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 1 – North Carolina public schools will produce globally competitive students.
District Goal 2:	Quality teacher, administrators, and staff providing innovative leadership for 21 century schools
Supports SBE	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 3 – North Carolina Public School students will be healthy and responsible.
District Goal 4:	21 century systems operating effeciently and effectivily
Supports SBE	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 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 public 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 effectivily

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

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 needs. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)

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

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

School Report Card results: (www.ncreportcards.org)

North Carolina Teacher Working Conditions Survey results: (http://ncteachingconditions.org)

North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf)

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) (http://www.ncpublicschools.org/research/discipline/reports)

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)

S**chool 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://www.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 Wingate Elementary

Vision:

Wingate Elementary believes that every child has the capacity and capability to learn and in partnership with the community we prepare our students to become life-long learners in a nurturing and challenging environment that promotes diversity, responsibility, and creativity, while maintaining high expectations.

Mission:

Wingate Elementary nurtures and strengthens our students' creativity, knowledge, character, and thinking skills so that they may mature academically, physically, socially, and spiritually and be prepared to excel in the 21st century in the nation's finest secondary schools, colleges, and throughout their lives.

LEA or Charter Name/Number: Union County Public Schools - 900
School Name/Number: Wingate Elementary - 388
School Address: 301 Bivens Street, Wingate, NC 28174
Plan Year(s): 2012-2014
Date prepared: September 10, 2012

Principal Signature:

Date

Local Board Approval Signature:

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	Mike Henderson	Teacher Representative	Amy Valvo
Asst. Principal Representative	Nicole Phelix	Teacher Representative	Josephine Maness
Inst. Support Representative	Kelly Marks	Teacher Representative	Erica Osepchuck
Inst. Support Representative	Shanda Lauri	Teacher Asst. Representative	Kathleen Bedell
Inst. Support Representative	Amanda Stinchcomb		
Inst. Support Representative	Carolyn Leonard		
Parent Representative	Candice Sturdivant		
Parent Representative	Jamie Chambers		
Parent Representative	Sarah Easter		
Parent Representative	Sandra Coble		
Teacher Representative	Jason Basden		
Teacher Representative	Lisa Splawn		
Teacher Representative	Jessica Slusarczyk		
Teacher Representative	Yolanda Saxton		
Teacher Representative	Joan Buttafuoco		
Teacher Representative	Emerald Johnson		
Teacher Representative	Jacque Pollard		

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 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?

Using the AdvancED Standards for Quality as our guide, the Wingate school staff worked cooperatively to determine our strengths and opportunities for improvement. We utilized the Self-Assessment Workbook for Schools Concept Maps, or rubrics, to lead conversation withing our Standards Groups and to create our narrative summarizing our strengths and opportunities for improvement. Wingate's identified strengths include:communication of purpose with stakeholders, a culture of high expectations, responsible and effective operations/management, collaborative learning communities, active engagement with families of our students, enough staff, material resources, and instructional time available to support students, adequate facilities, use of media and information resources, comprehensive student assessment system. This analysis tells us that the school has a strong foundation for expectations and communication which will further foster collaboaration with all staff, students, and stakeholders. This also confirms that the school is continually working to maintain consistent growth by using research based teaching practices, improving support services, and effectively engaging staff and community through change processes while providing continual support.

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

Using the AdvancED Standards for Quality as our guide, the Wingate school staff worked cooperatively to determine our strengths and opportunities for improvement. We utilized the Self-Assessment Workbook for Schools Concept Maps, or rubrics, to lead conversation withing our Standards Groups and to create our narrative summarizing our strengths and opportunities for improvement. The following were targeted for improvement by the school site based team: utilization of instructional technology throughout teaching and learning, family and community involvement, focus of globally competitive, 21st Century learning for students, better addressing student social and emotional needs, and differentiation/enrichment occuring in every classroom. This analysis tells us that we need to continue developing opportunities to engage and support every student in our school. We know that technology must be incorporated in our teaching and learning to produce globally competitive students and must continue to improve this area. Our school needs to increase the amount of time used by counselors to provide adequate support for social, emotional, and academic needs of at-risk students. The school site based team also determined that we need to incorporate ongoing in-house professional development and specialized groups in accordance with Common Core, and effective best practices. Our school also desires to improve timely communication between parents and the school, create environment that engages parents and welcomes them, and provide opportunities to collect input on school decisions. Timely communication is also important with the community. We need to engage in strategies to partner with local businesses and monitor the effectiveness of engagement efforts.

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

Wingate is provided with a wealth of data. This year in particular, we received data from the Teachers Working Condition Survey, Teacher Survey, Parent Survey, Test Data, Benchmark Assessments, other formal assessments (six-week assessments, problem-solving quizzes, DRA) and lots of information from informal assessments (running records, reading portfolios, mini-lesson checklist, small group notes, conference records, class grade sheets, and others). Also, each teacher is required to keep a teacher notebook that highlights class strengths, needs, small groups plans, and grade-level plans. Every student has a data notebook (or a section in a large binder) and this is where the teacher and students record daily information, future goals, and graphs that highlight successes. Some teachers are now choosing to keep this documentation electronically. We will continue to gather data on individual students per RtI team meetings, counseling sessions, classroom data notebooks, parent surveys, and formal teacher observations. In addition, we will collect, maintain, and utilize bullying data to create and periodically update our school's anti-bullying plan.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?
Cite relevant evidence from your analysis to support these priorities.

