

State Board of Education Goals – Future-ready Students for the 21st Century

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

Goal 2 – North Carolina public schools will be led by 21st 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 21st Century systems.

District Goals for Western Union Elementary School

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

School Vision and Mission Statements for Western Union Elementary School

Vision:

Western Union's vision for its students is to continue to SERVE as a school that strives for excellence, responsibility and value in education, by utilizing staff who are **Excellent, Ambitious, Generous Leaders, Encouraging Students** to "give their best and nothing less." With this undertaking, it is our expectation that Western Union will emerge (at a minimum) as a school with 85 percent on grade level and 100 percent meeting annual yearly progress.

Mission:

S.E.R.V.E
Striving for Excellence, Responsibility and Value in Education.

LEA or Charter Name/Number: Union County Public Schools - 900
School Name/Number: Western Union Elementary School
School Address: 4111 Western Union School Road Waxhaw, NC 28173
Plan Year(s): 2011-2012
Date prepared:

9/1/2011

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	Rita Webb		
Assistant Principal Representative	Daphne Helms		
Teacher Representative	See below		
Inst. Support Representative			
Teacher Assistant Representative	Patty Pounds		
Parent Representative	Ann Crocker, Wendy Johnson		
	Jennifer Bittner, Teacher		
	Danielle Clapp, Teacher		
	Joy Diggs, Teacher		
	Jessica Klutz, Teacher		
	Cecilia Koester, Teacher		
	Vicki Lynch, Teacher		
	Erin Martin, Teacher		
	Tina McRorie, Teacher		
	Josh Roskoskey, Teacher		

* 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,

1. What does the analysis tell you about your school's strengths?

Western Union has a dedicated professional staff who is committed to improving the lives of the students in our community. Western Union has been successful in educating all its students. This past year, all but one of our sub groups have met annual yearly progress (AYP.) We have always met high growth in the past. Our strengths are shown in our 4th and 5th grade EOG reading scores as well as 5th grade math and science scores. Eighty four percent of K-2 students are reading on grade level. Western Union's teachers provide parents/guardians with useful information about student learning, through grade level monthly newsletter, phone contact and notes in student agendas. The school leadership facilitates use of data to improve student learning. Professional development enhances teachers' abilities to improve student learning. Western Union has an average student attendance record of 95+ percent.

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

Within the context of its overall achievements and success, areas of need exist. It was shown that 22 percent of our K-2 grade students participated in Response to Intervention (RtI) indicating major academic needs early on at Western Union. Evident needs of increased rigor in 3rd grade math and reading were present. In the area of staff development, support and accountability are two areas where focus has emerged. The staff will develop content with rigor and relevance utilizing the Loti, H.E.A.T. and revised Bloom's Taxonomy process. Upon complete installation of these programs, teachers' professional judgment of instructional decisions will increase to better than 50 percent, thus challenging students to perform at an optimal level. In addition, an enforced school-wide behavior and rules policy will create more consistency in its administering of consequences to eliminate poor conduct as a distraction of learning.

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

One area of significant need for Western Union is continuous benchmarking in the content area of Science. The system does not utilize a rigorous battery of assessments that include screenings and diagnostics in the area of Science as it does for Reading and Math. This year Western Union will be utilizing benchmark testing for Science. This test will include not only unit specific tests, but also a comprehensive benchmark test.

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.

Western Union has identified several areas of concern in the student data. Student outcome in the area of 3rd grade math was less than 80 percent. The same was observed in the outcome for 4th grade reading. Third grade reading was less than 70 percent. There is a gap in achievement between the males and females in 3rd and 4th grade reading and math. Each of these areas must provide more rigor and relevance in order for students to demonstrate transference, critical thinking and problem solving in a manner which exemplifies a true demonstration of knowledge in these content areas. There is also a gap between our white and black students. Our white students scored twice as high as our black students. Western Union's goal is to close all our gaps.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Reading Goals: The 3rd grade reading scores were below 70 percent on the End of Grade test.

