Dixon Elementary School

Strategic Plan Update 2009-2010

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Onslow County Schools
Educational and Technical Support

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Strategic Planning Team 2009-10

Peggy Kelley, Principal
Lisa McInerney, Assistant Principal
Amy Glass, Kindergarten Teacher/SLT Chairperson
Fran Antinori, First Grade Teacher
Regina Hill, Second Grade Teacher
Melissa Thomas, Third Grade Teacher
Stephanie Miracle, Fourth Grade Teacher
Marianne Field, Fifth Grade Teacher
Becky King, Pre-K Teacher
Connie Cope, Exceptional Children's Teacher
Maddy Read, Title 1 Teacher
Donna Wilkerson, Teacher Assistant/Kindergarten
Daniel Brinson, Physical Education Teacher
Beth West, Media Specialist
Jeanne Heckart, Teacher Assistant/Technology
Penny Klementowich, Technology Assistant
Lin Hinnant, Parent
Denise Rhodes, Parent
Jennifer Miller, Parent
Paul Minervini, Parent
Ray Teilborg, Parent
Katherine Wendling
Trish Gallagan

Indicates new member

Instructional Intervention Team

Peggy Kelley, Principal
Lisa McInerney, Assistant Principal
Allyson Gallagher, K-2 Representative/Chairperson
Jan Johnson, 3-5 Representative
Cynthia Mitchell, Counselor
Jessie Campbell, School Psychologist
Victoria Yates, Exceptional Children's Staff

Team Leaders

Pre-K: Becky King
Kindergarten: Amy Glass
First Grade: Cindy Eyster
Second Grade: Allyson Gallagher
Third Grade: Stephanie Batts
Fourth Grade: Jan Johnson
Fifth Grade: Sheri Mingus
Exceptional Children: Connie Cope

Safe and Civil Schools Committee

Lisa McInerney, Assistant Principal
Peggy Kelley, Principal
Beth West, Media Specialist
John Taylor, Head Custodian
Tammy Wilhelm, Teacher Assistant
Julie Belliveau, EC Representative
Regina Hill, K-2 Representative
Angela Hvizdak, 3-5 Representative

***Indicates new member**

Onslow County Schools

Vision

Excellence in Education

Mission

The Onslow County Schools Community will prepare students to be globally competitive and responsible citizens in the 21st century.

Goals

Onslow County students will be globally competitive through the mastery of a rigorous and relevant curriculum.

Onslow County Schools and students will be led by creative, passionate, and technologically skilled professionals.

Onslow County students will learn in a safe environment to be civil, healthy, and productive citizens.

Leadership will foster innovation in the Onslow County School System in cooperation with families and community partners.

The Onslow County Schools will be supported by effective and efficient systems.

Dixon Elementary

Vision

We are dreamers, believers and achievers.
On our journey to become 21st century learners,
we are empowered to succeed through a community partnership that promotes
an environment of learning for all.

Mission

The mission of Dixon Elementary School is to assure that all students will believe in themselves and achieve the skills necessary to become 21st century learners. High expectations will be achieved by providing a nurturing environment that encourages globally competitive thinkers.

Beliefs

Our students can achieve the 21st century goals set forth in this plan in order to become well-rounded, globally competitive, and productive citizens.

Onslow County Schools' Support Services, school staff, parents and the surrounding community must maintain a partnership. We share the responsibility of empowering our students with skills necessary to be 21st century learners.

A safe and civil school provides a positive and successful learning environment.

Students learn best when they are actively engaged in relevant and meaningful learning opportunities.

A highly-skilled staff empowers students to achieve their personal best and become globally competitive in the 21st century.

Goal Groups

During the 2008-2009 school year, Dixon Elementary's Strategic Planning Team, comprised of teachers representing every aspect of the school staff, will represent their respective teams, collaborate, and share information from the Strategic Planning Team on a regular basis. This format encourages ownership of all stakeholders in the use of strategies and the achievement of each of the five goals of the action plan.

Principal's Message

As Dixon Elementary School moves forward in our continuing effort to improve the academic achievement of our students, we are acutely aware of the exponential changes our world is experiencing on a daily basis. We are preparing students for a world in which technology, the economy and international relationships have created a truly global society. We are dedicated to building and maintaining partnerships with our community leaders, parents, business leaders and local government agencies. We are dedicated to excellence in education.

Dixon Elementary School's process for strategic planning focuses on the needs of our current population. This three-year plan is designed to provide our school staff with specific goals, strategies and processes to promote the academic growth of all students and produce *future-ready* students. With the addition of an eleven-classroom wing, we are truly building a school to meet the needs of every child.