Based on the data, Wingate needs to continually focus on its achievement gap and the information that supports this was provided by our county's data analysis of our test scores. Our test scores have gone up to 86.9% on grade level, but there is a gap between our white students and our Hispanic and black students in the area of reading. In math, there is little to no gap. Second, we need to increase the involvement levels of our parents and the surrounding community. Our parent survey supported this information when it stated that only 67% of our parents feel that they are actively involved in their child's school. Furthermore, 96.4% of our parents feel that they are kept informed and up-to-date with their child's academic progress, as well. This is higher than LEA average but we will strive for 100%. We must continue our efforts to be an accessible school for our parents and we have to be up-to-date and current with all of our information about personal academic progress and overall school progress. Finally, we have seen what quality, professional instruction and support can provide to our students. One of our primary goals would be to continue the professional development we provide to our teachers in pushing them to be the best at their profession, how to collect and analyze the data for their students in order to serve them better, and how to differentiate the learning so our students become academic leaders and problem-solvers in a 21st Century world.

	Priority Goal 1 and Associated Strategies

<table>
<tr><td rowspan="20">Plan/Do</td><td colspan="3">Area for improvement and supporting data:
Ensure that instructional technology is incorporated throughout instruction and learning of 21st Century teachers and students.</td></tr>
<tr><td colspan="3"></td></tr>
<tr><td>School Goal 1:</td><td colspan="2">Implement processes to incorporate instructional technology throughout teaching and learning to support 21st Century teachers and learners.</td></tr>
<tr><td>Supports this district goal:</td><td colspan="2">21st Century systems operating effeciently and effectively.</td></tr>
<tr><td colspan="3"></td></tr>
<tr><td>Target:
Indicator:
Milestone date:</td><td colspan="2">Classroom teachers, support staff, students
Formal teacher evaluations, EOY parent/teacher survey
Ongoing through 2014</td></tr>
<tr><td colspan="3"></td></tr>
<tr><td colspan="3" align="center">Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.</td></tr>
<tr><td rowspan="3">Strategy 1:</td><td colspan="2">Strategy: Develop a plan for and offer staff development on technology use in the classroom (i.e. moodle, Netbooks, Promethean boards)</td></tr>
<tr><td colspan="2">Action steps:</td></tr>
<tr><td>1. Survey staff for technology staff development topics.
2. Plan technology staff development.
3. Provide technology staff development.</td><td>4. Teachers develop a plan for implementation of technology in the classroom once training is held.
5. Note when observed on NC Teacher Evaluation System.</td></tr>
<tr><td rowspan="3">Strategy 2:</td><td colspan="2">Strategy: Develop funding plan to continue purchase of Netbooks or other handheld technology.</td></tr>
<tr><td colspan="2">Action steps:</td></tr>
<tr><td>1. Research price and determine total amount of equipment needed.
2. Advocate with UCPS Technology Department for materials.</td><td>3. Research other funding possibilities.
4. Consider technology upkeep costs as part of plan.</td></tr>
<tr><td rowspan="3">Strategy 3:</td><td colspan="2">Strategy: Increase positive and reliable communication between school and UCPS technology services.</td></tr>
<tr><td colspan="2">Action steps:</td></tr>
<tr><td>1. Develop technology committee.

2. Provide re-training for staff on reporting technology issues.</td><td>3. Updates to administration and staff from technology committee.
4. Administration, media specialist, and office staff foster open lines of communication with technology department.</td></tr>
</table>

Plan/Do	**How will we fund these strategies? Attempt to spend at least $10,000/year from variety of funding sources.**

How will we fund these strategies? Attempt to spend at least $10,000/year from variety of funding sources.

Funding source 1:	Local district funds	**Funding amount:**	$3,000 per year
Funding source 2:	Federal funds - Title I	**Funding amount:**	$4,000
Funding source 3:	State funds for at-risk students	**Funding amount:**	
Funding source 4:	School general funds	**Funding amount:**	$3,000
Funding source 5:	Select a funding source	**Funding amount:**	
		Total initiative	**$10,000**

Review frequency: Quarterly

Assigned implementation team:

Check

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

Meeting notes, help desk tickets, technology check out records from media center, teacher evaluation data

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

Increased teacher use of laptop carts, data projectors, and Promethean/short throw boards. Installation and use of new technology when purchased.

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:
Increase the amount of Family Involvement and Community Involvement in an effort to provide a more informative and productive setting for our parents, guardians, stakeholders, and the surrounding community.

School Goal 2:	To determine the effectiveness and increase the educational involvement of parents and the surrounding community.
Supports this district goal:	Family, business, and community members involved and supportive of our schools

Target:	All parents, guardians, and stakeholders of our students.
Indicator:	EOY parent survey
Milestone date:	Ongoing through 2014

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

Plan/Do

Strategy 1:

Strategy: Utilize a survey or self-assessment process to determine the effectiveness (beneifts and needs) of current programs

Action steps:

1. Share information from county parent survey with Site-based team.	3. Determine a plan of priorities for each school year.
	4. Consider AdvancED self-assessment findings regarding stakeholder involvement.
2. Share results with site-based team and take suggestions for changes or new parent outreach.	

