

**Cleveland County Schools 230**

North Shelby School #359

1205 Northside Dr., Shelby, N.C. 28150

**2009-2010**

9/25/2009

**Principal Signature:**

Sharon Gensch

**Local Board Approval Signature:**

**SCHOOL IMPROVEMENT TEAM MEMBERSHIP**

From GS115C-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."

<b>Committee Position</b>	<b>Name</b>	<b>Committee Position</b>	<b>Name</b>
Principal	Sharon Gensch	Secondary Teacher Rep.	Holly Godfrey
Lead Administrative Teacher	Nancy Nation	Secondary TA Rep.	Tonya Jones
Preschool Teacher Rep.	Lisa Warren	Secondary TA Rep.	James Williams
Primary Teacher Rep.	Deborah Williams	Transition Teacher Rep.	Gail Bettis
Primary Teacher Rep.	Lynda Woods	Related Services Rep.	Beth Lloyd
Primary TA Rep.	Karen Borders	Support Staff Rep.	Donnie Peeler
Primary TA Rep.	Christina Wease	Primary Parent Rep.	Sarah Renner
Intermediate Teacher Rep.	Michelle Tolbert	Intermediate Parent Rep.	Sandy Logan
Intermediate TA Rep.	Cindy Phillips	Secondary Parent Rep.	Chinetta Oates
Intermediate TA Rep.	Lynn Kelly		

## School Vision and Mission Statement for North Shelby School

### **Vision:**

We Never Give Up on Student Success

### **Mission:**

The mission of North Shelby School is to provide specialized and individualized educational and support services uniquely designed to empower students with the skills needed to function as self-reliant and productive citizens in the 21st century.

<b>School Improvement Team Members for 2009 - 2010</b>	
Preschool Teacher Representative	Lisa Warren
Primary Teacher Representatives	Deborah Williams and Lynda Woods
Primary Teacher Assistant Representatives	Karen Borders and Christina Wease
Intermediate Teacher Representatives	Michelle Tolbert and Nancy Nation
Intermediate Teacher Assistant Representatives	Cindy Phillips and Lynn Kelly
Secondary Teacher Representative	Holly Godfrey
Secondary Teacher Assistant Representatives	Tonya Jones and James Williams
Transition Teacher Representative	Gail Bettis
Related Services Representative	Beth Lloyd
Support Staff Representative	Donnie Peeler
Primary Parent Representative	Sarah Renner
Intermediate Parent Representative	Sandy Logan
Secondary Parent Representative	Chinetta Oates

<b>School Improvement Sub-Committees for 2009 -2010</b>				
Globally Competitive Students	Healthy Responsible Students	Innovative Leadership	21 <sup>st</sup> Century Systems	21 <sup>st</sup> Century Professionals
Co-Chairs: Holly Godfrey and Deborah Williams	Co-Chairs: Cindy Phillips and Lisa Warren	Co-Chairs: Beth Lloyd and Gail Bettis	Co-Chairs: Nancy Nation and Donnie Peeler	Co-Chairs: Lynda Woods and Michelle Tolbert
Shi Whisnant	Rebecca Beaver	Pam Alexander	Marian Aderholdt	Jessie Mauney
Karen Dedmon	Louise Maddox	Brenda Allen	Jim Whisnant	Anita Causby
Nichole Chapman	Denise Borders	Sherry Blanton	Cara Erwin	Heather Kauffman
Lisa Bradley	Karen Borders	Sabrina Gold	Carol Goforth	Susan Lail
Louise Jackson	Beth Kiser	Tammy Cash	Linda Hill	Betty Richard
Stephanie Short	Pat McDonald	Lynda Drake	Lynn Kelly	Tonya Jones
Shannon Davis	Esther Littlejohn	Sara Grant	Keila Parker	Janet Harrill
Laraine Baker	Leslie Lowrance	Emily West	Patty Ramsey	Christina Wease
Jill Spears	Doris McDaniel	Shelley Brown	Kristin Norton	Nancy Wiesen
Stacey Shirey	Derrick Thompson	Eizabeth Benitez	Monica Russell	April Bradley
Toy Booth	Dee Vito	James Williams	Latosa Wilbourn	Brenda Moore

Parent: Leah Player	Parent: Tammy Emory	Parent: Jeanne Konitzer	Parent: Paul Godfrey	Parent: Sally Taylor
Sharon Gensch and Nancy Nation will attend sub-committee meetings on a rotating basis.				