School Goal 1:	Western Union Elementary School will increase the number of students on grade level in math by 3% on End of Grade tests.
-----------------------	--

Supports this district goal:	UCPS will prepare students for the 21st century
------------------------------	---

Target:	8-Jun-12
----------------	----------

Indicator:	
-------------------	--

Milestone date:	5/15/2012
------------------------	-----------

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

Strategy 1:	Action steps: Western Union will utilize an Instructional Data Analysis Team to disaggregate data throughout the year to reassess student progress.
--------------------	--

Strategy 2:	Action steps: Western Union will establish benchmark tests three times annually for 3 - 5 grade students, as well as continuously collect data to determine student achievement.
--------------------	---

Strategy 3:	Action steps: Western Union will analyze and share data with staff at both school and grade level settings.
--------------------	--

Plan/Do

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Students will increase achievement levels to demonstrate one year's growth for one year of instruction.

School Goal 2: Western Union Elementary will collect and analyze data at grade level to drive instruction.

Supports this district goal: UCPS will prepare students for the 21st century

Target:	6/8/2012
Indicator:	
Milestone date:	5/15/2012

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

Plan/Do

Strategy 1:	Strategy:							
	Action steps: Western Union will collect K-2 student data including running records, DRA2, teacher created assessments and Eduss data as ongoing assessments.							
Strategy 2:	Strategy:							
	Action steps: Western Union will collect, disaggregate, distribute and continuously review student data including DRA2, running records, EOGs, ClassScape, Eduss and teacher-made assessments for student status determination.							
Strategy 3:	Strategy:							
	Action steps: Information collected will be used to meet individualized learning needs.							

Plan/Do	How will we fund these strategies?
	Funding source 1: Local district funds Funding source 2: Federal funds - Title 2 Funding source 3: School general funds
	Review frequency: Quarterly Assigned implementation team: Leadership Team, Instructional Data Analysis Team, Rtl Team
Study	What data will be used to determine whether the strategies were deployed with fidelity?
	Each six weeks teachers will complete assessment data to be turned into administration, will share with the Data Analysis Team and discuss at grade level.
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Instructional Data Analysis Team will periodically review all collected data and frequently share with grade level teachers and the Response to Intervention Team to determine student progress.
Act	What does data show regarding the results of the implemented strategies?
	The data will dictate current learning needs of students.
	Based upon identified results, should/how should strategies be changed?

Safe School Plan for Western Union 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
--	--------------

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): Daphne Helms

Teachers: J. Dobbins, V. Lynch, D. Underwood, A. Martin, A. Welch, L. Skipper, J. Roskoskey

Teacher Assistants: N. Myers, S. Bernabe, H. Young, M. Canupp, S. Bennett, M. Wright, L. Thompson, G. Warner

Other School Staff: P. Clyburn

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.

Western Union has implemented school-wide rules and procedures which are posted throughout the school and in each classroom. Key components for monitoring student achievement is observations, summative and formative data. Also, use of NC WISE to identify attendance issues. Review EOG results as well as other standardized test scores. EC, OSS and ISS discipline reports are used to monitor and address discipline concerns as well as guidance counselor input.

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.

Resources used:

- In school and after school tutoring programs for struggling students
- PEP's
- IEP's
- IEP goals
- Benchmark tests
- Response to Intervention
- ClassScape
- First in Math

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.	
<ul style="list-style-type: none"> ----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:	6/8/2012
Goal:	Work with school personnel and Central Services in ensure building is maintained to meet safety requirements
Target:	Improved School Safety
Indicator:	School Safety plans as well as bus safety plan
Milestone Date:	6/8/2012
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, Student Good Behavioral Rewards
Milestone Date:	6/8/2012
Target:	Higher Expectations for Students
Indicator:	Students to improve in academics and are encouraged to "Give Your Best and Nothing Less."
Milestone Date:	6/8/2012
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				
General Principals' Meetings	Planned				
Videos-Blood borne Pathogens, Epi-Pen, Diabetes,	Completed				
Gang Awareness, Anti-Bullying	Completed				
Drills-Tornado, Fire, Lockdown	Completed				
School Nurse Training	Completed				