Strategy 2:

Strategy: Develop a plan to keep parents informed about school events and activities.

Action steps:

1. Use information from survey to determine the best ways to inform parents and the community.	3. Gather suggestions from site base team on a variety of ways to inform parents and the community.
2. Delegate task of updating school website weekly with new information.	4. Develop community database/utilize ConnectEd.
	5. Utilize Powerschool report card and Parent Assist Module.

Strategy 3:

Action steps:

1.	5.
2.	6.
3.	7.
4.	8.

Plan/Do	**How will we fund these strategies? School general funds or Federal funds (if new programs are implemented).**

How will we fund these strategies? School general funds or Federal funds (if new programs are implemented).

Funding source 1:	State funds - DSSF	**Funding amount:**	$0
Funding source 2:	School general funds	**Funding amount:**	$0
Funding source 3:	Federal funds - Title I	**Funding amount:**	$0
Funding source 4:	Select a funding source	**Funding amount:**	$0
Funding source 5:	Select a funding source	**Funding amount:**	$0
		Total initiative	**$0**

Review frequency: Quarterly

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

Check

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

Parent survey data, PTO night logs, program logs, classroom celebration logs, parent contact logs, Title I documentation

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

Results from parent/community survey (focus on communication, partcipation, perception of child's education), results from ConnectED calls

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

Parent survey information should produce positive increases from year to year.

Act

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

TBD

Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:
Increase the consistency and ownership of high quality work standards geared toward creating globally competitive students, and formalizing the fidelity system-wide procedures that implement and support operation as a collaborative learning organization (PLC) 21st Century learners.

School Goal 3:	Teachers will clearly communicate to students the high quality standards necessary to become on grade-level and ultimately become life-long learners and avoid dropping out of school.
Supports this district goal:	Quality teacher, administrators, and staff providing innovative leadership for 21st century schools

Target: Teachers
Indicator: North Carolina Teacher Evaluation System
Milestone date: Ongoing through 2014

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

Plan/Do

Strategy 1:

Strategy: Provide in-house professional development and continue implementing PLC(s) that will assist teachers in having students reach or exceed grade level expecations while showing high academic growth.

Action steps:

1. Provide all teachers with needed professional resources including professional development and literature.	**4. Teacher implementation and administrative walkthroughs of data/methods discussed.**
2. Weekly grade level meetings.	**5. Collaborate with out PLC and data coordinator for Kid Talk and RTI meetings to highlight children who continue to struggle to meet grade level expectations along with the development of assessments.**
3. Regularly scheduled staff development meetings informal/formal PLC meetings led by staff.	

Strategy 2:

Strategy: Utilize formative assessment to drive instruction and to differentiate based on student need.

Action steps:

1. Gather information from grade level teams and ensure the understanding and use of formative assessments.	**3. Implement and Utilize MCLASS data gathered through the use of data and progress monitoring.**
2. Curriculum coordinators facilitate the development of assessments (such as rubrics, pre/post, observations) for each grade based on the Common Core.	**4. Access formative assessment examples for teachers regarding high quality work standards.**

Strategy 3:

Action steps:

1.	5.
2.	6.
3.	7.
4.	8.

Plan/Do	**How will we fund these strategies?** **Funding source 1:** School general funds **Funding amount:** $1,000 **Funding source 2:** Select a funding source **Funding amount:** **Funding source 3:** Select a funding source **Funding amount:** **Funding source 4:** Select a funding source **Funding amount:** **Funding source 5:** Select a funding source **Funding amount:** **Total initiative** **$1,000** **Review frequency:** Quarterly **Assigned implementation team:** Administration, Correlate, etc.

Check	**What data will be used to determine whether the strategies were deployed with fidelity?**
	North Carolina Teacher Evaluation System (self-evaluation, formal observation), summative evaluation, Data Notebooks, walkthrough data
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and
	Progress on goals established between teacher/administrator, evidence of grade-level produced formative assessments.
	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 4 and Associated Strategies

Area for improvement and supporting data:
Consistently utilize the time of counselors in supporting and working directly to improve the social and emotional needs of our students.

School Goal 4:	Implement a consistent, effective, and developmentally-appropriate program to support the social and emotional needs of all students.
Supports this district goal:	Safe, orderly, and caring schools producing healthy responsible students

Target:	Counselors, teachers, and at-risk students
Indicator:	Counseling session logs, counselor referrals from teachers/parents, discipline logs
Milestone date:	Ongoing through 2014

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

Plan/Do

Strategy 1:

Strategy: Provide necessary resources to identify at-risk students.

Action steps:

1. Gather input from teachers on at-risk students.	4. Utilize referral system for teachers/parents/students.
2. Provide time to instruct teachers on student issues.	5. Notify counselors of immediate needs.
	6. Use behavior therapist when appropriate.
3. Gather input from parents.	

Strategy 2:

Strategy: Counselors will work directly with at-risk students.

Action steps:

1. Provide time for counselors to work with groups of identified students.	4. Create Buddies Learning Together Program, pairing
2. Create a plan for immediate needs.	
3. Recognize students for positives, such as honor roll, Terrific Kids.	

Strategy 3:

Strategy: Employ 2 guidance counselors.

Action steps:

1. Ask the system for 2 counselors.	

How will we fund these strategies?

