

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 Union County Public Schools

District Goal 1: High achieving and globally competitive students

Supports SBE Goal: Goal 1 - North Carolina schools will produce globally competitive students

District Goal 2: Quality teacher, administrators, and staff providing innovative leadership for 21 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 responsible students

Supports SBE Goal: Goal 3 – North Carolina Public School students will be healthy and responsible.

District Goal 4: 21 century systems operating effeciently and effectively

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.

Recommended Data Sources for Analysis by School Improvement Teams

Core Beliefs and Mission for Hemby Bridge Elementary School

Core Beliefs/Vision

Core Beliefs of Hemby Bridge: We believe that families and teachers should work together; every child should not only enjoy coming to school but look forward to it; all students should have the opportunity to learn and grow as individuals in a safe, engaging and respectful environment; we believe that education is a lifelong process of being able to recognize ones gifts and talents, we believe that children strive to meet expectations so we should set them high.

Mission:

Hemby Bridge's mission is "together with the parents and community, to develop responsible and knowledgeable life-long learners through a diverse and challenging educational program."

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

School Name/Number: Hemby Bridge Elementary School - 318

School Address: 6701 Indian Trail Fairview Rd. Indian Trail, NC 28079

Plan Year(s): 2013-2014

Date prepared: 9/17/2013

Principal Signature: _____

Date _____

Local Board Approval Signature: _____

9/17/2013

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

Committee Position*	Name
Principal	Casey Ball
Assistant Principal Representative	Stephanie Burris
Teacher Representative	Deborah Romanow, Scottie Stiles, Mandy Mills, Sharon Patrick, Christa Phillips, Matt Bair, and Dawn Miller-Speer
Inst. Support Representative	Beth Matthews
Teacher Assistant Representative	Karen Lanier
Parent Representative	Katie Urbain, Kelly Barnhardt, and Jacque White

* 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 priority areas for improvement.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher

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

Hemby Bridge met all AMO targets and expected growth for the 2012-2013 school year. EOG data shows the school's sub-group of Hispanic students are performing at 63.8 proficient, well above the county average.

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

Math needs to be an area of focus as the overall scores showed 62.9 percent of students demonstrating proficiency. The schools needs to continue to target the learning gaps among our sub-groups, specifically african american males. Hemby Bridge also needs to further develop science instruction targeting gaps between female and male sub-groups, students were 57.1 percent proficient on EOG testing.

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

Assessment data in the form of Fountas and Pinnell assessments, mCLASS reports, county and state math summative assessments, LLI data and conference notes need to be analyzed to track student growth during the school year in addition to the EOG data. Teachers will collect and submit this data as it is collected during the year.

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

Based on EOG data for the 2012-2013 school year the following priorities emerge for the school: 1) Ensuring students make continual growth in math and reading based on EOG data. 2) All students scoring a level 1 or 2 on their EOG's are a high priority for the 2013-2014 school year based on EOG data. 3) Ensuring student progress is being tracked through ongoing formative assessments at all grade-levels to monitor student progress and adjust instruction accordingly.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Increase the percentage of students in Grades 3-5, both male and female, scoring at level 4 on End of Grade assessments in reading and math in an effort to promote instructional excellence and student academic growth and achievement.

SCHOOL GOAL 1: Increase Student Academic Growth and Achievement in Reading

Supports this district goal: Goal 1- High achieving and globally competitive students

Target: All students

Indicator: Reports from ABC, AYP and EOG

Milestone date: 6/2014

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

Strategy: Provide early intervention to students at-risk to raise student success and facilitate the long range goal of high school graduation.

Action steps:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. IT meetings - monthly or more 2. Develop intervention specific to students' needs 3. Intervention and enrichment plans | <ol style="list-style-type: none"> 5. 504 Plans 6. Utilize Fountas and Pinnell and mCLASS data 7. Utilize county math data-formative and summative to develop plans |
| <ol style="list-style-type: none"> 4. Classroom walk-throughs | |

Plan/Do



Plan/Do

Strategy: Develop small group tutoring for at risk-students to increase student success and facilitate the long range goal of high school graduation.

