	Representatives from the UCPS Media and Technology and Technology Curriculum Staff.	Staff development schedule and course rosters.	Minutes from the Globalization Committee, the calendar of staff development events, and rosters will developed through collaboration of staff, curriculum, and administrative teams.
International/global event will take place.	Globalization Committee, PTA representatives, and administrative team will collaborate to plan this event for the fall/winter of 2011.	Globalization Committee, community members, PTA representatives, and administrative team.	Program and schedule for the day's events. Photographs and sample artifacts from presentations/performances.	The Globalization Committee will submit evidence to the administrative team.
Grade level planning sessions to focus on content, context, and contacts.	Grade level teams will meet each grading period of the 2010-2011 school year to focus planning on globalization.	NC Standard Course of Study, Common Core, Essential Standards, and globalization resources from TQE, WorldView, and other	Grade level meeting minutes.	A member of the administrative team will attend grade level meetings and grade level teams will submit minutes to the

		trainings.		administrative team.
Special area class teachers will collaborate to integrate grade level globalization plans into their curriculum.	Special area teachers and grade level teams will be responsible. Beginning September 2010, and continuing throughout the year.	NC Standard Course of Study, Common Core, and globalization resources from TQE, WorldView, and other trainings.	Special area teacher meeting minute and lesson plans.	Special area teachers will meet and submit notes regarding their discussion/planning to the administrative team.
Globalization plan will need to be evaluated annually.	Globalization Committee and administrative team annually.	Grade level and Special area teams' input collected by the Globalization Team.	Updated plan and meeting minutes.	The Globalization team will determine updates/changes to be made and submit these to the administrative team. The assistant principal will then update the plan.