***Sub-committee Responsibilities***

<i>PTO Fundraisers</i>	<i>Awards Day</i>	<i>Parent Conference Day</i>	<i>Technology</i>	<i>United Way</i>
<i>Book Talks</i>	<i>Character Education</i>	<i>School Improvement</i>	<i>Communication</i>	<i>Christmas Party</i>
<i>Science Fair</i>	<i>School Climate</i>	<i>Community Partnerships</i>	<i>Newsletter</i>	<i>Staff Development</i>
<i>Testing</i>	<i>North Shelby Fundraisers</i>	<i>Vocational Training</i>	<i>Webpage</i>	<i>Flower Fund</i>
<i>Graduation</i>		<i>Community Sponsored Fundraisers</i>	<i>Media</i>	<i>Relay for Life Fundraisers</i>
		<i>Open House</i>	<i>Corporate Sponsored Fundraisers</i>	<i>Book Fair</i>

Each committee will be responsible for their assigned events and activities. For the purpose of developing school improvement goals, the committees will be combined as follows:

Globally Competitive Students and 21<sup>st</sup> Century Systems plus: Lynda Woods, Jessie Mauney, Anita Causby, Heather Kauffman, Susan Lail, Betty Richard and Brenda Moore

Innovative Leadership and Healthy Responsible Students plus: Michelle Tolbert, Tonya Jones, Janet Harrill, Christina Wease, Nancy Nation and April Bradley

**North Shelby School – Community Profile**  
**Personnel Data**

<b>Personnel Data</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
<b>Certified Staff (includes Teachers, 2 LPTAs, 1 COTA, Guidance Counselor, Nurse, 2 Speech Therapists, 1 Music Therapist Principal and Assistant Principal)</b>								
Total Number	20 (4 P/T)	22 (4 P/T)	22 (4 P/T)	24	24	25	25	25
Number with Advanced Degrees	13	14	14	14	14	14	14	14
Number National Board Certified	2	3	4	4	4	4	5	5
Number of Staff with Emergency License	0	0	0	0	0	0	0	0
Number of Lateral Entry Staff	0	0	2	2	1	0	0	0
Number of Highly Qualified Teachers (NCLB)	0	0	0	0	15	16	15	15
Teacher Attendance Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Classified Instructional Staff</b>								
Total Number	35	34	34	37	37	37	41	42
Number with College Degree	1	1	2	2	1	2	4	5
Number of Associate's Degrees	3	2	1	1	3	4	6	6
Number with at Least 2 Years	1	1	1	1	3	5	9	9

of College								
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## B. Student Achievement

### EXTEND1 Summary Results: 2008 – 2009

Total # Assessments: (Reading and Math): 46      (Science): 18

Percent Demonstrating Growth:

Domain	Level 1	Percentage	Level 2	Percentage	Level 3	Percentage	Level 4	Percentage	Percent Proficient
Reading	2	4.34	14	30.43	26	56.52	4	8.69	65.2
Math	2	4.34	18	39.13	22	47.82	4	8.69	56.5
Science	1	5.55	7	38.88	8	44.44	2	11.11	55.6
Writing	3	17.64	9	52.94	5	29.41	0	0	29.4

**EXTEND1 Summary Results: 2007 – 2008**

**Total # Portfolios:** (Reading and Math): 45 (Writing): 14

**Percent Demonstrating Growth:** N/A

Domain	Level 1	Percentage	Level 2	Percentage	Level 3	Percentage	Level 4	Percentage	Percent Proficient
Reading	4	8.89	19	42.22	15	33.33	7	15.56	48.89
Math	1	2.22	22	48.89	20	44.44	2	4.44	48.89
Writing	0	-	6	42.86	8	57.14	0	0	57.14