Action steps:

- 1. Weekly tutoring by teachers (Spring)
- 2. I/E support by teacher assistants, classroom teachers, and tutors
- 3. Interventionist to work directly with students

Strategy 2:

Strategy:

Action steps:

Strategy 3:

Professional development - Identify the professional development required to successfully implement the strategies above:

Staff person or Group	Course Name/Title	Course Provider	Date completed
Principal and 3 staff	PLC training	Dufour	Oct. 1, 2, 3
All K-3 teachers	mCLASS training	County level trainers and CC/Interventionist Support	Ongoing
All 4th, 5th teachers	Fountas and Pinnell training	CC/Interventionist	Oct.
All staff by grade level	PLC meetings with CC/ Interventionist	CC/Interventionist	Ongoing

How will we fund these strategies?

Funding source 1:	Local district funds	Funding amount:	TBD
Funding source 2:	State funds - DSSF	Funding amount:	TBD
Funding source 3:	State funds for at-risk	Funding amount:	\$2,500
Funding source 4:	School general funds	Funding amount:	
Funding source 5:			
		Total initiative	#VALUE!
Review frequency:	Quarterly		

Assigned implementation team:

Check

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

EOG data, AYP data, teacher assessments, Classroom walk through data, site based team meetings, data from tutoring sessions in lieu of summer school data, mCLASS data, Fountas and Pinnell data, county formative and summative math data

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

The data sources above will be used to track student progress and show consistent growth in reading and math.

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

TBD

Act

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

TBD

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

AdvancED External Review Required Actions #1

School Goal 2: Fully implement the present system-wide policy whereby central office staff regularly monitor school improvement plans, ensuring that each school engages in systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success.

Supports this district goal: Goal 4 - 21 Century systems operating efficiently and effectively

Target: Implement SIP process with fidelity

Indicator: SIP Checklist

Milestone date: Mar- 14



Plan/Do

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

Strategy: Implement with fidelity the district's SIP process.

Action steps:

- 1. Present principals with SIP process
- 2. Conduct SIP work sessions at leveled meetings
- 3. Update data sections of SIP once scores are received
- 4. Conduct peer reviews of plans and provide feedback
- 5. Conduct director reviews of plans and provide feedback
- 6. Directors complete progress checklist with individual schools
- 7. Monthly meeting with SIP team to review plan/progress

Strategy 1:

Strategy:

Action steps:

Strategy 2:

Strategy:

Action steps:

Strategy 3:

Professional development - Identify the professional development required to successfully implement the strategies above:

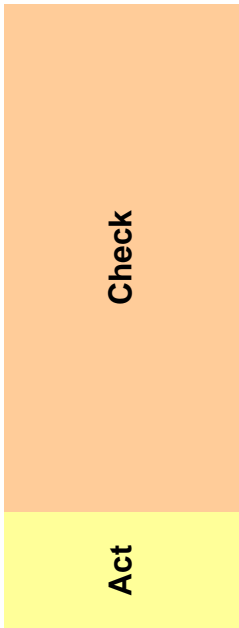
Staff person or Group	Course Name/Title	Course Provider	Date completed
Principal	Monthly Principal meetings	County Curriuclum Department & Directors	Ongoing

How will we fund these strategies? District wide implementation

Funding source 1:	Local district funds	Funding amount:	TBD
Funding source 2:	School general funds	Funding amount:	TBD
Funding source 3:	State funds - DSSF	Funding amount:	TBD
Funding source 4:	Select a funding source	Funding amount:	\$0
Funding source 5:	Select a funding source	Funding amount:	\$0
		Total initiative funding:	#VALUE!

