

CMS SCHOOL IMPROVEMENT PLAN REPORT

School: Davidson Elementary School

Principal: Mr. Dana R. Jarrett

Title I Specialist: n/a

Address: 635 South Street

Davidson, NC 28036

Courier Number: #357

Phone: 980-343-3900

Learning Community: Northeast

Area Superintendent: Dr. Dawn Robinson

CMS School Improvement Plan 2010-12

Davidson Elementary School 2012-2013

MISSION STATEMENT

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

School: ***Students will Discover, Explore, and Succeed through rigorous and relevant education to become Davidson Elementary School.***

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 guide students to:

Discover abilities, talents, and challenges,
Explore curriculum embracing individual learners,
Succeed as a 21st century productive citizen

... become Davidson.

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 91% in SY2011-2012 to 93% at the end of SY2012-2013 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.*

CMS School Improvement Plan 2010-12 Davidson Elementary School 2012-2013

ASSESSMENT DATA SNAPSHOT

Davidson Elementary - 600357																	
		2008-2009 School Year				2009-2010 School Year				2010-2011 School Year				2011-2012 School Year			
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	% Prof.	% Met Exp. Growth	Avg. Growth	High Growth Ratio
Grade 03 Reading	Grade Total	87.5	59.5	0.123	1.5	93.9				90.7				93.1			
Grade 03 Math	Grade Total	91.3	65.4	0.193	1.9	98.3				93.8				97.2			
Grade 03 Total	Grade Total	89.4	62.4	0.158	1.7	96.1				92.2				95.2			
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	88.8	65.0	0.16	1.85
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	96.0	76.1	0.28	3.18
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	92.4	70.6	0.22	2.52
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	91.3	60.6	0.13	1.54
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	97.5	73.6	0.30	2.79
Grade 05 Science	Grade Total	90.7				91.6				85.0				90.7			
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	93.2	67.1	0.22	2.17
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	91.1	62.5	0.14	1.67
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	97.0	74.7	0.30	2.95
Science Total	Total	90.7				91.6				85.0				90.7			
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	93.5	68.7	0.22	2.19
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	93.5	68.7	0.22	2.19

CMS School Improvement Plan 2010-12

Davidson Elementary School 2012-2013

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 Excellence for the 2011-2012 school year.

On the 10th day of this academic year, there were 748 students enrolled at the school. Students in the school are represented by the following subgroups groups:

African American	5%	SWD	60 students	Hispanic	5.0%
Multi-Racial	4%	LEP	35 students	Non-Hispanic	95.0%
White	84%	TD	100 students		
Asian	2%				
Hispanic	5%				

Based on the EOG performance for the 2011-2012 school year, Davidson Elementary School earned the designation as a High Growth, Honor School of Excellence. Our school consistently meets state goals for expected growth in all areas in grades three through five. The school composite total for the last school year showed an average growth of 2.173%. We met high growth standards with a High Growth Ratio of 2.19%. 13 of our 13 AMO targets were met for the 2011/2012 school year. The African American subgroup met Growth Status with a ration of 1.15. The Hispanic subgroup did not meet the growth status with a ratio of 0.78. There are 68 members in this subgroup which fell short of the target of 1.50 by 0.72. Additionally, the SWD subgroup fell short of the Growth Status with a ratio of 1.11. There are 85 members in this subgroup which fell short of the target of 1.50 by 0.39.

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 2008-2009/2009-2010/2010-2011/2011-2012			
	3 rd	4 th	5 th
Math	52%/59%/57%/70%	65%/68%/69%/63%	55%/61%/64%/66%
Reading	52%/50%/42%/54%	59%/56%/55%/53%	40%/36%/41%/41%

CMS School Improvement Plan 2010-12 *Davidson Elementary School 2012-2013*

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	2011-2012
Math	91.4	92.6	94.0	98.3	94.7	96.8
Rdg	95.7	85.3	91.1	93.4	89.6	90.9
SCI – 5th					83.0	90.7
Composite					90.9	93.3

- All grade levels, grades three through five, math proficiency was higher than reading
- The school’s overall average growth was 0.2173 with a High Growth Ratio of 2.2.
- Most impressive was the growth index in mathematics. The average growth 0.2924 indicated students averaged almost two years of growth this school year.
- The average growth for Reading was 0.1416, indicating students averaged one year of growth.
- Two of our subgroups continue to perform below their peers. (LEP & SWD)
- The achievement gap was significantly higher in reading than in Math. The greatest discrepancy occurred in the Hispanic population in Reading.