Funding source 1:	Local district funds	**Funding amount:**	$50,000
Funding source 2:	State funds - DSSF	**Funding amount:**	$25,000
Funding source 3:	Select a funding source	**Funding amount:**	
Funding source 4:	Select a funding source	**Funding amount:**	
Funding source 5:	Select a funding source	**Funding amount:**	
		Total initiative	**$75,000**

Review frequency: Quarterly

Assigned implementation team:

Check

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

Discipline logs, RtI behavioral data, counselor logs, counselor/psychologist observations, counselor data collection, evidence of BLT (Buddies Learning Together) program, evidence of Honor Roll, Terrific Kids, and similar student-centered celebrations.

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

Survey teachers/parents, analyze behavioral data collected throughout the year, look for positive trend among students/groups

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 5 and Associated Strategies

Area for improvement and supporting data:
Ensure that differentiation and enrichment occur on a consistent basis in every classroom.

School Goal 5:	Incorporate ongoing in-house staff development with The Common Core and other differentiation based trainings to improve instruction and enrichment so that the achivement gap is reduced.
Supports this district goal:	Quality teacher, administrators, and staff providing innovative leadership for 21 century schools

Target:	Teachers and students
Indicator:	North Carolina Teacher Evaluation Instrument, EOG scores, MCLASS scores, formal/informal data.
Milestone date:	Ongoing through 2014

Goal 5 Improvement Strategies – Identify research-based strategies whenever possible.

<table>
<tr><td rowspan="40">Plan/Do</td></tr>
<tr><td colspan="3">Provide professional development that is research-based and incorporates assessment strategies and a variety of teaching techniques/models to ensure that differentiation and enrichment occur in every classroom.</td></tr>
<tr><td colspan="3">Action steps:</td></tr>
<tr>
<td>Strategy 1:</td>
<td>1. Hold regularly scheduled professional development opportunities.

2. Utilize mentor / mentee program.</td>
<td>3. Check data notebooks.
4. Provide model classrooms/class labs.
5. Provide model lessons.</td>
</tr>
<tr><td colspan="3">Strategy: Utilize NC Teacher Evaluation System to improve instruction.</td></tr>
<tr><td colspan="3">Action steps:</td></tr>
<tr>
<td>Strategy 2:</td>
<td>1. Hold Pre and Post Formal Observations.
2. Provide quick and constructive feedback.
3. Provide model lessons for extra support.
4. Utilize professional growth plans / action plans.</td>
<td>5. Provide model classrooms/class labs.</td>
</tr>
<tr><td colspan="3">Strategy: Utilize data to provide each child with the individual instruction necessary to address needs and maximize strengths.</td></tr>
<tr><td colspan="3">Action steps:</td></tr>
<tr>
<td>Strategy 3:</td>
<td>1. Provide professional development meetings.
2. Require that every teacher have a Data Notebook that lists goals for the class, charts their progress, holds plans, and aides in planning instruction.</td>
<td>3. Keep a data notebook on each child that houses information specific to their needs , strengths, short-term goals, long-term goals, assessments, and teach points.</td>
</tr>
<tr><td colspan="3">Strategy: Keep the class size at 1 classroom teacher to 15 students.</td></tr>
<tr><td colspan="3">Action steps:</td></tr>
<tr>
<td>Strategy 4:</td>
<td>1. Continue to request necessary funding and staffing.
2. Share importance of small class size with appropriate administrative personnel.</td>
<td></td>
</tr>
</table>

		Strategy: Provide literacy and math support to every classroom.

		Action steps:		
	Strategy 5:	1. Utilize Title I staff to assist the classroom teacher with providing small groups and 1:1 instruction.		3. Develop a school-wide schedule so that all classes receive literacy support.
				4. Hire an interventionist if funding permits.
		2. Ask system for funds needed to meet strategy.		

Plan/Do

How will we fund these strategies?

Funding source 1:	Federal funds - Title I	**Funding amount:**	$400,000
Funding source 2:	Local district funds	**Funding amount:**	$200,000
Funding source 3:	Select a funding source	**Funding amount:**	
Funding source 4:	Select a funding source	**Funding amount:**	
Funding source 5:	Select a funding source	**Funding amount:**	
		Total initiative	**$600,000**

Review frequency: Quarterly

Assigned implementation team: Administration and curriculum coordinators

Check

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

class rosters, data notebooks, meeting notes, meeting logs, mentor/mentee logs, NCTEI, feedback notes, PDPs, RTI intervention documentation, sign in logs for professional development

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

Summative evaluations, end-of-year data notebooks, classroom instruction, collection of mentee paperwork

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 6 and Associated Strategie

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

School Goal 6:	Fully implement the present system-wide policy whereby central office plans, ensuring that each school engages in a systematic, inclusive, a 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:	14-Mar

Goal 6 Improvement Strategies – Identify research-based strat

Strategy 1:	**strategy: Implement with fidelity the districts SIP process.**

Action steps:

1. Present principals with SIP processs		**3. Update data secti**
		4. Conduct peer rev
2. Conduct SIP work sessions at leveled meetings		**5. Directors comple**

Strategy 2:	**Strategy: Utilize NC Teacher Evaluation System to improve instructio**

Action steps:

1		5
2		6
3		7
4		8

Strategy 3:	**Strategy: Utilize data to provide each child with the individual instru maximize strengths.**

Action steps:

Strategy 4:	

Action steps:

Plan/Do

	Strategy 5:	**Action steps:**		

How will we fund these strategies?

