

CMS SCHOOL IMPROVEMENT PLAN REPORT

School: Davidson Elementary School

Principal: Terry Cerio Hall

Title I Specialist: n/a

Address: 635 South Street

Davidson, NC 28603

Courier Number: #357

Phone: 980-343-3900

Learning Community: Northeast

Area Superintendent: Dr. Dawn Robinson

CMS School Improvement Plan 2010-12

Davidson Elementary School 2011-12

MISSION STATEMENT

District: ***Maximize academic achievement by every student in every school.***

School: ***The Davidson Elementary School community will work together to develop responsible citizens and individual thinkers committed to lifelong learning.***

BELIEFS

- Students' academic, physical and social needs should be the primary focus of all decisions impacting the students at Davidson Elementary School.
- Faculty, staff, parents, students and the community share the responsibility for advancing Davidson Elementary mission.
- Davidson Elementary staff, students and families should embrace cultural diversity and increase students' understanding of self and others.
- The commitment to continuous improvement is imperative to our school to enable students to become confident, responsible, self-directed, lifelong learners.
- Establishing and nurturing a professional learning community promotes professional growth and student performance.
- All children can learn when provided with a variety of research based instructional methodologies to support their learning styles.
- Embracing technology to enhance learning and development for our students, faculty and staff.
- Student diversity, special needs and talents should be recognized, valued, nurtured and celebrated by parents, students, faculty and staff.
- All school staff should have high expectations for each child and should provide a challenging and secure learning environment.
- A child's character development is enhanced by positive relationships and mutual respect among parents, staff and students.

VISION

District: ***CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.***

School: ***Davidson Elementary will be a premier school in the state and a model of academic excellence, preparing our students to be productive citizens in the 21st Century.***

SMART GOALS

Based upon analysis of data and Self Evaluation, our focus will be upon the following outcomes:

1. *Increase the percentage of students at or above grade level in Reading from 90% in SY2010-2011 to 93% at the end of SY2011-2012 as measured by the North Carolina End of Grade Test.*
2. *Decrease the achievement gap between the lowest performing subgroups and the highest performing subgroup by 7percentage points as measured by the North Carolina End of Grade Test. (SWD, ED, AA, ESL)*
3. *Davidson Elementary School will provide a safe and nurturing environment that is based upon mutual respect and clear and consistent behavior expectations resulting in the percentage of students suspended for behavior infractions being reduced by 50% for the 2011-2012 school year.*

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ASSESSMENT DATA SNAPSHOT

Davidson Elementary - 600357														
		2008-2009 School Year				2009-2010 School Year				2010-2011 School Year				2011- 2012
Subject	Demographic Subgroup	% Prof.	% Met Exp. Growth	Avg. Growth	High Growth Ratio	% Prof.	% Met Exp. Growth	Avg. Growth	High Growth Ratio	% Prof.	% Met Exp. Growth	Avg. Growth	High Growth Ratio	% Proficient
Grade 03 Reading	Grade Total	87.5	59.5	0.123	1.5	93.9				90.7				93%
Grade 03 Math	Grade Total	91.3	65.4	0.193	1.9	98.3				93.8				95%
Grade 03 Total	Grade Total	89.4	62.4	0.158	1.7	96.1				92.2				94%
Grade 04 Reading	Grade Total	93.6	71.3	0.278	2.5	91.7	67.2	0.160	2.0	90.9	54.8	0.118	1.2	93%
Grade 04 Math	Grade Total	94.8	77.6	0.330	3.5	93.6	78.8	0.409	3.7	96.0	78.3	0.307	3.6	95%
Grade 04 Total	Grade Total	94.2	74.5	0.304	2.9	92.6	73.0	0.285	2.7	93.5	66.6	0.213	2.0	94%
Grade 05 Reading	Grade Total	92.4	56.3	0.100	1.3	94.6	53.1	0.024	1.1	87.1	52.3	0.035	1.1	93%
Grade 05 Math	Grade Total	96.6	59.0	0.115	1.4	98.2	67.8	0.179	2.1	95.2	82.3	0.357	4.7	95%
Grade 05 Science	Grade Total	90.7				91.6				85.0				90%
Grade 05 Total	Grade Total	93.2	57.7	0.108	1.4	94.8	60.5	0.102	1.5	89.1	67.3	0.196	2.1	93%
Reading Total	Total	91.1	63.2	0.177	1.7	93.4	59.9	0.090	1.5	89.6	53.7	0.082	1.2	93%
Math Total	Total	94.0	68.5	0.226	2.2	96.8	73.1	0.290	2.7	95.1	80.1	0.329	4.0	95%
Science Total	Total	90.7				91.6				85.0				90%
EOG Total	Total	92.3	65.9	0.202	1.9	94.6	66.5	0.190	2.0	91.3	66.9	0.205	2.0	94%
School Composite	Total	92.3	65.9	0.202	1.9	94.6	66.5	0.190	2.0	91.3	66.9	0.205	2.0	94%

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SCHOOL PROFILE

Davidson Elementary School has a history of excellence. The dedication of the staff, commitment of the students and high parental and community involvement helped the school achieve the status of North Carolina High Growth School of Distinction for the 2010-2011 school year.

On the sixteenth day of this academic year, there were 810 students enrolled at the school. Students in the school are represented by the following subgroups groups:

African American	6%	SWD	72 students
Hispanic	8%	LEP	35 students
White	76%	TD	111 students
Other	10%	ED	

Based on the EOG performance for the 2010-2011 school year, Davidson Elementary School earned the designation as a High Growth, School of Distinction. Our school consistently meets state goals for expected growth in all areas in grades three through five. The school composite totals for the last school year, we met high growth standards in Math however we did not meet high growth in the area of Reading. 16 of our 17 AYP targets were met for the 2011 school year. The subgroup not achieving its proficiency target was the economically disadvantaged group in the area of Mathematics. This was due in part to the proficiency target increasing significantly from the past years requirement of 71% to 88.6% of students needing to achieve proficiency in order to meet the AYP target goal. This subgroup consisted of 51 students in grades 3-5.

The number of students exceeding the standard (Level 4) remains remarkably high in both Math and Reading. The percentages are listed in the table below.