**EXTEND1 Summary Results: 2006 – 2007**

**Total # Portfolios:** 50 (Reading and Math) 23 (Writing)

**Percent Demonstrating Growth:** N/A

Domain	Level 1	Percentage	Level 2	Percentage	Level 3	Percentage	Level 4	Percentage	Percent Proficient	Mean Range: 0-16
Reading	1	2.00	5	10.00	14	28.00	30	60.00	88.00	14.46
Math	0	0	10	20.00	11	22.00	29	58.00	80.00	14.12
Writing	2	8.70	1	4.35	8	34.78	12	52.17	86.98	13.22

**Alternate Assessment Summary Results: 2005 -2007**

**Total # Portfolios:** 55 (Reading and Math) 22 (Writing)

**Percent Demonstrating Growth:** 100%

Domain	Level 1	Percentage	Level 2	Percentage	Level 3	Percentage	Level 4	Percentage	Percent Proficient	Mean Range: 0-16
Reading	1	1.82	0	-	4	7.27	50	90.91	98.18	15.51
Math	1	1.82	0	-	6	10.91	48	87.27	98.18	15.36
Writing	1	4.55	1	4.55	1	4.55	19	86.36	90.91	14.91

**Alternate Assessment Summary Results: 2004 -2005**

**Total # Portfolios:** 67 (Reading and Math) 27 (Writing)

**Percent Demonstrating Growth:** 100%

Domain	Level 1	Percentage	Level 2	Percentage	Level 3	Percentage	Level 4	Percentage	Percent Proficient	Mean Range: 0-16
Reading	0	N/A	1	1.49%	5	7.46%	61	91.04%	98.51%	15.60 (9-16)
Math	0	N/A	2	2.99%	4	5.97%	61	91.04%	97.01%	15.43 (8-16)
Writing	4	14.81%	0	N/A	0	N/A	23	85.19%	85.19%	14.22 (4-16)

**Alternate Assessment Summary Results: 2003 -2004**

**Total # Portfolios:** 69 (Reading and Math) 37 (Writing)  
**Growth:** 100%

**Percent Demonstrating**

Domain	Level 1	Percentage	Level 2	Percentage	Level 3	Percentage	Level 4	Percentage	Percent Proficient
Reading	0	N/A	1	1.45	8	11.59	60	86.96	98.55
Math	0	N/A	0	N/A	10	14.49	59	85.51	100
Writing	1	2.70	2	5.41	1	2.70	33	89.19	91.89

## **Waivers**

### **Waiver of School Laws, Rules, or Policies**

North Shelby requests a waiver in compliance with G.S. 115C98 b2(1) to use textbook funds to purchase adapted texts and materials that are not on the state textbook adoption list for students with special needs. Without approval of this waiver it will be difficult if not impossible to attain appropriate textbooks/materials to implement the Extended Content Standards and the Occupational Course of Study. By ordering textbooks that are age/ability appropriate and aligned with the Extended Content Standards and the Occupational Course of Study curriculum students will have a greater chance of achieving the competencies within the curriculum and demonstrating their skills on the EXTEND 1 and EXTEND 2.

### **ABCs Transfer of Funds**

In alignment with G.S. 115C 98 b2(1) North Shelby requests permission to transfer Textbook Funds to Consolidated Funds to allow flexibility in ordering special needs textbooks/materials that are not on the state adopted textbook list.