Funding source 1:	Select a funding source	**Funding amount:**	
Funding source 2:	Select a funding source	**Funding amount:**	
Funding source 3:	Select a funding source	**Funding amount:**	
Funding source 4:	Select a funding source	**Funding amount:**	
Funding source 5:	Select a funding source	**Funding amount:**	
		Total initiative	

Review frequency: Twice per year

Assigned implementation team:

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

Results of the SIP progress checklist

How will you determine whether the strategies led to progress toward the goal

Results of the SIP progress checklist

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

TBD

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

TBD

s

staff regularly monitor school improvement
nd comprehensive process for review,

egies whenever possible.

ions of SIP once scores are received.

iews of plans and provide feedback

te progress checklist with individual

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ction necessary to address needs and

$0
$0
$0
$0
$0
$0

ι fidelity?

? (Include formative, benchmark, and

	Checklist of State-required On-going Operational Activities
	All Schools

Does this school:

Yes	Implement strategies for improving performance of all students?
Yes	Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?
Yes	Plan use of staff development funds?
Yes	Plan for use of assessments to monitor student progress?
Yes	Provide daily duty-free lunch to teachers?
Yes	Provide at least five hours of planning time for teachers each week?
Yes	Implement strategies for involving parents and the community in the educational program?
NA	Amend the School Improvement Plan when AYP is not met for two consecutive years when missing one or more targets in the same subject area?

	K-8 Schools Only

Does this school:

Yes	Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?

	K-5 Schools Only

Does this school:

Yes	Implement strategies to get students reading on grade level by beginning of second grade, including parental notification for students at-risk of not meeting this goal?

Any required components not included as part of a school's 3-5 School Improvement Plan goals may be placed in an appendix.

Title I School-Wide Compliance Review and Plan

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1114(b) of Title I*). Each required component is described below, with an explanation of how each contributes to the creation of a successful schoolwide program. The goals and strategies you've already developed may fulfill many of these requirements.

Schoolwide reform strategies: Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

			District Goal 1	District Goal 2			
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	Train staff through research-based, highly-qualified best practices in reading, writing, and math.				
		Strategy 2	Utilize support staff (literacy, ESL, EC, etc.) to push in when appropriate to classrooms to help the neediest students.				
		Strategy 3	Begin interventions quickly for needy students through grade level teams, RtI Team, etc.				
		Strategy 4	Implement a master schedule.				
		Strategy 5	Ensure a balanced curriculum throughout the day.				
		Strategy 6	Maintain high expecations for all students.				
	Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						

We are addressing the needs of every student we serve in many different areas. First, certified staff participate in regularly scheduled, in-house professional development time that focuses on research based instruction, data collection and assessment analysis that target the direct needs of the students. Certified staff participate in differential data groups (2x a month) and weekly grade level meetings (3x a week) that will help provide instruction according to needs and strengths. We often push our support staff (literacy, ESL, EC, Speech) into the classrooms in order to focus on small group and one-on-one instruction which is led by whole group instruction through the writers' and readers' workshop. We also use our data collection to determine needs and begin interventions through our grade level and RtI teams that focus on a problem solving approach in order to determine targeted instructional plans for the students we serve. We also implement a master schedule that ensures students receive at least 80 minutes of math instruction and 80 minutes of reading instruction. We ensure that science and social studies information is connected with other content areas and we maintain high expectations for all students by setting short-term and long-term goals for each child.

Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

			District Goal 2			
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	Train our staff so that they are highly qualified with the best practices.			
		Strategy 2	Provide peer coaching opportunities where teachers observe each other and receive feedback.			
		Strategy 3	Provide focused feedback from administration during formal and informal observations.			
	Our school is addressing the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:					

Certified staff will participate in over 20 hours of professional development that is research-based and focused on "best practices". Certified staff will participate in differential data groups that will provide instruction according to their needs and strengths. Grade-level meetings will occur 3x a week and provide teachers with instructional plans, designs, and experiences that grow them and their children. Teachers will observe each other and discuss the observations and provide feedback to each other. Administration will provide staff with focused feedback using formal and informal observations.

High-quality and ongoing professional development: Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

			District Goal 2			
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	**Strategy 1**	Provide professional development that is research-based and current.			
		Strategy 2	Provide professional development in the areas of data collection and analysis.			
		Strategy 3	Provide differentiated professional development to address the various needs of the staff.			
		Strategy 4	Support staff will also receive professional development.			
	Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:					

We provide over 20 hours of professional development in analyzing and collecting data, both formal and informal, regarding students and their performance. We require that every teacher collect data in the areas of writing, reading, and math. In addition, our suuport staff also receive professional development in the area that they are assisting when working in the classrooms. Grade level meetings and RtI meetings occur bi-monthly to discuss students and benchmark goals. Parent notification also occurs through parent alert letters for kindergarten and first grade.