School Profile

Introduction

The School Profile documents community demographic data, district characteristics, student performance data, and stakeholder perspectives regarding the quality of education at Dixon Elementary. Within the profile, trends are noted as well as strengths and areas of needed improvement.

Community Demographic Data

Dixon Elementary School is located in a rural setting. Dixon Elementary School and its feeder communities (Topsail Island, Sneads Ferry, Holly Ridge and Verona) continue to undergo many changes. Due to redistricting, Dixon Elementary no longer serves students in the Verona area unless they have been approved for out-of-district placement (2008-09). The Dixon community has seen sharp rises in both retirees and young families based on the availability of more and/or affordable housing. New housing developments and several new businesses within our school district are in planning and building phases. An expected increase in enrollment over the next few years is evident. With the deployment of large numbers of military personnel to Camp Lejeune or New River Air Station, the Dixon area continues to grow.

In the fall of 2007, the Federal Card Count resulted in 233 students or 28.4% identified as federally connected. In the fall of 2008, the Federal Card Count resulted in 210 students or 29.08% identified as federally connected.

Student Performance Data

Based on North Carolina's 2006-2007 ABC criteria Dixon Elementary met overall expected growth on the 2007 End-of-Grade Test results and is being recognized as a School of Progress. Adequate Yearly Progress Results (AYP) indicates 94.1% or 16 out of 17 of the subgroup target goals were met. Based on North Carolina's 2007-2008 ABC criteria, Dixon Elementary met high growth overall on the 2008 End-of-Grade Test in Mathematics. Adequate Yearly Progress Results (AYP) indicates 92.3% or 12 of 13 target goals were met (this includes math target goals only; reading data is not available at this time). Based on North Carolina's 2008-2009 ABC criteria, Dixon Elementary met expected growth in third grade math, third grade reading, fourth grade math, fourth grade reading and fourth grade math. Fifth grade met high growth in reading, but did not meet expected growth in math. Adequate Yearly Progress Results (AYP) indicates 100% or 17 out of 17 goals were met. In conjunction with other Onslow County Schools, Dixon Elementary utilizes research-based practices to ensure that all students are prepared to be globally competitive and responsible citizens in the 21st century. Students will be expected to excel in rigorous and relevant core curriculum, including an appreciation of the arts, introduction to second languages and competencies in the use of technology. Our preschool programs utilize the Creative Curriculum as a guide for instruction. The effective use of these materials will provide developmentally appropriate strategies for instruction and focused early intervention.

Grade 4 Writing proficiency increased from 47.8% in 2006 to 55.3% in 2007 to 60% in 2008. Focused instructional strategies and learning opportunities will lead to continuous growth in the area of writing. Students will write authentically in all curricular areas. The 2008-2009 Grade 4 writing test represents a pilot process that will include two on-demand prompts and two content-area prompts. All four writing samples will be evaluated by teachers trained in the use of the accepted rubric, and all four samples will be used to determine student writing proficiency. At Dixon Elementary, economically disadvantaged students and students with disabilities are subgroups in need of focused instructional strategies. Based on the 2007 AYP Summary Report of Target Goals, 27.1% of students with disabilities met proficiency in math while 64.6% met proficiency in reading. In 2008, students with disabilities met their target goal under AYP with Safe Harbor with 47% proficient (scores reflect mathematics only). In the spring of 2009 students with disabilities met the target goal for reading with Confidence Interval, which allows for a margin of error application. The target goal was 43.2%; our students with disabilities were 40.8% proficient. In mathematics, students with disabilities met AYP with Safe Harbor. In other words, 100% of the students in this subgroup were tested and this subgroup demonstrated a 10% reduction in the percentage of students not meeting proficiency from the 2007-2008 school year. In 2007 economically disadvantaged students achieved a 77.9% proficiency rating in reading and 60.3% in math. In the spring of 2008 economically disadvantaged students did not meet their target goal under AYP in mathematics. 62.9% of these students were proficient in mathematics. In the spring of 2009 economically disadvantaged students met the AYP target goal of 43.2% proficient in reading. In fact, 63.3% of students in this subgroup performed at or above grade level. Economically disadvantaged students also met the AYP target goal in mathematics with Safe Harbor. 100% of students in this subgroup were tested and demonstrated a 10% reduction in the percentage of students not meeting proficiency compared to the 2007-2008 school year. The AYP target goal was 77.2% this year; 74.4% of our economically disadvantaged students performed at or above grade level.