% Exceed Standard 2008-2009/2009-2010/2010-2011			
	3 rd	4 th	5 th
Math	52%/59%/57%	65%/68%/69%	55%/61%/64%
Reading	52%/50%/42%	59%/56%/55%	40%/36%/41%

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The trends in performance over time illustrate that student proficiency ratings remain high but reflect a dip in the total number of students achieving grade level expectations. The table below shows performance over a five year period.

% of students at/above grade level over time

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Math	91.4	92.6	94.0	98.3	95.1
Rdg	95.7	85.3	91.1	93.4	89.6
Writing	83.2	86.5	n/a	n/a	n/a

- All grade levels, grades three through five, math proficiency was higher than reading
- The school's overall average growth was 0.2100.
- Most impressive was the growth index in mathematics. The average growth 0.3322 indicated students averaged almost two years of growth this school year.
- The average growth for Reading was 0.0877, indicating students averaged one year of growth.
- Several of our subgroups continue to perform below their peers. (AA, Hispanic, LEP, SWD)
- The achievement gap was significantly higher in reading than in Math. The greatest discrepancy occurred in the Hispanic and LEP populations in Reading.
- K-3 Dibels assessment results show a marked improvement from the beginning of the year to the end of the year reading scores at Kindergarten and 1st grade. 2nd & 3rd grade progress was less significant due to the acceptable range adjusting as the year progressed. 82 students in grades K-3 were identified as intensive or strategic at the onset of the year. That number was reduced to 54 students by end of year.

Self-contained Autism Classes

- 3 classrooms of self-contained EC students receive English/language arts, math, and science based on the extended content standards through highly differentiated instruction.
- 8 of 13 self-contained EC students are included in general education specials with accommodations
- reverse mainstreaming occurring weekly with 5th graders and self-contained EC students in adapted physical education class with positive results for all students

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SMART GOAL (1): *Increase the percentage of students at or above grade level in Reading from 90% in SY2010-2011 to 93% at the end of SY2011-2012 as measured by the North Carolina End of Grade Test.*

Data Used: EOG test

SP 2014 Tactic: (# 1) Effective Teaching and Leadership (# 6) Parent and Community Connections

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost and source)	Personnel Involved	Timeline Start-End • Interim Check Dates
1. Differentiate Instruction <ul style="list-style-type: none"> • Flexible grouping based on mastery level of a standard/skill • Develop PEP for level 1&2 students • Provide intensive reading program for selected students- Corrective Reading 5 days/week for 45 min. • Monitor student growth using ongoing formative and summative assessment data and adjust instruction accordingly • Grade level collaboration regarding effective strategies to address the needs of at risk students/advanced students • Utilize teacher assistants to support small group instruction • Hire a fulltime reading teacher to work with teachers and struggling students in grades 3-5. 	Academic Facilitator-Land Technology Facilitator-Carter	90 min. team planning, lesson plans, class rosters EOG/ Formative/ classroom assessment data Pacing Guides Flexible, leveled reading groups Creation of common assessments **Student Achievement- All groups making progress **Students motivated to participate in learning. **Disparity in performance levels of subgroups of students is minimized	CMS Parent University PTA- book fair proceeds Tiger Fund and Boosterthon raising money for new technology	Faculty & Staff Curriculum Committee Administrative Team Faculty & Staff	Check-points: Nov. '11 Dec. '11 Jan. '12 Feb. '12 Mar. '12 Apr. '12 May '12 Quarterly SLT ck- 1/2012 3/2012 6/2012

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.

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<p>2. Utilize state, district, and local resources</p> <ul style="list-style-type: none"> • Extend the use of River Deep resources(writers WS) • Provide ongoing professional development in the areas of guided reading, the RTI process, Writer's Workshop • Secure and organize nonfiction, leveled readers in Literacy Room (1500 titles) 	<p>Academic Facilitator-Land</p> <p>Technology Facilitator-Carter</p>	<p>Student Achievement Formative & summative (EOG) assessments</p> <p>Common Assessments</p> <p>Students become proficient in reading non-fiction texts</p>	<p>PTO financial assistance</p> <p>Parents attend Math Night & Parent University Workshops</p>	<p>Faculty & Staff</p> <p>Curriculum Committee</p> <p>Reading Specialist-Champion & Nicholson</p>	<p>Check-points:</p> <p>Nov. '11 Dec. '11 Jan. '12 Feb. '12 Mar. '12 Apr. '12 May '12</p>
<p>3. Parent Education</p> <ul style="list-style-type: none"> • Parent workshops- Parent University <ul style="list-style-type: none"> ○ Homework w/out Headaches ○ Understanding Core Curriculum ○ Meeting the Social and Emotional Needs of Gifted students 	<p>Parent University Liaison-Rawls & Ruby Houston</p>	<p>Informed parents</p> <p>Student Achievement improves</p>	<p>none</p>	<p>Faculty & Staff SLT parents, teachers</p>	<p>Quarterly SLT ck- 1/2012 3/2012 6/2012</p>
<p>4. Continue to implement a comprehensive literacy program related to NCSCOS or Common Core</p> <ul style="list-style-type: none"> • Utilize planning time to share strategies coinciding with skills, collaborate with EC, Support Staff • Utilize Promethean Board technology to engage students in literacy activities • Provide monthly staff development sessions-RTI, Guided reading, writer's workshop • Develop a Curriculum Team with teacher representation at all grade levels to study and deliver support to grade level constituents. create a 	<p>Academic Facilitator-Land</p> <p>Technology Facilitator-Carter</p> <p>RTI Coordinator-Smith</p>	<p>Student Achievement (EOG) assessments Reading: 90% to 93%</p> <p>Observations</p> <p>Teachers & EC teachers meet regularly to plan flex & instruction-90min./wk.</p> <p>This team will ensure a seamless curriculum k-5.</p>	<p>PTO- helping fund the purchase of DRA kits and SRA kits</p>	<p>Faculty & Staff</p> <p>Curriculum Committee</p> <p>RTI Team</p> <p>Admin. team</p>	<p>Check-points:</p> <p>Nov. '11 Dec. '11 Jan. '12 Feb. '12 Mar. '12 Apr. '12 May '12</p>