Self-contained Autism Classes

- 2 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 is occurring weekly with 5th graders and self-contained EC students in an adapted physical education class with positive results for all students

CMS School Improvement Plan 2010-12
Davidson Elementary 2012-13

SMART GOAL (1): Increase the percentage of students at or above grade level in Reading from 91% in SY2011-2012 to 93% at the end of SY2012-2013 as measured by the North Carolina End of Grade Test. Increase the percentage of students scoring a level 4 by 2% from 48.5% to 50.5% 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 in grades K-5. • Provide intensive reading program for selected students - 4-5 days/week for 30-45 min. • Monitor student growth using ongoing assessment data and adjust instruction accordingly • Grade level collaboration regarding effective strategies to address the needs of at risk students and advanced students • Utilize teacher assistants to support small group instruction • Utilize fulltime and halftime reading teacher to work with teachers and struggling students in grades K-5. • Identify students that are Tier 2 based on Rtl guidelines particularly in Kindergarten and First grade 	Academic Facilitator-Bower Technology Facilitator-Carter Reading Specialist – Champion & Nicholson Teachers	45 min. team planning, lesson plans, class rosters Classroom time before school with no morning duties EOG/ MAP results / classroom assessment data Pacing Guides Flexible, leveled reading groups Creation of common formative 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	Administration Staff Literacy Committee Intervention Team	Check-points: Quarterly SLT Check - 9/2012 10/2012 1/2013 3/2013 6/2013

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

CMS School Improvement Plan 2010-12
Davidson Elementary 2012-13

		Increase on grade level performance in Kindergarten and First grade			
<p>2. Utilize state, district, and local resources</p> <ul style="list-style-type: none"> • Extend the use of Interactive Boards • Provide ongoing professional development in the areas of guided reading, balanced literacy, and the RTI process • Secure and organize nonfiction, leveled readers in Literacy Room (1500 titles) 	<p>Academic Facilitator- Bower</p> <p>Technology Facilitator- Carter</p>	<p>Student Achievement from MAP assessments (EOG) assessments</p> <p>Common Formative Assessments</p> <p>Students become proficient in reading non-fiction texts</p>	<p>PTO financial assistance</p> <p>Phase 3 District Funds</p>	<p>Faculty & Staff</p> <p>Literacy Committee</p> <p>Reading Specialist- Champion & Nicholson</p>	<p>Check-points:</p> <p>Quarterly SLT Check - 9/2012 10/2012 1/2013 3/2013 6/2013</p>
<p>3. Parent Education</p> <ul style="list-style-type: none"> • Parent workshops- Parent University <ul style="list-style-type: none"> ○ Anti-Bullying ○ Middle School Transition 	<p>Parent University Liaison- Rawls & Ruby Houston</p>	<p>Informed parents</p> <p>Student Achievement improves</p> <p>Bullying referrals decrease</p>	<p>none</p>	<p>Administration, Staff SLT parents</p>	<p>Check-points:</p> <p>Quarterly SLT Check - 9/2012 10/2012 1/2013 3/2013 6/2013</p>
<p>4. Continue to implement a comprehensive literacy program related to Common Core and Phase 3 Balanced Literacy</p> <ul style="list-style-type: none"> • Utilize planning time to share strategies coinciding with skills, collaborate with EC and Support Staff • Utilize Interactive Board technology to engage students in literacy activities • Provide monthly staff development sessions - RtI, Guided reading, Balanced Literacy • Develop a Literacy Team with teacher representation at all grade levels to study and deliver support to grade 	<p>Academic Facilitator- Bower</p> <p>Technology Facilitator- Carter</p> <p>RTI Coordinator-</p>	<p>Student Achievement (EOG) assessments Reading: 90% to 93%</p> <p>Observations</p> <p>Teachers, Support Staff, and EC teachers meet regularly to plan intervention & instruction- 45min./wk.</p> <p>This team will ensure a</p>	<p>PTO- helping fund the purchase of SRA kits and Balanced Literacy Resources</p>	<p>Administration</p> <p>Staff</p> <p>Literacy Committee</p> <p>Intervention Team</p>	<p>Check-points:</p> <p>Quarterly SLT Check - 9/2012 10/2012 1/2013 3/2013 6/2013</p>

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

CMS School Improvement Plan 2010-12
Davidson Elementary 2012-13

level constituents to create a seamless curriculum	Smith & McKinney	seamless curriculum K-5.			
5. Tutoring <ul style="list-style-type: none"> • Coordinate student volunteers from Davidson College • Parent Volunteers • Student Teachers 	Admin & Facilitator	Student Achievement improves for students being tutored	none	Administration & Staff	Check-points: Quarterly SLT Check - 9/2012 10/2012 1/2013 3/2013 6/2013