Strategies to attract highly qualified teachers to high-need schools: Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

			District Goal 2			
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	**Strategy 1**	Provide in-house professional development that satisfies the necessary credits for certified teachers/staff members.			
		Strategy 2	Provide time and capacity for teachers to meet with grade level teams and curriculum coordinators.			
		Strategy 3	Provide multiple levels of support throughout the day.			
	Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:					

One of the first benefits of working at our school is the in-house professional development that is led by our curriculum coordinators. Our certified staff receives over 30 hours of staff development throughout the duration of the year and receives math and reading credits based on the book studies and staff development occurring at our bi-monthly staff meetings. We also have a very structured grade level planning time (3x a week) with our curriculum coordinators, literacy staff, and grade level team, which offers many levels of support for experienced and novice teachers. Other levels of support range from our literacy team, to the EC/ESL teams that push-in to the classrooms to offer individualized and group instruction. Certified staff also participate in bi-monthly data collection meetings, classroom management meetings and other focus areas such as LLI reading interventions and math workshops. We also strive to create and maintain a sense of community through the implementation of our Star Academy values and constellation families, along with a duty-free lunch, all of which give our teachers the opportunity to interact and comunicate with each other.

Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

								District Goal 5
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	**Strategy 1**	Utilize parent involvement coordinator.					
		Strategy 2	Provide multiple parent meetings that are designed to train the family.					
		Strategy 3	Parents will serve on all major committees.					
		Strategy 4	Increased parent communication.					
	Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:							

First, a parent involvement coordinator will be utilized to coordinate all parent activities. Various forms of communication will be used to keep all parents informed (newsletter, ConnectEd, PTO meetings, phone calls, websites, notes, etc.). Various parent meetings, such as Parent University Night and Struggling Students Night, will be used to educate and train families, and the school will look to communicate with parents as much as possible throughout the academic year. English classes will also be offered to Spanish-speaking parents each semester and parents will have the opportunity to vote for their representatives to the Site-Based team.

Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.

			District Goal 1				
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	**Strategy 1**	Pre-K (More at Four) teachers are held to the same instructional expectations as the rest of the building.				
		Strategy 2	Pre-K (More at Four) students are held to the same expectations, dress code, conduct as other students.				
		Strategy 3	Hold transition meetings and visits to kindergarten classrooms to prepare them for the next year.				
		Strategy 4	Inform parents of how to grow a 21st century learner.				
	Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:						

Our Pre-K classes begin by mirroring what kindergarten classes look like in our school. These teachers attend the same staff development meetings and are held to the same standards as other classroom teachers. Our preschool class will have routine data checks/observations from the administration like every other teacher in the building. These teachers also adhere to the same code of conduct policy and dress code policy as the rest of the building. The students attend field trips with Kindergarten classes and they have a day where they go into kindergarten classrooms to see how the next year will look for them. We will also utilize parent meetings to inform Pre-K parents of the habits and practices needed to grow instructionally strong, 21st century learners.

Measures to include teachers in decisions regarding the use of academic assessments: In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

			District Goal 2			
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	Provide professional development that is research-based.			
		Strategy 2	Provide professional development in the areas of data collection and analysis.			
		Strategy 3	Use curriculum coordinators to mesh our data with the NCSCOS.			
	Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:					

First, provide over 30 hours of professional development in analyzing and collecting data, both formal and informal, regarding students and their performance. We will require every teacher to collect data in the areas of writing, reading, and math. We will also use our curriculum coordinators to guide our data collection and analysis so that instruction matches needs and standards of our students. Grade level meetings and RtI meetings will occur bi-monthly to discuss students and benchmark goals.

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

			District Goal 1			
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	Interventions will occur as soon as a need is observed or stated.			
		Strategy 2	Teachers will work collaboratively to assess, diagnose, and remediate students.			
		Strategy 3	Small class size will be used to provide targeted interventions.			
		Strategy 4	Implementation of RtI.			
	Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:					

First, small group and 1:1 instruction will be used to provide immediate interventions. Teachers will receive professional development in implementing effective and focused small group and 1:1 instruction. Support staff will be scheduled to enter the classroom during math, writing, and reading times so that small group instruction and 1:1 help can occur. Classroom teachers will also plan with support staff so that needs are analyzed and instruction can be designed to best fit students' needs and strengths. Students will be placed in classrooms with an average ratio of 1:15, RtI will be implemented, and the school psychologist, EC teachers, and curriculum staff will lead this initiative.

Coordination and integration of Federal, State, and local services and programs: Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.

								District Goal 5
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	**Strategy 1**	All dollars will be used to provide small class size and support staff in classrooms.					
		Strategy 2	Special Ed./ESL will be utilized (when appropriate based on each students' goals and learning needs) as a push-in model to keep needy students in the classroom.					
		Strategy 3	Dollars will remain flexible so site-base team can use them in ways that are research-supported to best help students.					
	Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:							

First, the site-base team uses the different amounts of money to determine the priorities of the school. They will develop a comprehensive plan that is used to determine the funding purposes, the personnel necessary, the master schedule, the support staff, and the instructional plan. ESL and EC will work to meet the needs of the students using a "push-in" model, when appropriate, so that students do not waste instructional time transitioning. The majority of the funds will always be used to maintain our top priority of having a smaller classroom size (1:15 teacher to student ratio).

Globalization Plan for Wingate Elementary

Area for improvement and supporting data:
To raise awareness of globalization issues and promote school engagement among the members of Wingate Elementary.

School Goal: Incorporate global awareness training and service to reach out to other areas of the world in order to become a more globally-minded school.