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5. Tutoring • Use Students from Davidson College	AF/ Land Coordinator of volunteers and student s from Davidson College	Student Achievement improves for students being tutored	none	Faculty & Staff	Quarterly SLT ck- 1/2012 3/2012 6/2012
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SMART GOAL (2): *Decrease the achievement gap between the lowest performing subgroups and the highest performing subgroups by 7percentage points as measured by the North Carolina End of Grade Test. Ongoing monitoring of progress of all subgroups will be measured using the local assessments and common grade level assessments. (Subgroups-African American, Student with Disabilities, Limited English Proficient, ED)*

Data Used: EOG tests, DIBELS, Common Formative Assessments, Summative Assessments

SP 2014 Tactic: (# 1) Effective Teaching and leadership; (#6) Parent and Community Connections; (#3) Increasing the Graduation Rate

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost and source)	Personnel involved	Timeline Start–End • Interim Check Dates
1. General Education and EC teachers are planning weekly to address the needs of SWD subgroup.	Admin.- Hall McKinney	Increased performance levels in student in SWD subgroup Increase the amount of EC Inclusion as appropriate	none	EC teachers Classroom teachers Support personnel- TD, ESL	Check-points: Nov. '11 Dec. '11 Jan. '12 Feb. '12 Mar. '12 Apr. '12 May '12 Quarterly SLT ck- 1/10/2012 3/7/2012
2. Teachers will differentiate content, process and product to increase student achievement. <ul style="list-style-type: none"> • Develop tiered lessons • Grade level discussion of student needs • Small group instruction • grouping across grade level for particular skills • -small guided reading groups • tutoring “at risk” students 	Administrators Academic Facilitator	All students- minimum one year's growth	none	Classroom teachers , Support Staff, RTI team,	Check-points: Nov. '11 Dec. '11 Jan. '12 Feb. '12 Mar. '12 Apr. '12 May '12

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<p>3. FLEX TIME</p> <ul style="list-style-type: none"> • Certified teacher assistant will work with at risk students in k-2nd grade. Certified Reading Teacher works with at risk students in grades 3-5 	<p>Kristie Land-Academic Facilitator</p> <p>Elizabeth Nicholson-Certified teacher Asst.</p> <p>Kim Champion-reading teacher</p>	<p>Improved Student Achievement For lower performing students</p> <p>Better growth for students across the board</p> <p>Td students extending beyond the normal curriculum</p> <p>All students reading, practicing literacy skills on individual reading level.</p>	<p>HR-position exchange – done for 2011SY</p>	<p>Classroom teachers, TD Teachers, ESL teachers, Reading support staff</p>	<p>Check-points: Nov. '11 Dec. '11 Jan. '12 Feb. '12 Mar. '12 Apr. '12 May '12</p> <p>Quarterly SLT ck- 1/10/2012 3/7/2012 6/6/2012</p>
<p>4. Specific Identification of subgroups. (SWD, AA, LEP)</p> <ol style="list-style-type: none"> Target academic specific communications to parents. Target learning styles of students in specific subgroups 	<p>Ec chair-Norris</p> <p>ESL teacher-Bailey</p>	<p>Improved Student Achievement</p> <p>Flexible grouping to serve identified students</p> <p>Teaching practices reflect strategies that meet the needs of diverse learners.</p>	<p>none</p>	<p>Administrative Team</p> <p>Academic Facilitator</p> <p>Classroom Teachers</p> <p>EC teachers</p> <p>Support staff</p>	<p>Check-points: Nov. '11 Dec. '11 Jan. '12 Feb. '12 Mar. '12 Apr. '12 May '12</p> <p>Quarterly SLT ck- 1/10/2012 3/7/2012 6/6/2012</p>
<p>5. Teachers and administration will work closely with the Ada Jenkins teachers to exchange information about individual</p>	<p>Diane Means Administrator</p> <p>Land/ AF DES</p>	<p>Improved Student Achievement</p> <p>Weekly progress reports between Ada Jenkins and DES teachers</p>	<p>none</p>	<p>Teachers at Ada Jenkins and DES</p> <p>Parents</p> <p>Reading support specialists</p>	<p>Check-points: Nov. '11 Dec. '11 Jan. '12 Feb. '12 Mar. '12 Apr. '12 May '12</p> <p>Quarterly SLT ck- 1/10/2012 3/7/2012 6/6/2012</p>

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SMART GOAL (3): *Davidson Elementary School will provide a safe and nurturing environment that is based upon mutual respect and clear and consistent behavior expectations resulting in the percentage of students suspended for behavior infractions being reduced by 50% for the 2011-2012 school year.*

Data Used: Discipline referral records for 2010-2011 school year

SP 2014 Tactic: (# 3) Increasing the Graduation Rate (#6) Parent and community Connections

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost and source)	Personnel involved	Timeline Start–End • Interim Check Dates
1. Foster a climate of positive behavior where students are encouraged to demonstrate respect for self, others, authority and the environment <ul style="list-style-type: none"> • “Be HIP” School wide management program • Connect Sheets • Tiger Tips 	Admin Team/ Hall SLT- HIP Committee	Number of office referrals reduced Student report feeling safe on Student Survey Fewer suspensions for behavior infractions	none	Faculty & Staff	Check-points: Nov. ‘11 Dec. ‘11 Jan. ‘12 Feb. ‘12 Mar. ‘12 Apr. ‘12 May ‘12
2. Enhance Character Education <ul style="list-style-type: none"> • Morning Announcements- highlight students who demonstrate specific character traits • Community Service Club 	Debbie Noe- chair of HIP team Gerry Smith - counselor	Reduced number of office referrals for negative behavior Increase number of positive interactions between members of learning community Students demonstrating responsibility for self	none	Faculty and Staff PTO SLT	Check-points: Nov. ‘11 Dec. ‘11 Jan. ‘12 Feb. ‘12 Mar. ‘12 Apr. ‘12 May ‘12