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

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

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

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		State
Remediation		State
School Improvement Grants		Federal
School Resource Officers (SRO's)		Local
Alternative School		State
K-2 & 3-8 Reading Remediation		Local
Money in lieu of Summer School		Local
Other Alternative Placements		Local

Western Union Elementary School
“Diversity Goal”
2011 – 2012

Western Union will demonstrate and support specific instructional strategies that promote knowledge and understanding of cultural diversity. Our school will seek to become a more diverse school. We desire to be reflective of the world at large and have a healthy mix of people from varying backgrounds who bring a diversity of ideas, experiences and cultural beliefs to our school community. It is our goal to give consideration to all means of diversity including racial and ethnic diversity. It is our goal for our staff, at a minimal, to mirror the county’s demographics. While a quantitative goal is important, we are most concerned with the qualitative experience of our families and faculty/staff that come from diverse backgrounds.

Western Union Elementary School
“Closing the Gap” Plan
2011 – 2012

In reviewing Western Union’s 2010-2011 test data, it was determined there were several obvious gaps; the largest being between white males and white females.

After further review of the data, the Instructional Data Analysis Team developed the following “closing the gap” plan in order to positively impact the greatest numerical achievement percentage for the largest number of students. It was determined that each classroom teacher will tutor in the content areas of math, reading, writing and (5th grade) science for one hour each week beginning in January through May. The classroom teacher will instruct one content area at their grade level, with regular teacher assistants supporting the teacher. Specialty area teachers will assist students in kindergarten through second grade. All exceptional and reading recovery teachers will work with Rtl students.

Western Union Elementary School
“Graduation, Innovation, Globalization Plan”
2011 – 2012

Western Union will establish and use educational resources, content and perspectives in daily instruction to reflect the cultures and viewpoints of societies around the world. Each level will utilize all available technology on hand to advance students toward 21st century knowledge, with the expectation of globally competent and equally competitive students.

The fourth grade is hosting a Visiting International Faculty (VIF) member. She will instruct students on this level about her native country and culture. Through interaction and internet usage, this experience will enrich all of our students to the fact that the world is global.

Western Union’s administration, counselor and faculty will continue to work closely with Parkwood Middle School (PWMS) and Parkwood High School (PHS) through vertical communication. This allows Western Union to follow up on “at risk” students’ academic performance after completing elementary school. By teaming up with PWMS and PHS on various community related projects, as well as sharing student information, Western Union will stay connected with students in the Parkwood cluster. In addition, this partnership provides the opportunity to continue focusing our efforts towards graduation for each student.

Western Union Elementary School
“Duty Free Lunch” Plan
2011 - 2012

At a meeting of the Western Union Elementary School Leadership Team, it was decided that Western Union will use the following guidelines for the Duty Free Lunch Plan:

- Western Union staff will work with the WUES PTO to provide Duty Free Lunch for the WUES staff. Western Union PTO will provide staff members a minimum of one duty free lunch per month for the 2011-2012 school year.

Western Union Elementary School



Anti-Bullying Plan 2011-2012

**Ms. Rita Webb, Principal
Ms. Daphne Helms, Assistant Principal**

Union County Policy Statement Against Bullying

(As printed in the Elementary Student Handbook)

Bullying is a form of harassment. Under North Carolina Law, bullying is “any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, that takes place on school property”, as defined above, “reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one of more of these characteristics”.

Bullying may include, but is not limited to: verbal taunts, name-calling and put-downs, extortion of money or possessions, implied or stated threats.

Anti-Bullying Position at Western Union Elementary School

Western Union Elementary School is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber bullying, or retaliation, in our school buildings, on school grounds, on school buses or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyber bullying, and retaliation, and take prompt action to end that behavior and restore the target student’s sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

First Offense: Discretionary action by the principal

Second Offense: 1-3 days of suspension

Third Offense: 2-5 days of suspension

Proactive Measures to Prevent Bullying at Western Union Elementary School

(The principal and assistant principal are responsible for oversight of this plan.)