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

CMS School Improvement Plan 2010-12 Davidson Elementary 2012-13

SMART GOAL (2): Decrease the achievement gap between the lowest performing subgroups and the highest performing subgroups by 3 percentage 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 LEP/SWD subgroup. <ul style="list-style-type: none"> • 45 min. planning schedule allows time to collaborate and plan with support staff • Teachers will receive support regarding inclusive practices as needed through RTI intervention team and grade level meetings • Use of technology to supplement learning strategies 	Admin.- Jarrett McKinney Teachers Support Staff	Increased performance levels in student in SWD subgroup Increased the amount of EC Inclusion as appropriate Heightened awareness and acceptance of diversity	Possible PTO grant	EC teachers Classroom teachers Support personnel- LEP, ESL	Quarterly SLT ck- Oct '12, Jan '13, Mar '13, June '13
2. Teachers will differentiate content, process and product to increase student achievement. Through Reader's Workshop, teachers will: <ul style="list-style-type: none"> • Develop tiered lessons, Reader's Workshop, Math Workshop • Grade level discussion of student needs • Small group instruction, Reader's 	Administrators Academic Facilitator	All students- minimum one year's growth through MAP assessments	Possible PTO grant	Classroom teachers , Support Staff, RTI team,	Quarterly SLT ck- Oct '12, Jan '13, Mar '13, June '13

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

CMS School Improvement Plan 2010-12
Davidson Elementary 2012-13

<ul style="list-style-type: none"> Workshop, Math Workshop grouping across grade level for particular skills, Reader's Workshop, Math Workshop - small guided reading groups, Reader's Workshop Tutoring "at risk" students Use technology to supplement learning strategies 					
<p>3. Intervention/Enrichment Time</p> <ul style="list-style-type: none"> Utilization of Intervention/Enrichment time by cooperative planning with regular classroom teachers, reading specialist, TD teacher, and math tutor. 	<p>Katie Bower, LF, Kim Champion, reading teacher, & Elizabeth Nicholson, Reading Specialist</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>Quarterly SLT ck- Oct '12, Jan '13, Mar '13, June '13</p>
<p>4. Identification of subgroups. (SWD, AA, LEP) and increase methods of communication</p> <ul style="list-style-type: none"> Communications to parents include targeted academic areas of concern Target learning styles of students in specific subgroups and adjust instruction accordingly 	<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>Quarterly SLT ck- Oct '12, Jan '13, Mar '13, June '13</p>
<p>5. Teachers and administration will work closely with the Ada Jenkins teachers to exchange information about participating students.</p>	<p>Diane Means Admin</p> <p>Molly McKinney -</p>	<p>Improved Student Achievement</p> <p>Progress reports between Ada Jenkins and DES teachers</p> <p>Meet and Greet – teachers Ada</p>	<p>none</p>	<p>Teachers at Ada Jenkins and DES</p> <p>Parents Reading</p>	<p>Quarterly SLT ck- Oct '12, Jan '13, Mar '13,</p>

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

CMS School Improvement Plan 2010-12
Davidson Elementary 2012-13

	AP	and DES connect and discuss shared students		support specialists	June '13
6. Provide cultural opportunities for students and families <ul style="list-style-type: none"> • Cultural events for specific grade groups • International Night • Davidson College Link 	PTO SLT	Increased awareness of diversity with the DES student body and appreciation for other cultures Increased involvement amongst ethnic subgroups	PTO Budget ASC Grant	PTO SLT Classroom Teachers Admin	Quarterly SLT ck- Oct '12, Jan '13, Mar '13, June '13

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

CMS School Improvement Plan 2010-12 Davidson Elementary 2012-13

SMART GOAL (3): By June 2013, Davidson Elementary will implement a school-wide RtI Model in order to improve the performance of all students in literacy and math by at least one grade level, as measured by MAP for Grades K-2, and MAP and EOG Scores for Grades 3-5. (Growth %, on MAP, increase by 1 grade level as indicated by Scale Score on EOG, etc.)