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<p>3. Implement a Bullying Program to educate students, parents, and school community</p> <ul style="list-style-type: none"> • Steps to Respect • Performing Arts Assemblies • Classroom Guidance – Grades K-2 	<p>Gerry Smith-counselor</p>	<p>Positive role models</p> <p>Knowledge of proper etiquette</p> <p>Service to others</p>	<p>none</p>	<p>Faculty and staff</p> <p>Entire School community</p>	<p>Check-points: Nov. '11 Dec. '11 Jan. '12 Feb. '12 Mar. '12 Apr. '12 May '12</p>
<p>4. Improve Home – School Communications to encourage desired behaviors from students</p> <ul style="list-style-type: none"> • Communication Logs / Agendas • Connect Ed • Class Newsletters • E-mail / Phone calls/ Conferences • Parent University • Behavior Contracts- home to school 	<p>Admin Team</p>	<p>Well-informed school community</p> <p>Increased number of parents responding that they feel they are kept informed on the Parent Survey</p>	<p>none</p>	<p>Faculty, Staff, PTO</p>	<p>Check-points: Nov. '11 Dec. '11 Jan. '12 Feb. '12 Mar. '12 Apr. '12 May '12</p>

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Charlotte-Mecklenburg School Quality Review
School Self-Evaluation Form

Name of principal:

Terry Cerio Hall

Name of school:

Davidson Elementary School

Please complete with as much detail as you can, use the completion as a professional development exercise if appropriate and send it to your lead reviewer (electronically) two weeks before the review.

Completing

this form will help you prepare for some of the discussions which will take place both before and during the review. It will also help the review team get to know you and your school and to understand how well the school community knows itself.

Guidance on completing the form:

- Please be evaluative, rather than descriptive, and make your focus outcomes for students.
- Include references to where the evidence of your self-evaluation can be found, e.g., "excellent boys' results in state math tests as shown in annual report to the state", "parents' questionnaires from 2006".
- Be concise; (for example, use bullet points or note form).
- Aim to confine your response to no more than eight pages.
- Please place an X against the grade (1-4), which most accurately reflects your judgment of overall quality in response to the questions.
- ***You are advised to complete section B last. This section is summative and draws on your evaluations elsewhere in the self-evaluation report.***
- Please omit sections where you feel that you are not in a position to respond.

How should evaluations be made?

- ***You are strongly encouraged to refer to the Quality Criteria, sub-criteria and rubrics and as you complete the evaluations. These are included within the Notes of Guidance for the School Quality Review and should be kept close at hand as you complete the evaluations.***

What approach should we take?

Schools have adopted different approaches.

In some schools the principal and the leadership team have completed the form as a part of one of their regular meetings.

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Other schools have devoted part of a faculty meeting as a way of involving all members of staff; this is highly recommended as a means of engaging the whole staff, helping them to prepare for the review and gathering evidence which reflects the work of the whole school.

Whichever approach you adopt, we recommend that you do not make this an onerous task but that you take the opportunity to stop, reflect and record your immediate perceptions.

<i>School Profile</i>		
School name and number: Davidson Elementary School #357		
School address: 635 South Street; Davidson, North Carolina		
School telephone number: 980-343-3900		
	#	%
Grades:	K - 5 th	100%
Number of students enrolled:	810	100%
Number of general education students:		
Number of EC students:	177	22%
Number of LEP students:	35	4%
Number of Talent Development students	111	14%
Principal suspensions:	8	
Superintendent suspensions:	0	0
Percentage of students eligible for Free or Reduced-Price Lunch:		10%
Ethnic make-up of the students (by percentage):	White	75%
	African American	10%
	Other	9%
	Hispanic	6%

A. What is distinctive about your school?

- High percentage of students identified as talent development
- Extremely active and supportive PTO (provides financial support and volunteer hours)
- The majority of our students participate in extracurricular activities outside of school, such as piano, ballet, sports
- High percentage of students identified as needing EC services
- We are growing more diverse everyday
- Town of Davidson & Davidson College serves as an excellent resource
- Lots of parental support and involvement in their child's educational experience
- Highly qualified and committed staff.- 45% w/ advanced degrees, 100% clear licensure, 25% National Board Certification

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- History of academic excellence: Honor School of Distinction, High Growth Status
- Abundance of educational resources- 27 Promethean boards, Brainpop, book room full of leveled readers, Renaissance Learning, Study Island, Reading A-Z
- Low staff turn over rate
- School is friendly, orderly, and welcoming
- Small town environment/lifestyle.
- Students have many life experiences, many travel often both nationally and internationally, and experience a variety of places/situations outside of school (athletics, town events, church, etc)

B How effective is your school overall?

		4	3	2	1	
School Self-Evaluation:	High quality (4)		X			Undeveloped (1)

How do you know?

Our EOG composite score for the 2010-2011 school year was 91% proficiency. Our schools composite reflected average growth of 0.21. This designates us as a high growth school for the 2010-2011 school year. Davidson Elementary School met 16 of 17 targets missing the Math target for the Economically disadvantaged subgroup. Consequently, DES has earned the Honor School Distinction designation.

More noteworthy are the number of students that are exceeding the state expectations. The scores in Math reveal that 60% of our students exceed grade level expectations. In Reading 39% exceed grade level expectations in grades three, four and five. The strongest showing was in Math with 95% of our students scoring at a level three and four. Reading showed a slight drop with only 90% of the students performing at grade level expectations. This is down from 93% the previous year. The K-2 Dibels report is further evidence of our success delivering reading instruction. 82 of our students were identified as falling in the critical range of “strategic” or “intensive”. At year end 28 of those students had moved out of this at risk category.

What are its notable strengths?

Especially strong was the performance of students on the Math assessment. 94.7% of the students performed at or above grade level expectations. The 5th grade Math scores reflected a 95.2% proficiency rating. Our teachers at K-4 have embraced the new Math Investigations program and done an effective job of transitioning to this new way of teaching. Our commitment to professional development played a key role in its success.

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Parental support is excellent and teachers are provided additional classroom support and financial support from the PTO on an ongoing basis. Our annual PTO budget runs in the neighborhood of \$130,000 each year. Parents' and community members' generosity towards the school allows us to provide a multitude of social and academic experiences to our students. We have a large pool of volunteers who operate 40 different committees that support the learning and social development of our students.

The teacher turnover remains extremely low which has enabled us to build a highly qualified, devoted teaching team. This committed group of individuals extends their efforts far beyond the classroom to provide extracurricular experiences to our students. We currently have 11 before/after school clubs. All of these clubs are sponsored by volunteering teachers.