Supports this district goal:	21st century systems operating effeciently and effectivily	

Target:	Teachers, students, and community
Indicator:	Globalization checklist, global communication forums, global schools recognition.
Milestone date:	Ongoing through 2014

Globalization Improvement Strategies

Strategy 1:	**Provide opportunities for Wingate staff to attend globalization professional development opportunities.**			
	Action steps:			
	1. Communicate with staff opportunities available, such as World View or UCPS sponsored workshops.			**2**

Strategy 2:	**Highlight global awareness to students, including use of literature in classrooms.**		
	Action steps:		
	1. Create awareness through visuals (global murals, flags that represent the home countries of our students, art projects, etc.) and music.		**2. Employ a VIF teacher, as element of the UCPS Global Schools Program.**
			3. Add and highlight culturally relevant reading materials to school and classroom libraries.

Strategy 3:	**Introduce technology as a way of communication/interaction between our school and areas of the world.**		
	Action steps:		
	1. Employ the assistance of instructional technology personnel to train staff on Web tools		**2. Use technology to gain access to communities outside of the U.S.**

How will we fund these strategies?

Funding source 1:	Select a funding source	**Funding amount:**	
Funding source 2:	Select a funding source	**Funding amount:**	
Funding source 3:	Select a funding source	**Funding amount:**	
Funding source 4:	Select a funding source	**Funding amount:**	
Funding source 5:	Select a funding source	**Funding amount:**	
		Total initiative	$0

Review frequency: Quarterly

Assigned implementation team: Administration and curriculum coordinators

What data will be used to determine whether the strategies were deployed with fidelity?
Globalization checklists, Global schools recognition

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative
Increased production and displays in public areas of the school of student work reflecting globalization. Creating an environment that surrounds students with artifacts of different cultures, including work produced by the students themselves. Global Schools recognition from UCPS.

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

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

Wingate Elementary School Bullying Plan

Our Mission

The administrators, counselors, faculty, and support staff are all committed to making Wingate Elementary a safe and nurturing learning environment. We strive to adhere to being positive roles models and, we honor the character traits of respect, trustworthiness, and courage, and we have a zero-tolerance policy for bullying of any kind at our school.

Union County Board of Education Policy 4-7

The Board believes that all employees and students should be free of unlawful discrimination, including harassment and bullying, as a part of a safe, orderly and inviting working and learning environment. It commits itself to non-discrimination in all its educational and employment activities. The Board expressly prohibits unlawful discrimination, harassment, or bullying however motivated, directed toward any person or group, including, but not limited to acts 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 or more of these characteristics.

Definition of Bullying

Bullying is a form of harassment. Bullying is the repeated intimidation of others by a real or threatened infliction of physical, verbal, written, electronically transmitted or emotional abuse through attacks on the property of another. Bullying may include, but is not limited to verbal taunts, name-calling and put-downs, extortion of money or possessions, implied or stated threats, and exclusion from peer groups.

Examples of bullying behaviors

- Hurting someone physically (Examples – kicking, hitting, pushing, pinching, etc.)
- Hurting someone verbally (Examples – name-calling, putdowns, threatening words, teasing, etc.)
- Using inappropriate nonverbal motions ("bucking" up, making fists, rolling eyes, etc.)

- Stealing
- Demanding money or other items from a student
- Leaving someone out of a group on purpose
- Starting or spreading rumors

Student Bullying Prevention
- Treat everyone with respect and kindness.
- Refuse to be bullied by self-advocating.
- Report bullying of yourself or others to a staff member when you witness it.

Reporting Procedures for Staff and Students

- Each Teacher is provided with large envelopes to place in their class where a child can report bullying anonymously.
- Teachers report suspected bullying to the Guidance Counselors for investigation.

What should you do if you or someone you know is being bullied?
- Tell a teacher, counselor, staff member or another adult about the bullying situation by telling them or by writing a note.

Staff Bullying Prevention
- Watch and listen carefully for bullying, especially in vulnerable areas (recess, lunchroom, bathrooms, etc).
- Stop bullying when you see it, document when students say they are being bullied.

- Separate, spread out and stay on watch.
- Have class discussions about respect and how to treat others.
- Make sure your students know the school's bully policy.
- Guidance lessons regarding bullying will be presented by counselors.
- Follow the school's policy in enforcing the school's zero-tolerance against bullying.

Staff Response
- If you see it, immediately go over and stop it.
- When bullying is reported, teachers should take it seriously and respond quickly.

- Inform administration of the incident, if bullying is serious or a repeated behavior.

Dealing with a Bullying Situation

- Determine what happened and who was involved. Use the school's bullying policy to decide if the report is bullying.
- If not bullying, handle appropriately based on classroom policies.
- If bullying, contact a counselor right away to discuss the situation.
- Based on the consultation with counselor, administration may be involved.
- Consequences will be based on consultation.
- Small group(s) will be created based on student need and lack of response to classroom guidance lessons.

Procedure of Consequences for Bullying

- First Offense: Handled by classroom teacher
- Second Offense: School Counselor intervention
- Third Offense: Administrator and parental intervention

* Physical offenses are taken directly to administration*

Possible Consequences for Bullying

☐ Note/phone call to parents

☐ Meeting with parents

☐ Written/verbal apology

☐ Silent lunch and/or interruption of recess

☐ Visit to administrator for discussion/consequences (serious or repeated offenses)

☐ In school or out of school suspension (serious or repeated offenses)

☐ Referral to law enforcement (if deemed appropriate by administration)

Monitoring and Evaluation

- Data will be collected on all incidents of bullying using a chart method of victims and
- All students found to be either a victim or bully will be counseled and followed weekly until there are no further issues related to the initial incident and to help prevent future incidents.