- I. **Annual Staff Training on the Plan** – This will be conducted in early August before students come back to school. All staff members will review and discuss the Union County School Board policy regarding zero-tolerance for bullying in addition to the school-wide bullying plan and timeline for sharing the anti-bullying curriculum to students at all grade levels.
- II. **On-going Professional Development** - The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. Training will include: strategies for preventing bullying in the classroom; immediate and effective interventions to stop bullying; diversity and difference training; research findings about bullying and groups of students that are likely targets within the WUES student demographic; use of positive behavior intervention strategies; and, Internet safety issues as they relate to cyberbullying.
- III. **Written Notice to Staff** – This plan will be shared in hard copy with staff members each year via the staff handbook as well as posting to the school Moodle page.
- IV. **Anti-Bullying Curriculum Timeline for Students** – Please see the attached curriculum matrix for details and dates on lessons and programs that will be implemented with Western Union students throughout the school year.

Access to Resources and Services for Western Union Elementary Staff and Students

Counseling and other services – Student targets, aggressors and their families will have daily access to teachers, administrators and the school counselor for additional support with the following: safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors.

Referral to outside agencies – In cases, where efforts at the school level are not intensive enough to assist the student with issues surrounding bullying, the student and family will be referred to the appropriate outside agency based on recommendations from the school guidance counselor.

**Western Union Elementary School
Guidance Curriculum Timeline**

Grade	Objective/Point Person	Materials	Date
Kindergarten	It's Okay to Feel Different (Definition of different, description of a community, Diversity makes a community stronger. Ms. McGarty	It's Okay To Be Different book, construction paper and crayons.	August/September once a week
First Grade			
Second Grade			
Third Grade	It's Okay to Feel Different (Definition of different, description of a community, diversity makes a community stronger.	It's Okay To Be Different book, construction paper, crayons, posterboard cut into jigsaw pieces.	August/September once a week
Fourth Grade			
Fifth Grade	Let the Hot Air Out of Bullies Me and We: Mix It Up Activity	Balloons, markers and tape. 10 sheets of paper, numbered 1 to 10, taped to the wall	
School-wide Efforts	Ms. McGarty Ms. McGarty Ms. McGarty Ms. McGarty Ms. McGarty	Bullies Are a Pain in the Brain by Trevor Romain (video) on closed circuit TV; K-5 teachers will receive questions for follow up at the end of the video 2nd video in series on closed circuit; follow up questions for K-5 teachers Character Trait Lessons beginning 5 th grade and down Lunch Bunch Meetings Skits performed on morning announcements	First Week of November Second week of January Delivered in February As needed throughout the year November/December

Bibliography on Bullying

Picture Books:

My Secret Bully by Trudy Ludwig
Nobody Knew What to Do by Becky McCain
Say Something by Peggy Moss
King of the Playground by Phyllis Reynolds
Don't Laugh at Me by Steven and Shamblin Seskin
No More Bullying by Rosemary Stones
Stop Picking on Me by Pat Thomas

Nonfiction for Children:

Stick Up For Yourself by Gershen Kaufman
Cliques, Phonies and Other Baloney by Trevor Romain
Bullying – Deal With It Before Push Comes to Shove by Elaine
Slavens Don't Pick On Me by Rosemary Stones

Fiction (Novels):

Blubber by Judy Blume
Sticks and Stones by Beth Goobie
Traitor by Pete Johnson
Freak the Mighty by Rodman Philbrick
Loser by Jerry Spinelli

Parent Resources:

Nobody Likes Me, Everybody Hates Me by Michele Borba
The Bully, the Bullied and the Bystander by Barbara
Coloroso And Words Can Hurt Forever by James Garbarino
Sticks and Stones by Karen Maudlin
Odd Girl Out by Rachel Simmons