## North Shelby School Goal #1: Innovative Leadership 2009-2010

### Evidence of Need:

- Feasibility surveys completed during the 2008/09 school year with students currently enrolled in the Occupational Course of Study program, graduates, parents, and local businesses indicated the need for additional post-secondary educational programs such as a Career College.
- The Task Force initiated in 2008/09 strongly supports implementing a Career College in Cleveland County with the recent development of sub-committees to study funding, curriculum, and public relation issues regarding the initial development of a Career College.
- Data from 2005 – 2009 indicate that out of 30 students graduating from North Shelby with either a diploma through the Occupational Course of Study or a Certificate only 3% pursued post secondary education and training.
- Data from 2005 – 2009 indicate that out of 30 students graduating from North Shelby with either a diploma through the Occupational Course of Study or a Certificate 37% have maintained employment.

### Measurable School Goal:

Current data show that only 3% of North Shelby graduates over the past five years pursued post secondary education. Data also indicate that 37% of North Shelby graduates over the past five years obtained and maintained employment. A Career College Task Force initiated in 2008-2009 strongly supports implementing a Career College in Cleveland County and at the end of the school year developed subcommittees to study funding, curriculum, and public relation issues regarding the initial development a Career College. Data also indicate the need for exploring public relation issues as they relate to the development and implementation of a Career College. Members of the Innovative Leadership Committee and Healthy Responsible Students Committee will increase public and parent knowledge of the Career College concept by presenting information to a total of 10 businesses or civic groups, developing a Career College brochure, updating an informational Career College PowerPoint and holding a parent informational session by June, 2010.

### North Carolina 21<sup>st</sup> Century Goal(s)/Indicators Addressed:

Innovative Leadership 4.3 – Educational professionals will make decisions in collaboration with parents, students, businesses, education institutions and faith-based and other community and civic organizations to impact student success.

### Cleveland County Schools Strategic Plan Indicator(s) Addressed:

Innovative Leadership 2.4 – Identify, evaluate, and utilize innovative learning opportunities and growth.

**Research-Based Improvement Strategies:**

- Data from Buncombe County’s Career College program revealed participants enhanced occupational skills, obtained employment and maintained jobs in their designated career interest areas (Shelly White, A-B Tech Career College, 2008).
- Projections for the next decade suggest that the strongest job growth will be in occupations requiring post secondary education (Braddock, 1999).
- Only 20% of workers needed at least some college for their jobs in 1959, by 2000 that number had increased to 56% (Carnevale & Fry, 2000).
- Families are expressing an increased desire for their son or daughter with intellectual disabilities to attend post secondary education after exiting the school system. When surveyed about desired post-school outcomes, 36% of parents of students with intellectual disabilities and other low-incidence disabilities indicated that a four-year college was their first choice. Twenty-two percent of parents wanted a community college (Hart, Grigal, Sax, Martinez and Will, 2006).
- The Baltimore Transition Connection, a program where a public school system and college has collaborated to provide post secondary training for young people with disabilities have 70% of their participants leave with competitive employment secured (Grigal, Dwyre and Davis, 2006).

**How Will Technology Be Utilized?**

Committee members will expand the PowerPoint presentation and will develop a brochure to provide businesses and the community information about the Career College concept.

Tasks/Action Steps	Responsibilities	Resources	Timeline
<p>1. Assign designated Innovative Leadership committee members to the following three Task Force sub-committees: Funding, Curriculum and Public Relations (the focus of this goal is Public Relations)</p>	<p>1. Innovative Leadership Co-chairs, CCS Transition Coordinators, Administrators</p>	<p>1. Staff Time</p>	<p>1. November, 2009 for NS staff to be assigned to the Public Relations subcommittee (committee meetings will be ongoing throughout the year and into next year)</p>
<p>2. Develop Career College informational brochure</p>	<p>2. Innovative Leadership and Healthy Responsible Students subcommittee members, CCS Transition Coordinators,</p>	<p>2. Staff Time, Technology Facilitator</p>	<p>2. January, 2010</p>