Data Used: EOG Results, Student Growth on Measures of Academic Progress, % of goals/objectives mastered by Tier 2 students on Progress Monitoring Plans, % of students appropriately placed for Special Education Services by Intervention Team, Student Growth by Objective on Common Formative Assessments, Student Growth on Quarterly Running Records

SP 2014 Tactic: 1 – Effective Teaching and Leadership

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. Implement a school-wide model of Response to Instruction (RtI) through the following components: <ul style="list-style-type: none"> • Professional Development – DES participated in the district RtI training held in June 2012 to prepare the school to join the district RtI pilot program. • Professional Development - DES will deliver school-based PD on RtI and the Intervention Process on a bi-monthly basis. Specifically, the school will focus on defining the model, developing, implementing, and assessing Tier 2 interventions, the Intervention Process for Tier 3 students, and adequate and appropriate progress monitoring. • School-wide Behavior Model – DES 	Principal - Dana Jarrett Assistant Principal - Molly McKinney Counselor - Gerry Smith Facilitator – Katie Bower Reading Specialists	Behavior - office referral and classroom behavior form documentation RtI documentation - success of Tier 2 and Tier 3 interventions implemented. How many students were entered, exited and referred for EC testing. Keeping data on students involved in daily intervention time (30-45 minutes/daily) to indicate whether time was effective Data points - running records, MAP, CFA's, EOG's, etc...	none	Administration Counselor Classroom teachers and staff Referring teacher, grade level team members and members of Intervention team Kim Champion, Elizabeth Nicholson and	Check-points: Quarterly SLT Check - 9/2012 10/2012 1/2013 3/2013 6/2013

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

CMS School Improvement Plan 2010-12
Davidson Elementary 2012-13

<p>will establish and implement a school-wide behavior plan focusing on Tiger Traits</p> <ul style="list-style-type: none"> • Structured Data Analysis and Conversations – DES will meet bi-monthly during grade level 45 minute blocks to discuss Tier 2 students. Discussion will focus on baseline performance, implemented interventions, response to interventions, and next steps. Students requiring a referral to the Intervention Team will be discussed on a separate data day. • Scheduling – DES will schedule intervention time each day for grades K-5. (30-45 minutes) • Staffing – DES will utilize two Reading Specialists (K-2 and 3-5), along with Grade Level specific Rtl Coaches: K/1 (Nicholson) 2/3 (Champion) and 4/5 (Bower) • School-wide Data Monitoring – DES will utilize MAP (Measures of Academic Progress), along with Common Formative Assessments, and Running Records to monitor student progress 	<p>– Kim Champion and Elizabeth Nicholson</p> <p>Support Staff</p> <p>Classroom Teachers</p> <p>Zone and District Rtl Coaches</p>			<p>Katie Bower</p> <p>Support Staff</p> <p>District Rtl Coach – Kelly Allman</p>	
---	---	--	--	--	--

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

CMS School Improvement Plan 2010-12

Davidson Elementary 2012-13

SMART GOAL (4): Davidson Elementary School will provide a positive culture and safe environment for all stakeholders.

Data Used: Web site usage, DES Parent School Climate survey, Safety Audit

SP 2014 Tactic: 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. Communication within Davidson Elementary, parents and community: <ul style="list-style-type: none"> • Each teacher will have an updated Wiki page • PTO Website • Weekly PTO email • Connect Ed Messages • Promote link between Bailey Middle • Create link to Hough High School 	Admin - Dana Jarrett & Molly McKinney Webmaster – Carter, McKinney & TBD PTO VP of Communications SLT & Mason	Increased usage of teacher websites by both parents and students as evidenced by number of quarterly hits, in addition students will gain increased exposure to academic practices using links to website that enhance classroom learning efforts Increased involvement of parent base in volunteering opportunities and attendance at PTO sponsored events Increased satisfaction of parents with school communication scores on DES Climate Survey Increase student/parent confidence in academic excellence at Bailey Middle School and raise retention of rising 5 th grade students Develop and link Hough High to	PTO Budget	Administration Counselor PTO Exec. Board Teachers SLT CONNECT Teachers Mason – 1 st Grade Teacher Bailey Middle School Admin Hough High Admin Webmaster – Karen Carter	Check-points: Quarterly SLT Check - 9/2012 10/2012 1/2013 3/2013 6/2013