Diversity Plan for Wingate Elementary

Area for improvement and supporting data:

To raise awareness of diversity issues and promote school engagement among the members of the Wingate Elementary Community. .

Supports this district goal:	21 century systems operating effeciently and effectivily

School Goal: Incorporate diversity training and develop opportunities to promote diversity for the staff, students, parents, and the community of Wingate Elementary.

Target:	Teachers, students, and community
Indicator:	parent/community surveys, PTO notes, Parent Involvement Comm. Notes
Milestone date:	Ongoing through 2014

Diversity Improvement Strategies

Strategy 1:	**Provide a literary focus through introducing culturally diverse people and texts to our students and teachers.**		
	Action steps:		
	1. Add and highlight relevant and multicultural reading materials to school and classroom libraries.		
Strategy 2:	**Work with Parent Involvement Coordinator to create opportunities within school.**		
	Action steps:		
	1. Invite guests speakers from Wingate University, the community, and parents from different cultural background to share experiences.		**2. Coordinate with mission groups to send letters/artifacts from our school to other areas of the world.**
Strategy 3:	**Introduce diversity and worldly issues through the use of technology to communicate with other students and areas around the world.**		
	Action steps:		
	1. Employ the assistance of our own staff and instructional technology personnel to train staff on Web tools, such as ePals and Skype		**2. Use technology to gain access, learn about, and communicate with other cultures outside of the U.S.**

How will we fund these strategies?

Funding source 1:	Select a funding source	**Funding amount:**
Funding source 2:	Select a funding source	**Funding amount:**
Funding source 3:	Select a funding source	**Funding amount:**
Funding source 4:	Select a funding source	**Funding amount:**
Funding source 5:	Select a funding source	**Funding amount:**
		Total initiative $0

Review frequency: Quarterly

Assigned implementation team: Administration and curriculum coordinators

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

parent/community surveys, PTO notes, Parent Involvement Committee Notes

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

Letters and artifact productions from students, follow-up comments and questions for guest speakers, notes from technology meetings, teacher surveys

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

TBD

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

TBD

Safe School Plan for Wingate 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)	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: Mike Henderson

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): Nicole Phelix

Teachers: All Wingate Elementary teachers

Teacher Assistants: All Wingate Elementary assistants

Other School Staff: All Wingate Elementary support staff

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.

RtI teams, PEP's, enrichment/remediation plans, use of IEPs, student accountability during the school year, peer mentors, school intervention teams, interventions, use NCWISE to identify attendance, academic and discipline concerns and patterns, analyze EOGs, alternative assessments, and other standardized test scores, Exceptional Children (EC), Limited English Proficient referrals and conferences, OSS and ISS discipline reports, guidance and attendance counselors

Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

In-school tutoring, after school tutoring, behavior scales, office referrals, counselor referrals, mentoring programs, intervention teams, RtI team, 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.

Smaller class size, lower student/teacher ratio, intensified structure, BED/CBS/Cross Categorical classrooms,

Goal:	Complete all required drills and train staff (fire, tornado, lockdown, bloodborne pathogens, diabetes care, emergency procedures, gang-related activities, etc)
Target:	100% completion
Indicator:	Drill Reports
Date:	Ongoing throughout the year
Goal:	Provide identification badges/stickers for all staff and visitors, conduct daily walkthroughs in the interior and exterior of the campus, and maintain multiple two-way communication with classrooms and other areas.
Target:	100% participation
Indicator:	Classroom walkthrough information, visitor/volunteer sign-in sheets
Date:	Ongoing throughout the year
Goal:	Request a safe/updated health room with the services of a full-time nurse to provide for high needs of students.
Target:	Safe, quick, and professional health services for our students
Indicator:	Nurse referrals, parent/teacher surveys, attendance log
Milestone Date:	End of year

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).

Goal:	Inform, distribute, and review the rules/consequences and classroom code of conduct with students and staff.
Target:	100% participation, code of conduct contracts, classroom charts/signage
Indicator:	office referral reports, guidance reports, discipline reports
Date:	End of Year
Goal:	Establish safe transportation procedures for all students (bus and car riders). Create routines and procedures for early dismissals.
Target:	Safe entrances/exits into the school building
Indicator:	bus-behavior referrals, car rider line complaints,
Milestone Date:	End of Year
Goal:	Survey parents, teachers, and students about the safeness of our school and grounds.
Target:	Customer Satisfaction
Indicator:	Parent, Teacher, Student Survey expressing satisfaction will be 85% or better.
Milestone Date:	End of Year

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	Ongoing				
Videos - Bloodborne Pathogens, Epi-Pen, Diabetes, Asthma	Completed				
Videos - Gang Awareness - Critical Incident	Completed				
Drill Training - Fire, Tornado, Lockdown	Ongoing	monthly			
Anti-Bullying Program	Ongoing				
Character Education Program	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. The Wingate PD is also often contacted as needed. 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	Source of Funding
English as a Second Language (ESL)		Local, State, Federal
K-2 & 3-8		Local
Title I		Federal
Remediation		State
School Improvement Grants		Federal