	Administrators		
<b>3.</b> Selected Innovative Leadership and Healthy Responsible Student committee members will revise and expand the current informational PowerPoint presentation on the Career College concept	<b>3.</b> Innovative Leadership and Healthy Responsible Leadership Committee Members, CCS Transition Coordinators, Administrators, Technology Facilitator	<b>3.</b> Staff Time, Technology Facilitator	<b>3.</b> January, 2010
<b>4.</b> Determine businesses/civic groups to present Career College information to and schedule presentations	<b>4.</b> Innovative Leadership and Healthy Responsible Leadership Committee Members, CCS Transition Coordinators, Administrators	<b>4.</b> Staff Time	<b>4.</b> February, 2010
<b>5.</b> Present informational sessions about the Career College concept to five businesses/civic groups (make contacts, determine time and place and presenters)	<b>5.</b> Innovative Leadership and Healthy Responsible Leadership Committee Members, CCS Transition Coordinators, Administrators	<b>5.</b> Staff Time, Career College brochure, Career College PowerPoint presentation, projector, screen	<b>5.</b> March, 2010
<b>6.</b> Present informational sessions about the Career College concept to an additional five businesses/civic groups	<b>6.</b> Innovative Leadership and Healthy Responsible Leadership Committee Members, CCS Transition Coordinators, Administrators	<b>6.</b> Staff Time, Career College brochure, Career College PowerPoint presentation, projector, screen	<b>6.</b> April, 2010 (the 10 targeted businesses/civic groups will have received information about the Career College concept; however, this strategy will also be ongoing)
<b>7.</b> Schedule and conduct a Career College informational session with parents of current	<b>7.</b> Innovative Leadership and Healthy Responsible Leadership Committee Members, CCS Transition Coordinators,	<b>7.</b> Staff Time, Career College brochure, Career College PowerPoint presentation,	<b>7.</b> May, 2010 (one parent informational session will be held by this date; however, this

students and alumni

Administrators

projector, screen

strategy will be ongoing)

**Professional Development Necessary to Accomplish This Goal:**

Committee members will increase their knowledge of the Career College Concept and its operation at the Community College level and will increase their ability to better prepare secondary students for being able to meet their post secondary education and employment goals. In the future, all staff will receive training on the Career College program (if implemented) in order to encourage student recruitment and ensure that high school instruction is appropriate to future success in a post secondary education environment.

**Community Involvement:**

Community awareness across the county of what students with disabilities at the high school level, those exiting school and graduates need in terms of post secondary education and related employment needs will increase.

**First Quarter Progress Report:**

**Second Quarter Progress Report:**

**Third Quarter Progress Report:**

**Final Data Outcomes and Evidence:**

## Globally Competitive Students Goal #2 2009-2010

### Evidence of Need:

- A review of North Shelby's 2008-2009 EXTEND1 test data show that only 68.1% of students in grades 3-8 and 10 scored proficient on the NC EXTEND1 reading assessment.
- A review of current assessments administered by individual teachers indicate that 100% of the teachers do not administer a research-based formative reading assessment at grades 3-8 and 10 and feel there is a need for a research-based formative reading assessment to be utilized in grades 3-8 and 10.
- An open discussion during a teachers' meeting indicated that 100% of the teachers who administer the NC EXTEND1 reading assessment stated that the format and vocabulary used in the EXTEND1 reading assessments varies greatly from the format and vocabulary used during reading instruction.

### Measurable School Goal:

Current data show that 68.1 percent of students in grade 3-8 and 10 scored proficient in reading for the NC EXTEND1 in the 2008-2009 school year. Current data also show that teachers are not presently using any type of research-based formative assessments in the area of reading. To address this concern North Shelby teachers will implement formative reading assessments and reading strategies and will use EXTEND1 test language and format during reading instruction to improve reading test scores. By June 2010 North Shelby School will increase reading proficiency for students in grades 3-8 and 10 from 68.1% to 69.1 % proficiency.

### North Carolina 21<sup>st</sup> Century Goal(s)/Indicators Addressed:

- 4.1: Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid and bias free.
- 4.2: Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning.