Our shared school governance is another major strength of our school. Our COMPASS team guides the decision making of the school and helps to ensure all teachers are provided the opportunity to give input. The Teachers Observing Teachers Program was implemented last year as a way to make certain that teachers were able to share and discuss "best practices".

What are its main areas for improvement?

We need to continue to analyze those students who are not performing at grade level expectations. Special attention will be given to the area of Reading, given that 10% of the students tested did not meet grade level targets in third through fifth grade. Reading for information (non-fiction literature) was a specific deficit area noted. Additionally, 4th and 5th grade reading were areas where high growth was not achieved.

The achievement gap between subgroups performance and their peers continues to be a concern. Despite the fact that significant gains were made this year, we still have more work to do. AA, SWD, and LEP student performance continues to show significant gaps in performance as compared to their white counterparts.. We will commit to differentiated instruction occurring at all levels and in all classrooms to help decrease the disparity between subgroup performance and their peers. More professional development in this area is required.

Despite the fact such a large percentage of students perform at levels 3 & 4, the growth reflected for individual students, does not show **all** students consistently achieving at least 1 years growth in one years time.

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1. How effective is your school in ensuring high quality achievement for students in all grades, especially in the core subjects?

	4	3	2	1	
School Self-Evaluation: High quality (4)		X			Undeveloped (1)

How do you know?

Based on the EOG performance for the 2010-2011 school year, Davidson Elementary School earned the designation as a High Growth, School of Distinction. Our school consistently meets state goals for expected growth in all areas in grades three through five. The school composite totals for the last school year, we met high growth standards in Math however we did not meet high growth in the area of Reading. 16 of our 17 AYP targets were met for the 2011 school year. The subgroup not achieving its proficiency target was the economically disadvantaged group in the area of Mathematics. This was due in part to the proficiency target increasing significantly from the past years requirement of 71% to 88.6% of students needing to achieve proficiency in order to meet the AYP target goal. This subgroup consisted of 51 students in grades 3-5.

The number of students exceeding the standard (Level 4) remains remarkably high in both Math and Reading. The percentages are listed in the table below.

% Exceed Standard 2008-2009/2009-2010/2010-2011

	3 rd	4 th	5 th
Math	52%/59%/57%	65%/68%/69%	55%/61%/64%
Reading	52%/50%/42%	59%/56%/55%	40%/36%/41%

The trends in performance over time illustrate that student proficiency ratings remain high but reflect a dip in the total number of students achieving grade level expectations. The table below shows performance over a five year period.

% of students at/above grade level over time

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Math	91.4	92.6	94.0	98.3	95.1
Rdg	95.7	85.3	91.1	93.4	89.6
Writing	83.2	86.5	n/a	n/a	n/a
Science	---	72.2	90.7	91.6	83.0

In which subjects and grades do students do best, and why?

- All grade levels, grades three through five, math proficiency was higher than reading
- The school's overall average growth was 0.2100.
- Most impressive was the growth index in mathematics. The average growth 0.3322 indicated students averaged almost two years of growth this school year.

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- The average growth for Reading was 0.0877, indicating students averaged one year of growth.
- Several of our subgroups continue to perform below their peers. (AA, Hispanic, LEP, SWD)
- The achievement gap was significantly higher in reading than in Math. The greatest discrepancy occurred in the Hispanic and LEP populations in Reading.
- K-3 Dibels assessment results show a marked improvement from the beginning of the year to the end of the year reading scores at Kindergarten and 1st grade. 2nd & 3rd grade progress was less significant due to the acceptable range adjusting as the year progressed.

Below is a summary of the number of students identified as high risk (red) or some risk (yellow) at the start of the year and the number moved to no risk (green) by the year end.

K- 3 Dibels: SY2009-2010

Yellow (strategic) & Red (intensive) students at the beginning of the year (BOY) till the end of the year (EOY) = BOY 82students ----EOY 54 students

K

BOY- 25 students red/yellow EOY- 15 students red/yellow

1st

BOY- 18 students red/yellow EOY- 8 students red/yellow

2nd

BOY- 16 students red/yellow EOY- 10 students red/yellow

3rd

BOY-23 students red/yellow EOY- 21 students red/yellow

*Note that as the year progresses the bar is raised so comparison of actual growth is difficult.

Self-contained Autism Classes

- 3 classrooms of self-contained EC students receive English/language arts, math, and science based on the extended content standards through highly differentiated instruction.
- 8 of 13 self-contained EC students are included in general education specials with accommodations
- reverse mainstreaming occurring weekly with 5th graders and self-contained EC students in adapted physical education class with positive results for all students

In which subjects and grades is improvement needed, and what action is being taken?

The reading performance scores across all grade levels are consistently lower than Math scores.

Specific areas of concern are listed below:

- informational reading slightly lower than other areas (grades 3-5)
- reading comprehension (5th grade)

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- making connections (4th grade)
- Math- patterns and mathematical relationships (Grade 4)
- data and probability (3rd grade)
- perimeter/area (4th grade)
- geometry (4th grade)

Actions:

1. In an effort to address the difficulties with reading comprehension, fluency, and reading for information in the upper grades a certified reading teacher will work daily with struggling students. 45 min. /day four days per week during FLEX time.
2. Teachers will be differentiating instruction, assigning students to small, leveled groups to provide more individualized instruction.
3. Additionally, grade level teams have committed to administering and analyzing ongoing common formative assessments to help guide instruction and develop leveled groups.
4. Teachers will read non-fiction leveled texts. (Number of titles in Literacy Lab has been increased substantially.)
5. Targeted reading assistance in grades K-2 from Ms. Nicholson, a certified reading teacher.
6. Teachers will team teach, allowing teachers to teach in their areas of strength.
7. 90 minute planning periods allow teachers to share data, instructional strategies, and discuss struggling students.
8. Skills targeted flexible Math groups will allow teachers to address specific deficit areas. The support of a teacher assistant will provide the teachers an opportunity to work with individual students.

Is there evidence of disparities in student achievement by subgroups? If so, what action is being taken?

Our teachers are using several “best practice” strategies that specifically address the diverse needs of our all students and significant progress has been made closing the performance gap. Students’ EOG performance in grades 3-5 showed the narrowing of the achievement gap but still indicated

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significant disparity between subgroups of students. A performance summary of subgroup EOG performance is listed below.