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

CMS School Improvement Plan 2010-12
Davidson Elementary 2012-13

		promote confidence of academic excellence at Hough High with DES parents and students			
<p>2. Provide cultural opportunities for students and families</p> <ul style="list-style-type: none"> • Cultural events for specific grade groups • International Night • Davidson College Link • Utilize ASC grant for Cultural Educational opportunities and Programs 	<p>PTO</p> <p>SLT</p>	<p>Increased awareness of diversity with the DES student body and appreciation for other cultures</p> <p>Increased involvement amongst ethnic subgroups</p>	<p>PTO</p> <p>Budget</p> <p>ASC Grant</p>	<p>PTO</p> <p>SLT</p> <p>Teachers</p> <p>Admin</p>	<p>Check-points:</p> <p>Quarterly SLT Check - 9/2012 10/2012 1/2013 3/2013 6/2013</p>
<p>3. Service opportunities – self, school, community and global emphasis</p> <ul style="list-style-type: none"> • EC/SC • Community Service Club • Pines Retirement Community • Charity Basketball game – created a student lead film highlighting the Ada Jenkins After School program – Skype with students • Pennies for Patients – LLS Society assembly and drive • Art Stamps • Canned Food Drives 	<p>EC Teachers</p> <p>Verlin and Underhill</p> <p>PTO</p> <p>Rabb</p> <p>Student Council Rep - Smith</p>	<p>Peer teaching opportunity for 5th grade students</p> <p>Increase awareness of recycling and environmental initiatives and volunteer opportunities throughout school year</p> <p>Create link between DES and Pines Retirement Community providing multi-generational service opportunities</p> <p>School spirit initiatives designed to PTO increase awareness and fundraising for Ada Jenkins Center</p> <p>School-wide fundraiser to promote awareness of Leukemia and Lymphoma</p> <p>Creative opportunity for students to raise money for student council projects</p>	<p>PTO</p>	<p>EC Teachers</p> <p>Mr. Rabb</p> <p>5th grade students</p> <p>Verlin and Underhill</p> <p>PTO</p> <p>Students</p> <p>Teachers</p> <p>Admin</p> <p>JV Washam Admin</p> <p>LKN Community</p> <p>Mr. Smith</p>	<p>Check-points:</p> <p>Quarterly SLT Check - 9/2012 10/2012 1/2013 3/2013 6/2013</p>

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

CMS School Improvement Plan 2010-12

Davidson Elementary 2012-13

		Create awareness of hunger issues within our local community and surrounding area			
--	--	---	--	--	--

**CMS School Improvement Plan 2010-12
Davidson Elementary 2012-13**

**CMSSchool Improvement Plan 2010-12
Davidson Elementary 2012-13
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 DANA R. JARRETT
Name (Please Print)

Dana R. Jarrett
Signature

SCHOOL LEADERSHIP TEAM MEMBERS

SIP Quarterly Reviews (initial)

Name (Please Print)	Position	Signature	Oct	Jan	Mar	June
<u>Molly McKinney</u>	<u>AP</u>	<u>Molly McKinney</u>	—	—	—	—
<u>Pedro Bernal</u>	<u>Parent</u>	<u>Pedro E Bernal</u>	—	—	—	—
<u>MARY SHEA</u>	<u>Parent</u>	<u>Mary Shea</u>	—	—	—	—
<u>Tom Palmer</u>	<u>Parent</u>	<u>Tom Palmer</u>	—	—	—	—
<u>Shari Rawls</u>	<u>Teacher</u>	<u>Shari Rawls</u>	—	—	—	—
<u>Jennifer Kleinfelder</u>	<u>Teacher</u>	<u>J Kleinfelder</u>	—	—	—	—
<u>Denise Addison</u>	<u>Teacher</u>	<u>Denise Addison</u>	—	—	—	—
<u>Stephanie Shryock</u>	<u>Teacher</u>	<u>Stephanie Shryock</u>	—	—	—	—
<u>Walter Rabb</u>	<u>Teacher</u>	<u>Walter Rabb</u>	—	—	—	—
<u>Dana Higgins</u>	<u>Teacher</u>	<u>Dana Higgins</u>	—	—	—	—
<u>Liza Underhill</u>	<u>Teacher</u>	<u>Liza Underhill</u>	—	—	—	—

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

SMART: S – SPECIFIC, M – MEASURABLE, A – ATTAINABLE, R – REALISTIC, T – TIME-BOUND.

CMS School Improvement Plan 2010-12
Davidson Elementary 2012-13

CMSSchool Improvement Plan 2010-12
Davidson Elementary 2012-13

SCHOOL LEADERSHIP TEAM MEMBERS (cont'd)

SIP Quarterly Reviews (initial)

Name (Please Print)	Position	Signature	Oct	Jan	Mar	June
<u>Monica Hepp</u>	<u>parent</u>	<u>Monica Hepp</u>	—	—	—	—
<u>Autumn Michael</u>	<u>parent/chair</u>	<u>Autu R. Michael</u>	—	—	—	—
<u>Jennifer Myers</u>	<u>parent</u>	<u>Jennifer Myers</u>	—	—	—	—
<u>Nicole Fraser</u>	<u>Teacher</u>	<u>Nicole Fraser</u>	—	—	—	—
<u>Stella Stroud</u>	<u>TA</u>	<u>Stella Stroud</u>	—	—	—	—
<u>Celia Fethaus</u>	<u>Teacher</u>	<u>Celia Fethaus</u>	—	—	—	—
_____	_____	_____	—	—	—	—
_____	_____	_____	—	—	—	—

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