### Cleveland County Schools Strategic Plan Indicator(s) Addressed:

Globally Competitive Students 1.1: Every student will be expected to meet ABC and AYP requirements, leading to increased achievement and closing the achievement gap.

### Research-Based Improvement Strategies:

- In January 2008 the Blue Ribbon Commission on Testing and Accountability convened by the State Board of Education presented a report to the State Board that recommended that improvements be made to the current system of testing and accountability. One of the recommendations by the commission is to move to a system of assessment that includes formative assessments as well as summative and end-of-grade and course tests in order to provide teachers and administrators with data and feedback needed to align instruction to individual student needs (Framework for Change: The Next Generation of Assessments and Accountability, 2008)
- Based on the commission's findings, the State Board of Education is committed to moving the assessment process into the 21<sup>st</sup> century by ensuring the following:
  - 1- Assessments are learner-centered, diagnostic, performance-based, and provide evidence of student performance of core subjects and 21<sup>st</sup> century skills
  - 2- Accountability measures focus on both student achievement and learning outcomes and
  - 3- Transparency is provided to parents, teachers and other stakeholders with meaningful information about expectations, assessments and performance of students (Framework for Change: The Next Generation of Assessments and Accountability, 2008)
- In an article entitled "New Learning: A Charter for Change in Education" from the College of Education University of Illinois at Urbana-Champaign, 250 research articles from 1998 were compiled. The researchers concluded that formative assessment could improve student learning, particularly for low-achieving students, more effectively than other interventions.

#### How Will Technology Be Utilized?

- Instruction and assessment will involve various types of technology such as computers and Mimios and possibly Palms.
- Teachers will use a variety of instructional websites.
- Augmentative communication devices and assistive technology will be utilized.
- Cleveland County Schools safe videos library will be used.

Tasks/Action Steps	Responsibilities	Resources	Timeline
1. Teachers and related services staff will receive training on the 21 <sup>st</sup> Century Framework for Change through Professional Learning Communities	1. Principal, Designated Staff	1. - Information from Cleveland County Schools Administrative Retreat on 21 <sup>st</sup> Century Framework for Change  - Staff time	1. May, 2010 (this will be on-going throughout the school year with emphasis on formative assessment)
2. Teachers and speech therapists will research formative reading assessments suggested by the curriculum coordinator	2. Principal, Lead Administrative Teacher, Curriculum Coordinator, Designated Staff	2. - DIBELS, Classroom Suite 4, other formative assessments  - Curriculum Coordinator  - Staff Time	2. October, 2010

<p><b>3.</b> Teachers will adopt (and modify if needed) research-based formative reading assessment(s) appropriate to students' functioning levels and will receive training in the implementation of their formative reading assessment(s)</p>	<p><b>3.</b> Principal, Lead Administrative Teacher, Teachers, Curriculum Coordinator</p>	<p><b>3.</b> – See above. Specific formative assessments are to be determined.</p> <ul style="list-style-type: none"> <li>- Teacher and Curriculum Coordinator</li> <li>- In-service Time</li> <li>- Principal</li> <li>- Lead Administrative Teacher</li> </ul>	<p><b>3.</b> October, 2010</p>
<p><b>4.</b> Formative reading assessments will be administered at the end of each grading period</p>	<p><b>4.</b> Teachers</p>	<p><b>4.</b> - Assessment tools</p> <ul style="list-style-type: none"> <li>- Classroom time</li> </ul>	<p><b>4.</b> Begin November 2009 and end May 2010</p>
<p><b>5.</b> Students will participate in the NCEXTEND1 reading assessment process</p>	<p><b>5.</b> Teachers, Related Services Staff</p>	<p><b>5.</b> - NCEXTEND1 assessment</p> <ul style="list-style-type: none"> <li>- Teacher time</li> <li>- Student time</li> </ul>	<p><b>5.</b> April – June 2010</p>
<p><b>6.</b> Teachers, Principal, Lead Administrative Teacher, and designated staff will analyze the NCEXTEND1 reading assessment scores</p>	<p><b>6.</b> Globally Competitive Students Subcommittee, 21<sup>st</sup> Century Systems Subcommittee and Designated Staff, Traci Gillespie, Principal, Lead Administrative Teacher</p>	<p><b>6.</b> - NCEXTEND1 Performance Composite Scores</p> <ul style="list-style-type: none"> <li>- Staff Time</li> </ul>	<p><b>6.</b> June, 2010</p>