Instruction will encourage discourse and develop reflective thinking in all students by using mental math, student-centered math activities, and social interaction among students. Support staff and tutors will give additional guidance to our at-risk population. Our Academically Gifted students will benefit from support of our AIG specialist. Students will begin to learn Latin and thinking strategies as they learn to play chess. The K-2 Nurturing Program will provide critical thinking and problem solving practice to all students in our kindergarten through second grade classes.

We will utilize differentiated instructional practices as teachers implement the Math Workshop model and enhance components of the Reader's Workshop Model. Accelerated Math is a technology program that supports instruction and offers other opportunities to meet students' individual needs. In conjunction with all processes designated in our School Improvement Plan, we truly will be the dreamers, believers and achievers described in our vision statement.

Student Demographic Data

On the tenth day of this 2008-2009 school this year Dixon Elementary's membership was 746. Children are served in thirty-three regular education classes, two special education self-contained classes and three pre-kindergarten classes. Our three pre-kindergarten classes serve 45 students through Headstart, Title I and Exceptional Children's programs. In the fall of 2008, approximately 52% of our children receive free or reduced lunch provided by Child Nutrition Services. As of the first week of the 2009-2010 school year, 43% of our students were receiving free or reduced meals. We expect an increase in this percentage with the downfall of the economy and the high unemployment rate. Based on data from June 2007, 51%of our population is male while 49% is female. As of the fall of 2008, 54% of our population is male; 46% female. In the fall of 2009 53.6% of our student population is male. Minority populations are

reflected in 14 percent of the total population, a four percent increase from 2004. Minority populations as of the fall of 2008 reflect 10.2% of the total school population. In the fall of 2009 13.9% of the student population was represented by minorities (includes K-5 and multi-racial students). The nine month principal's report indicated approximately 15% percent of our students are identified through the Exceptional Children's Program. Eight ESL (English as a Second Language) students are served in kindergarten through fifth grade. In the fall of 2008, there were 8 identified ESL students on our campus. In the fall of 2009 there were 6 students identified as ESL. Our AIG program identified 40 students in grades three, four and five for service. As of the fall of 2008, 15 students are identified to receive AIG services. In the fall of 2009, 26 students are identified as AIG.

School Characteristics

Dixon Elementary was initially accredited in 1978. At that time, the school's organizational structure was Kindergarten through 8th grade and housed in what is now Dixon Middle School. Kindergarten through third grade classes were moved to our present site in 1990. By the 1992-93 school year, all K-5 students had been transitioned to the "new school." A new building addition opened in 1999-2000. Its nine classrooms were to eliminate classes in outside units and give space for future growth. Since then, additional allotments were made to reduce class size in second and third grades. At this time, ten classes are in temporary buildings. As a result of bond referendum funding, by June 2008, a new eleven-classroom wing will be completed. Dixon Elementary School has an on-going partnership with the University of North Carolina at Wilmington's Teacher Training Program. Our school benefits from the innovative practices that student interns bring to our campus. We will continue to foster this partnership as it is a valuable resource for teacher recruitment as well as enhances the educational environment of our school. As of the opening of school in the fall of 2009, all first and second grade classrooms are located in the wing completed in the summer of 2008. All fifth grade classrooms have been moved from the outer perimeter of the multipurpose room and into the main building. In the fall of 2009 Dixon Elementary School transitioned to a School-wide Title 1 school which allowed for flexibility in the use of Title 1 funds. Under the guidance of the Federal Projects Director, and with the agreement of the School Leadership Team, funds were set aside to provide for a teaching position to reduce class size in the upper grades. Dixon Elementary continues its partnership with the University of North Carolina at Wilmington this fall. Five UNC students will complete their internships on our campus this fall. One East Carolina University intern has also been accepted on our campus.

Stakeholders' Perspective

Our active PTO members work hard to encourage parents from all our communities to support Dixon Elementary in any way they possibly can. The results of our School Climate Survey show areas of confidence in safety. Surveys to collect additional information and further clarify areas of question will enhance the relationship with stakeholders.

Teacher Working Conditions Survey 2008
Next Teacher Working Conditions Survey to be administered in 2010