	AA	Hispanic	White	SWD
Reading	66%	62%	93%	65%
Math	86%	70%	97%	81%
Composite	71%	67%	94%	69%

Several actions are being implemented to address this disparity.

1. We are utilizing the inclusion model for students with disabilities whenever possible.
2. Teachers are collaborating across grade levels and within their grade level team to brainstorm a plan for diversified instruction to address the learning styles and educational needs of all populations.
3. Teacher assistants are used to allow for small, flexible groups targeting deficit areas.
4. A curriculum team and data wise team have been formed, with representation from each grade level, to monitor, assess and guide interventions.
5. A parent support group for Spanish speaking families has been formed and several evening events held to increase parent’s participation and understanding in their child’s education.

How is the school addressing the specialized needs of EC and LEP students?

- General education teachers are planning weekly with EC and LEP teachers to ensure grade level expectations are being covered in both settings.
- Teachers are planning instructional experiences that allow EC and LEP students to participate in lessons in the general education setting. EC and LEP teachers are providing insight and effective teaching strategies to the general education teachers to use when the student with special needs is in their class.
- Frequent parent communication is encouraged to ensure practice, and reinforcement is occurring at home, as well.
- We stress the importance of inclusion, when it’s appropriate, and demand a respectful and

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supportive learning environment.

- EC teachers are being sent to professional development training that support their professional growth and “fine tune” their instructional practices.
- A supply of dual language books are being purchased for the library and literacy room.
- Instruction for EC and ESL students will begin earlier in the school year to supply the necessary support.
- 8 of 13 self-contained EC students are included in general education specials with accommodations
- Smart Boards used daily in instruction in AU self-contained classrooms
- OTs and SLPs frequently serving self-contained EC students in their classrooms under a collaborative model
- EC team meets weekly to update tracking charts to insure compliance with district paperwork
- Reverse mainstreaming occurring weekly with 5th graders and self-contained EC students in adapted physical education class with positive results for all students

How does the school use student performance data to take and adjust actions to improve student achievement? What action is being taken?

- Teachers at Davidson Elementary School are committed to conducting ongoing common formative assessments to guide their instruction.
- All teachers in grades K-5 are required to conduct skill based leveled reading groups.
- Instructional strategies for math and reading are discussed during weekly planning sessions.
- Teachers in grades K-2 are doing quarterly running records to monitor student’s reading progress. Teachers of students in grades 3-5 are doing running records on students reading below grade level.
- Tutors, volunteers, and college students are used to provide additional reinforcement for key concepts and skills.
- The Data Wise/Curriculum Team will meet monthly and assist in the analysis of data to ensure instructional decisions are targeted towards areas of greatest concern.
- Teachers will receive guided reading training during the professional learning time each month.

How does your school allocate available resources to improve student learning and achievement?

- The school continues to increase the availability of technology resources and improve the

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level of support provided to students and teachers. (software, computer access and other assistive devices)

- The school PTA has purchased 10 additional promethean boards to provide interactive learning and visual support during instruction.
- Teacher assistants are used to provide individualized remediation and enrichment.
- Connect teachers will reinforce the content being covered in classrooms in art, music, and pe classes.
- The teachers will participate in a committee that will involve use of technology training and time to share resources.
- Every effort will be made to minimize the amount of time support staff is pulled to assist with testing to ensure the consistency of their support.
- Additional staffing was put in place this school year to support struggling students. (2 certified literacy teachers)

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2. How effective is your school in providing a relevant and appropriate curriculum for all students, grades and sub-groups?

	4	3	2	1	
School Self-Evaluation: High quality (4)		X			Undeveloped (1)

How do you know?

Data from formal/informal assessments (EOG/common grade-level assessments) confirm that our teachers are doing a thorough job of providing all students with meaningful, standards based instruction.

- 95% of our students demonstrate proficiency in Math and 90% of the students in grades three through five are proficient in Reading.
- 16 of 17 targets were met on the North Carolina ABC’s report.

Our focus for the upcoming year will be making certain that a rigorous curriculum is delivered resulting in at least one year’s growth for all students.

How is alignment with the NCSCOS and Common Core ensured?

The instructional team monitors, evaluates and reviews programs to ensure consistency, alignment and coverage of the NCSCOS/Common Core Curriculum. All teaching teams utilize the NCSCOS/Common Core when planning for instruction. Grade level planning guides are developed and implemented. Ongoing progress monitoring sheets record progress toward mastery of each standard. All classroom teachers use a progress monitoring notebook to track progress. Common Assessments have been created and are implemented once a month in each subject area to verify student learning. Fourth grade participates in quarterly writing assessments. In addition, our curriculum committee serves as a vertical team to ensure a seamless curriculum.

How does the school ensure a broad range of learning experiences?

- Using differentiation in our lessons
- Bringing in outside resources(Latta, Davidson College students, Community guest speakers)
- Curriculum enrichment before and after school
- Involving parents and the community as active participants in the learning community
- Ongoing flexible grouping based on needs
- Implementation of new Math series- Investigations
- Clubs- Chess, Girls on the Run, Yearbook, News Team, Let Me Run, Odyssey of the Mind, newspaper club, Spanish club, Turning Tigers, Spanish Club
- Field trips
- Curriculum night
- Math Night

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- Teacher/Staff development
- Math Olympiad
- Honors Chorus
- Art Clubs- Morning Muralist, Afternoon Artists

3. How effective is the quality of teaching and instruction in ensuring high quality learning, progress and achievement?

	4	3	2	1	
School Self-Evaluation: High quality (4)		X			Undeveloped (1)

How do you know?

Based on the data, the quality of instruction and teaching is producing growth across all grade levels. The large number of students performing in the exceeds range is an indicator that quality instruction is taking place. The primary grades DIBELS results show that many students who enter the school year performing below expectations are brought to on level by the year end.

Which are the strongest features of teaching and learning and why?

Throughout the school, teams collaborate to ensure highly effective learning for all students. Listed below are some of the strategies being instituted.