**Professional Development Necessary to Accomplish This Goal:**

- Teachers and related services staff will receive training in Professional Learning Communities
- Teachers and related services staff will receive training in the 21<sup>st</sup> Century Framework for Change through the implementation of

Professional Learning communities.

- Teachers and staff will receive training in the various types of formative assessments appropriate for North Shelby students by the curriculum coordinator and will also discuss and implement instructional activities and strategies in the EXTEND1 format.
- Teachers will be given the opportunity to participate in Cleveland County Schools Staff Development training in the area of reading.

**Community Involvement:**

- Parents and community will have access to the School Improvement Plan through the North Shelby School Website and will be aware of North Shelby's School Improvement Plan.
- Parents will be informed of student progress through report cards and progress reports.
- Parents and community will have access to the Mustang Messenger, a newsletter that focuses on student learning and achievement.
- Targeted students will participate in library inclusion activities at their home schools to enhance reading skills.
- North Shelby's Book Fair will encourage community participation in the school's reading programs through volunteer opportunities during the book fair and other classroom activities.

**First Quarter Progress Report:**

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**Second Quarter Progress Report:**

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**Third Quarter Progress Report:**

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**Final Data Outcomes and Evidence:**

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## Globally Competitive Students Goal #3 2009-2010

### Evidence of Need:

- A review of current data indicate that only 52.3% of students grades 3-8 and 10 scored proficient on their NC EXTEND1 math assessments for the 2008-2009 school year.
- A review of current assessments administered by individual teachers indicate that 100% of the teachers do not administer a research-based formative math assessment at grades 3-8 and 10 and feel there is a need for a research-based formative math assessment to be utilized in grades 3-8 and 10.
- An open discussion during a teachers' meeting indicated that 100% of the teachers who administer the NC EXTEND1 math assessment stated that the format and vocabulary used in the EXTEND1 math assessments varies greatly from the format and vocabulary used during math instruction.

### Measurable School Goal:

Current data show that 52.3% of students in grades 3-8 and 10 scored proficient in math for the NC Extend 1 in the 2008-2009 school year. To address this concern the school will provide training and support needed for the implementation of formative math assessments and teaching strategies and will use EXTEND 1 language and format during instruction to help improve math test scores. By June 2010 North Shelby will increase NC EXTEND1 math scores from 52.3% proficiency to 53.3% proficiency for grades 3-8 and 10.

### North Carolina 21<sup>st</sup> Century Goal(s)/Indicators Addressed:

4.1-Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid and bias free. 4.2-Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning.

### Cleveland County Schools Strategic Plan Indicator(s) Addressed:

Globally Competitive Students 1:1—Every student will be expected to and encouraged to meet or exceed ABC requirements. Schools will be expected to meet ABC and AYP requirements, leading to increased achievement and closing the achievement gap.

### Research-Based Improvement Strategies:

- In January 2008 the Blue Ribbon Commission on Testing and Accountability convened by the State Board of Education presented a report to the State Board that recommended that improvements be made to the current system of testing and accountability. One of the recommendations by the commission is to move to a system of assessment that includes formative assessments as well as summative and end-of-grade and course tests in order to provide teachers and administrators with data and feedback needed to align instruction to individual student needs (Framework for Change: The Next Generation of Assessments and Accountability, 2008)
- Based on the commission's findings, the State Board of Education is committed to moving the assessment process into the 21<sup>st</sup> century by ensuring the following:
  1. Assessments are learner-centered, diagnostic, performance-based, and provide evidence of student performance of core subjects and 21<sup>st</sup> century skills
  2. Accountability measures focus on both student achievement and learning outcomes and
  3. Transparency is provided to parents, teachers and other stakeholders with meaningful information about expectations, assessments and performance of students (Framework for Change: The Next Generation of Assessments and Accountability, 2008)
- In an article entitled "New Learning: A Charter for Change in Education" from the College of Education University of Illinois at Urbana-Champaign, 250 research articles from 1998 were compiled. The researchers concluded that formative assessment could improve student learning, particularly for low-achieving students, more effectively than other interventions.