Review frequency: Quarterly Quarterly

Assigned implementation team: Site Based Management Team, Instructional Leadership Team



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

Results of the SIP Progress Checklists

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

Results of the SIP Progress Checklists

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

TBD

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

TBD

Priority Goal 3 and Associated Strategies

Area for improvement and supporting data: AdvancED External Review Required Actions #1

School Goal 3: Formalize and implement to fidelity system-wide procedures that implement and support operation as a collaborative learning organization (PLCs).

Supports this district goal: 2 - Quality teachers, administrators, and staff providing innovative leadership for 21st century schools

Target: All Students

Indicator: ABC, AMO, EOG, mCLASS, MSL, Fountas and Pinnell, Running Records

Milestone date: 6/2014

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

Strategy: Build capacity and scheduled time to implement PLCs with fidelity

Action steps:

1. Principal and 3 grade level representatives to attend PLC (Dufour) training
2. Daily specials/globalization schedule giving grade level time to meet with different PLCs
3. Horizontal PLCs meet for weekly math meeting and weekly reading meeting-share student data for planning

4. Vertical PLCs meet 5 times a year to focus on data in a specific subject areas

5. PLC meetings with CC/Interventionist and Grade level

6. Attend county level CC/Interventionist meetings to build capacity to bring back to staff

Strategy 1:

Strategy: Focus on data collection methods for formative and summative information

Action steps:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. PLC meetings with CC/Interventionist to ensure training on data collections methods | <ol style="list-style-type: none"> 4. Utilize Fountas and Pinnell data in grade level and vertical PLCs |
| <ol style="list-style-type: none"> 2. UCPS curriculum trainers (PLC, mCLASS, Fountas and Pinnell, ClassScape, etc) | <ol style="list-style-type: none"> 5. Utilize county math assessments (formative and summative) ClassScape and performance tasks |
| <ol style="list-style-type: none"> 3. Utilize mCLASS data in grade level and vertical PLCs | |

Strategy 2:

Strategy: Focus on data with PLC for planning instruction/interventions

Action steps:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. IT meetings on Wednesdays | <ol style="list-style-type: none"> 4. Vertical PLCs meet 5 times a year to focus on data in a specific subject areas |
| <ol style="list-style-type: none"> 2. Informal planning prior to IT meeting | |
| <ol style="list-style-type: none"> 3. Horizontal PLCs meet for weekly math meeting and weekly reading meeting-share student data for planning | |

Strategy 3:

Professional development - Identify the professional development required to successfully implement the strategies above:

Staff person or Group	Course Name/Title	Course Provider	Date completed
Principal and 3 staff	PLC training	Dufour	Oct. 1, 2, 3
All K-3 teachers	mCLASS training	County level trainers and CC/Interventionist Support	Ongoing

All 4th, 5th teachers
All staff by grade level

Fountas and Pinnell training
PLC implementation meetings with CC/ Interventionist

CC/Interventionist
CC/Interventionist

Oct.
Ongoing

How will we fund these strategies?

Funding source 1:

Funding source 2:

Funding source 3:

Funding source 4:

Funding source 5:

School general funds

Local district funds

State funds - DSSF

Select a funding source

Select a funding source

Funding amount:

Funding amount:

Funding amount:

Funding amount:

Funding amount:

Total initiative

\$0

Review frequency:

Quarterly

Assigned implementation team:

Administration and SIP Team

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

EOG data, mCLASS data, Fountas and Pinnell data, ClassScape data, county assessments, meeting notes, conference notes, formative assessment data, lesson plans

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as PLC meeting notes will reflect a focus and planning around student data. The data sources listed above will reflect continued student growth.

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

TBD

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

TBD

Check

Act

Safe School Plan for Hemby Bridge 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. Mary Ellis

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): Stephanie Burris

Teachers: Katy Smith, Paula McLaughlin, Marcel Hollis

Teacher Assistants: Anita Childers, Scarlet Helms, Nadine Tucker, Karen Lanier, Kelly Widener, Paula McLaughlin, Ginger Mullis

Other School Staff: Frances Bennett-Cox, Karen Bancroft, Jonapher Hood

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 RtI teams, PEP's, Enrichment/Remediation Plans, Student Accountability during the school year, Mentors for students, School Intervention Teams, Tutors, Support Personnel, School Resource Officers (SRO's) interventions, Use Power School to identify attendance, academic and discipline concerns and patterns, Analyze EOG, Alternative Assessments, and other standardized test scores, Exceptional Children (EC), Limited English Proficient referrals and conferences, OSS and ISS discipline reports, guidance counselor, counseling for students (individual and small groups) with the guidance counselor or psychologist.