- ESL teachers pushed into the classrooms
- K-2 pulling small groups for intensive and strategic instruction in reading
- Teacher reading assistant pulling small groups in K-2
- Certified reading teacher pulling small targeted groups in grades 3-5 during FLEX time and pushing into the class to assist and co-teach during the literacy block
- Math Investigations in K-4
- Teachers committed to student improvement – many sponsor clubs before and after school
- Implementation and PD – guided reading, differentiation
- Veteran teachers, continuing education

What aspects of teaching and learning most need improvement and what action is being taken?

- Focus on taking level 3 students to level 4
- Focus on low performing subgroups and capturing the last 5-10% of students not meeting the minimum standard
 - African American, SWD, LEP, economically disadvantaged

Differentiation of instruction will allow teachers to provide appropriate level of instruction (leveled, small instructional groups, varied delivery, varied work products, and assessments)

- 20% of students not making a year’s growth in Math and 46% of students not making a year’s growth in reading.

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How do teachers assess students' achievement of learning objectives and adjust instruction with assessment information?

Teachers are continually conducting formal and informal assessments to assess student progress. Grade level teams are developing common assessments to help guide instructional decisions. Ongoing running records will allow teachers to select appropriate reading material, as well as, appropriate reading strategies to meet students' needs.

4. How effective is the school in ensuring high quality leadership and management?

	4	3	2	1	
School Self-Evaluation: High quality (4)		X			Undeveloped (1)

How do you know?

Based on 2010-2011 Teachers Working Conditions Survey:

- 87 % staff reported school leadership addresses teacher concerns
- 94 % believe that the faculty and staff have a shared understanding of the school's overall mission, values and beliefs.
- 91 % stated that teachers are held to high professional standards for delivering instruction
- 83 % agreed that teachers have ample time to collaborate
- 89 % Stated they believed there are effective opportunities for professional growth at DES
- 91 % Teachers and staff are able to assume a leadership role at the school

Which are the strongest aspects?

- School goals for instruction and achievement are clearly communicated
 - *DES collective Commitments*
 - *Learning Guides*
 - *Planning Templates*
- Dedication of the faculty and staff
- Schedule allows for common planning time (90min. each week)

What most needs improvement and what action is being taken?

- Focus on providing appropriate curriculum for "at risk" students
- Extra support provided by qualified instructional staff- strategic support
- Professional development should be relevant and based on teacher needs and interest.
- Ongoing monitoring of planning and instruction

Actions to help?

- Administration to visit team planning sessions
- Individualized targeted instruction

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- Compass (leadership) meetings focused on school wide curriculum and instruction issues
- Use in-house resources, such as Kristie Land and Kim Champion, for materials, advice, information, professional development.
- Effective use/implementation/monitoring of the SIP plan
- Curriculum team to analyze data and discuss instructional adjustments
- Weekly calendar of events/ communication to teachers (Tiger Talk and Global Press)

5. How effective is the school in creating a high quality learning environment?

	4	3	2	1	
School Self-Evaluation: High quality (4)		X			Undeveloped (1)

How do you know?

Our school is a friendly and welcoming environment. Students and staff feel safe and are given the opportunity to collaborate and share ideas. At the beginning of this school year teachers communicated clear expectations for classroom procedures and student behavior throughout the building. Students move through the school in an orderly manner and treat the school environment with respect. The school has anti-bullying policies and procedures that are effective. (Tiger Tips)

Which are the strongest aspects and why?

- Opportunities are provided for students to show initiative and to exercise responsibility through membership in school council, green team and other activities that encourage participation in community service and civic awareness.
- Routines and procedure are clearly communicated to students.
- Most students responded on student survey that they know how to act at school (student survey)
- Parent volunteers help out in all aspects of instruction and school needs

What most needs improvement and what action is being taken?

- Follow-up support needs to be provided following professional development
- Supervision of students while transferring from connect and while on the playground should be heightened to reduce the number of avoidable injuries.
- Bus behavior has historically not been as positive as school behavior.

Actions:

1. The principal and assistant principal are committed to attending grade level planning sessions weekly to hear and address concerns.
2. The administrative team will meet with the Compass Team monthly and monitor the climate of the school.
3. The administrative team will collaborate with the school curriculum team monthly to ensure professional development supports the needs of the teachers and the school.
4. Meaningful feedback will be provided to teachers on an ongoing basis using a newly developed three minute walk through electronic form.

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5. Professional Development will target those areas teachers identify as critical areas of concern.
6. Teachers will participate in PD- guided reading, RTI
7. A Curriculum Team (vertical team) will meet monthly to align the curriculum across all grade levels.
8. Bus drivers will be asked to set seating assignments to alleviate some of the behavior problems. If needed, professional development will be conducted by AP regarding managing student behavior.

6. How effective is the school in establishing a high quality partnership with parents, other schools and the community?

	4	3	2	1	
School Self-Evaluation: High quality (4)	X				Undeveloped (1)

How do you know?

Davidson Elementary School does an excellent job of establishing partnerships with parents and the community. We have a wide base of parent volunteers and a PTO that has over 500 members. The PTO is composed of many committees, each with a chairperson who oversees the operation of that particular committee. Our curriculum nights are well attended and almost all of our parents attend the fall conferences to meet individually with their child’s teacher. Davidson also enjoys a partnership relationship with Hornets Nest and Blythe Elementary Schools.

Parents from Davidson supply volunteers to visit its partner school and read to the children, donate time and materials, and this past year participated in a book drive and canned food drive to support our sister schools.

Which are the strongest features of communication between home/school about the school’s work and about each student’s achievement? Why?

Our parents are diligent about maintaining active involvement in the school and their child’s learning. Teachers commit to returning phone calls or emails within a twenty-four hour period. Communication is ongoing, two way and purposeful. Translations are provided as needed. Teachers send weekly progress reports and monthly newsletters to their parents. The school website is kept current and provides up to date information. Other forms of communication utilized are:

- Parent/teacher conferences
- Thursday folders
- Agendas
- Connect-Ed
- Website
- Sunday ENews

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What most needs improvement and what action is being taken?

- Despite the fact that PTO membership at the school is high, we will continue to encourage parents to participate in the monthly meetings to remain informed.
- Parent University was another underutilized resource. Consequently, DES has committed to three sessions this school year. We are looking forward to encouraging parents to participate by offering topics they identify as relevant or of interest to them. (Homework without Headaches, Understanding the Common Core, Meeting the Social and Emotional Needs of the Gifted Student)
- Involvement of parents of our ESL students is lower than the general population. Evening programs catering to this demographic were held at the end of last year and will be increased this year.