#### How Will Technology Be Utilized

- Instruction and assessment will involve various types of technology such as computers and Mimios and possibly Palms.
- Teachers will use a variety of instructional websites.
- Augmentative communication devices and assistive technology will be utilized for instruction

Tasks/Action Steps	Responsibilities	Resources	Timeline
1. Teachers and related services staff will receive training on the 21 <sup>st</sup> Century Framework for Change through Professional Learning Communities	1. Principal, Designated Staff	1. - Information from Cleveland County Schools Administrative Retreat on 21 <sup>st</sup> Century Framework for Change  - Staff time	1. May, 2010 (this will be on-going throughout the school year with emphasis on formative assessment)
2. Teachers will research formative math assessments suggested by the curriculum coordinator	2. Principal, Lead Administrative Teacher, Curriculum Coordinator, Teachers	2. -Classroom Suite 4, other formative math assessments  - Curriculum Coordinator	2. October, 2010

		- Staff time	
<b>3.</b> Teachers will adopt (and modify if needed) research-based formative math assessment(s) appropriate to students' functioning levels and will receive training in the implementation of their formative math assessment(s)	<b>3.</b> Principal, Lead Administrative Teacher, Teachers, Curriculum Coordinator	<b>3.</b> – See above. Specific formative assessments are to be determined.  - Teachers and Curriculum Coordinator  - In-service Time  - Principal  - Lead Administrative Teacher  - Funds to purchase assessment tool(s)	<b>3.</b> October, 2009
<b>4.</b> Formative math assessments will be administered at the end of each grading period	<b>4.</b> Teachers	<b>4.</b> - Assessment tools  - Classroom time	<b>4.</b> Begin November 2009 and end May 2010
<b>5.</b> Students will participate in the NC EXTEND1 math assessment process	<b>5.</b> Teachers, Related service Staff	<b>5.</b> - NCEXTEND1 math assessment  - Teacher Time  - Student Time	<b>5.</b> April-June, 2010
<b>6.</b> Teachers, Principal, Lead Administrative Teachers and designated staff will analyze the NC EXTEND1 math assessment scores	<b>6.</b> Globally Competitive Students Committee, 21 <sup>st</sup> Century Systems Subcommittee and Designated Staff, Traci Gillespie, Principal, Lead Administrative Teacher	<b>6.</b> - NC EXTEND1 Performance Composite Scores  - Staff Time	<b>6.</b> June, 2010

**Professional Development Necessary to Accomplish This Goal:**

- Teachers and related services staff will receive training in Professional Learning Communities
- Teachers and related services staff will receive training in the 21<sup>st</sup> Century Framework for Change through the implementation of Professional Learning Communities.
- Teachers and staff will receive training in the various types of formative math assessments appropriate for North Shelby students by the curriculum coordinator and will also discuss and implement instructional activities for math in the X1 format.
- Teachers will be given the opportunity to participate in Cleveland County Schools Staff Development training in the area of reading

**Community Involvement:**

- Parents and community will have access to the School Improvement Plan through the North Shelby School Website and will be aware of North Shelby's School Improvement Plan.
- Parents will be informed of student progress through report cards and progress reports.
- Parents and community will have access to the Mustang Messenger, a newsletter that focuses on student learning and achievement.

**First Quarter Progress Report:**

**Second Quarter Progress Report:**

**Third Quarter Progress Report:**

**Final Data Outcomes and Evidence:**