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
*In-school tutoring, after school tutoring, Behavior Scales, mentoring programs, Intervention Teams, Behavior Plans/Agreements, PEP's, IEP Goals, Benchmark Tests

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.
Odysseyware, Nova net, Nurtured Heart, Smaller class size - Lower Student/Teacher Ratio, Intensified Structure, Level Programs designed to transition back to home school

In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.)

Goal: Complete all required drills and associated training (fire, tornado, lockdown).
Target: 100% completion
Indicator: Drill Reports
Milestone Date: EOY
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

Target: Improved School Safety and Student Conduct
Indicator: Decreased Discipline Referrals, Decrease in Drop-Out Rates
Milestone Date: EOY
Target: Higher Expectations for Students
Indicator: In the first semester of entering a program, they will show an increase in their academic achievement as compared to previous performances at their home
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)	2 x's a month Sept. 1, 2013
Videos - Bloodborne Pathogens, Epi-Pen, Diabetes, Asthma	
Videos - Gang Awareness - Critical Incident Response	23-Aug-13
Drill Training - Fire, Tornado, Lockdown	ongoing monthly, one per year, one per semester
SRO Training (ex. Crisis Intervention Training)	30-Aug-13
Anti-Bullying Program	ongoing 2012-2013
School Nurse Training	ongoing

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

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

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

The UCPS Communications Office oversees and contributes to a variety of print and electronic media that requires school information. UCPS news appears in a variety of outlets including school and district newsletters, local newspapers and even national magazines. The UCPS Communications Office maintains effective and informative district and departmental websites including a website for the superintendent and the Board of Education. Parents and the local community are informed via Connect-Ed., website postings, facebook, printed handbooks and agendas, letters home, student and family recognition programs, PTA/PTO-sponsored programs and information provided through partnerships with outside agencies such as the police and fire departments, emergency medical responders and other approved non-profit organizations.

Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs

Program or Strategy Being Funded	Amount of Funding	Source of Funding
English as a Second Language (ESL)		Local, State, Federal
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
Summer School -Multi-Site Plan (EOC only)
Money in lieu of Summer School

State
Local
Local

HEMBY BRIDGE GLOBAL AWARENESS AND DIVERSITY PLAN

Our goal is to create opportunities for students to learn to be globally competitive and to increase their understanding of the global community.

This is done through "Global Monday" activities in the special area classes. Lessons focus on shared reading activities along with internet resources, websites and maps and artifacts from other countries.

Sister School Activity - We will be paired with a school in New Zealand where 2nd, 3rd and 4th grade students have created pen pal relationships and communicate regularly with their New Zealand counterparts. Through the use of available technology, students will use Flip cameras to share images of school life at Hemby Bridge with students in New Zealand who will also share by using this same media "a day in the school life" of New Zealand students. VIF teacher, Mr. Hollis, will share his global experiences and also be a resource for communicating with his home country of New Zealand.

International Fair - Features Hemby Bridge families from around the globe that share the culture, language and the customs of their homelands.

HEMBY BRIDGE DUTY FREE LUNCH PLAN

Currently, Hemby Bridge Elementary PTO provides duty free lunch to classroom teachers on Thursdays of each week. Monday, Tuesday, Wednesday and Friday are duty free on a rotating basis where one teacher from each grade level provides cafeteria coverage for the team.

HEMBY BRIDGE TEACHER PLANNING TIME

Planning time for teachers takes place when classes are scheduled for "Specials." Please see the master schedule to determine when teachers have planning time.