What aspects of the school's work to involve parents/guardians and the community in the life of the school work best? Why?

Davidson Elementary School provides numerous opportunities for parent involvement throughout the year.

- The Tigers On The Prowl Program draws many parents as they come to walk with their child during recess.
- Girls Night Out and Boys Night Out allow parents and their children to “play” and socialize together on these very special nights each year.
- Curriculum night opens the lines of communication with parents and helps to ensure further reinforcement and practice of curriculum at home.
- Fine Arts performances and other events consistently bring large numbers of parents
 - chorus performance
 - holiday performances
 - Art Fest
- School sponsored 5K Run to Overcome
- Charity Basketball Game
- Latta Plantation Eco Curriculum being run at the school each month
- A school wide newsletter goes to each household on a quarterly basis and addresses curriculum issues as well as information about the upcoming events.
- Parents are highly visible in the school and serve in a many capacities. (volunteers, tutoring)

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7. What other information, if any, do you feel it would be important for the reviewers to know prior to the review? (For example: principal recently appointed previous month)

The Compass Team and the Curriculum Team meet monthly to discuss current concerns and/or celebrations in the school. Throughout the year the teams monitor the implementation of the School Improvement Plan and make adjustments as needed. The School Improvement Plan is the result of much data analysis and collaboration between parents, community leaders, and the teachers, and staff. Grade level teams meet weekly to monitor the progress of students and plan meaningful and rigorous instruction. The SLT Team met at the beginning of the school year to review the SIP Annual Report and the SEF. A presentation was made at the faculty meeting summarizing information and the data gathered in September. Working collaboratively, grade level teams had further discussion which led to additional input from all members of the learning community.

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School-Based Management and Accountability Program
Summary of School-Based Waiver Requests for 2011-2012

LEA: Charlotte-Mecklenburg Schools

LEA code: 600

School Codes	Request for Waivers
<p>357 – Davidson Elementary School</p> <p>Please enter codes of all schools requesting the waiver described on this form.</p>	<ol style="list-style-type: none"> 1. Insert the waivers you are requesting. Maximum Teaching Load and Maximum Class Size (grades 4-12) 2. Please identify the law, regulation or policy from which you are seeking an exemption. 115C-301 (c and d) Maximum Teaching Load and Maximum Class Size 3. Please state how the waiver will be used. Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes. 4. Please state how the waiver will promote achievement of performance goals. This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.

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Bullying-Harassment Individual School Action Plan (BHISAP)
Davidson Elementary School

Bullying Prevention Outcome: Davidson Elementary School will provide a safe and nurturing environment that is based upon mutual respect and clear and consistent behavior expectations.

Strategies/Rationale • Task	Point Person	Evidence of Success	Names of Participants (Add names to titles where appropriate)	Information related to task as indicated	Timeline
		Outcome Measures			
1. School counselor will train students and staff on bully prevention strategies. <ul style="list-style-type: none"> Steps to Respect Tiger Tips 	Gerry Smith, counselor	School staff will have an understanding of school's BP efforts and expectations.	Teachers Administrators Students	Classroom guidance sessions	August & September 2011
2. School staff training <ul style="list-style-type: none"> School leadership will provide information to all teachers and support staff regarding the school-wide HIP and character education program 	Terry Hall, Principal Molly McKinney, AP	School environment is greatly improved: students have established basic knowledge of school expectations	All school staff		Between 8/25 to 9/30
3. Establish a HIP taskforce <ul style="list-style-type: none"> A HIP/Character Education Committee is created to assist in the implementation and communication of HIP efforts. The following stakeholders are included: school administrators; chairperson of HIP Committee, counselor, connect teachers 	Debbie Noe	HIP Plan Implementation Character Education- ongoing	Noe, teacher Smith, Counselor 1 teacher from each grade level team	BP liaisons will be provided with information on how to work with taskforce to promote and implement BP Plan.	2011-2012
4. Administer on-line Survey <ul style="list-style-type: none"> Survey will provide immediate information of school climate regarding bullying, type of bullying, and places where bullying is taking place so that school staff is aware of hot-spots and issues in school. 	Terry Hall Molly McKinney	Student survey results	Students DES	Surveys will be created by SLT if district surveys are not administered.	Quarterly surveys created through SLT

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<p>5. First semester Bullying-Prevention activities:</p> <ul style="list-style-type: none"> • Weekly HIP celebrations and recognition 	<p><i>Walter Rabb & connect teachers</i></p>	<p><i>Positive behavior throughout the school with a reduction in incidents of bullying.</i></p>	<p><i>Entire school community</i></p>		<p>2011-2012 Every Friday</p>
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OCT-04-2011 03:02PM FROM-DAVIDSON ELEMENTARY

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School Improvement Plan School Leadership Team

We the undersigned have been actively involved in the process to develop this plan. We agree that it addresses system goals and is reflective of our school's profile, mission statement, and beliefs. Our initials reflect our involvement in the plan's quarterly reviews.

Principal Terry Cerio Hall Terry Cerio Hall
 Name (Please Print) Signature

SCHOOL LEADERSHIP TEAM MEMBERS

SIP Quarterly Reviews (initial)

Name (Please Print)	Position	Signature	Oct	Jan	Mar	June
Kristie Land	Academic Facilitator	<u>Kristie Land</u>	KL			
Maggie Mason	teacher	<u>Maggie Mason</u>	MM			
Tammy Forthofer	Parent	<u>Tammy Forthofer</u>	TF			
Tina Brock	teacher	<u>Tina Brock</u>	TB			
Sony Smith	School Counselor	<u>Sony Smith</u>	SS			
Lisa Jewel	Parent	<u>Lisa Jewel</u>	LJ			
Molly McKinney	Assistant Principal	<u>Molly McKinney</u>	MM			
Belinda Stevens	teacher	<u>Belinda Stevens</u>	BS			
Gabrielle Hamner	teacher	<u>Gabrielle Hamner</u>	GH			
Cindy Hurligan	teacher	<u>Cindy Hurligan</u>	CH			
Stella Strand	teacher assistant	<u>Stella Strand</u>	AS			