TIME (strongly agree and somewhat agree)	2008 %ile
2.1a Reasonable class size	36
2.1b Time available to collaborate with colleagues	51
2.1c Protected from duties interfering with educating students	40
2.1d School leadership minimizes routine paperwork requirements of teachers	42
2.1e Non-instructional time provided is sufficient	30
FACILITIES AND RESOURCES (strongly agree and somewhat agree)	
3.1a Teachers have sufficient access to appropriate instructional materials	69
3.1b Teachers have sufficient access to instructional technology	69
3.1c Teachers have sufficient access to communications technology; phones, faxes	56
3.1d Teachers have sufficient access to office equipment/supplies	74
3.1e The reliability and speed of internet is sufficient to support instruction	64
3.1f Teachers have adequate professional space to work productively	64
3.1g The school environment is clean and well-maintained	86
3.1hThe school environment is safe	93
EDUCATOR LEADERSHIP (large role and primary role)	
4.3a Teachers have a role in selecting instructional materials and resources	56
4.3b Teachers have a role in devising teaching techniques	66
4.3c Teachers have a role in setting grading and student assessment practices	32
4.3d Teachers have a role in determining the content of professional development	17
4.3e Teachers have a role in hiring new teachers	7
4.3f Teachers have a role in establishing and implementing policies & student disc.	23
4.3g Teachers have a role in deciding how the school budget will be spent	7
4.3h Teachers have a role in school improvement planning	38
SCHOOL LEADERSHIP (strongly agree and somewhat agree)	
5.1a There is an atmosphere of trust and mutual respect within the school	61
5.1c The school leadership communicates clear expectations to students and parents	72
5.1e The school leadership consistently enforces rules for student conduct	58
5.1f The school leadership support teachers' efforts to maintain discipline in class	63
5.1h The school leadership consistently supports teachers	68
5.1j The faculty and staff have a shared vision	68
5.1l Teacher performance evaluations are handled in an appropriate manner	81
5.1m The procedures for teacher performance evaluations are consistent	79
5.1n Teachers receive feedback that can help them improve teaching	73
5.3e School leadership addresses concerns about leadership issues	59
PROFESSIONAL DEVELOPMENT (strongly agree and somewhat agree)	
6.1a Sufficient funds and are available to allow teachers to take advantage of PD act.	62
6.1b Teachers are provided with opportunities to learn from one another	65
6.1c Adequate time is provided for staff development	60
6.1d Teachers have sufficient training to fully utilize instructional technology	61
6.1e Prof. Development provides teachers w/knowledge & skills to teach effectively	67

Adequate Yearly Progress Results 2008

Subgroups – 4

Goals – 17 (Only 13 goals reported due to delayed reading scores)

1. Reading/Students with Disabilities
2. Reading/White Students
3. Reading/Economically Disadvantaged
4. Reading/All Students
5. Math/Students with Disabilities
6. Math/White Students
7. Math/Economically Disadvantaged
8. Math/All Students

9-12. 95% of subgroups (4) tested in Reading: All, W, EDS, SWD
13-16. 95% of subgroups (4) tested in Math: All, W, EDS, SWD
17. 95% Attendance (95.3%)

12 of 13 goals met

Adequate Yearly Progress Results 2009

Subgroups – 4

Goals – 17

1. Reading/Students with Disabilities
2. Reading/White Students
3. Reading/Economically Disadvantaged
4. Reading/All Students
5. Math/Students with Disabilities
6. Math/White Students
7. Math/Economically Disadvantaged
8. Math/All Students

9-12. 95% of subgroups (4) tested in Reading: All, W, EDS, SWD
13-16. 95% of subgroups (4) tested in Math: All, W, EDS, SWD
17. 95% Attendance (100%)

17 out of 17 goals met

The 2008 AYP target goal for math proficiency was 77.2%

Results: All Students: **Met AYP** Target with Safe Harbor (75.5% proficient)
Economically Disadvantaged Students: **Did not meet AYP** Target (62.9% proficient)
White students: **Met AYP** Target with Safe Harbor (75.6% proficient)
Students with Disabilities: **Met AYP** Target with Safe Harbor (46.7% proficient)

The AYP target goal for math proficiency jumped from 65.8% in 2007 to 77.2% for 2008
We could have met all math Adequate Yearly Progress Target Goals if our Economically Disadvantaged Students had shown a 10% decrease in non-proficient students from the spring of 2007 to the spring of 2008 (utilizing Safe Harbor)

The 2009 AYP target goal for math proficiency is 77.2%

Results: All Students: **Met AYP** Target Goal (82.4% proficient)
Economically Disadvantaged Students: **Met AYP** Target Goal with Safe Harbor (74.4% proficient)
White students: **Met AYP** Target Goal (82.9% proficient)
Students with Disabilities: **Met AYP** Target with Safe Harbor (59.2% proficient)

The 2008 AYP target goal for reading proficiency was 43.2%

Results: All Students: **Met AYP** Target Goal (61.9% proficient)
Economically Disadvantaged Students: **Met AYP** Target Goal (50.3%)
White Students: **Met AYP** Target Goal (63% proficient)
Students with Disabilities: **Met AYP** Target Goal with Confidence Interval (35% proficient)

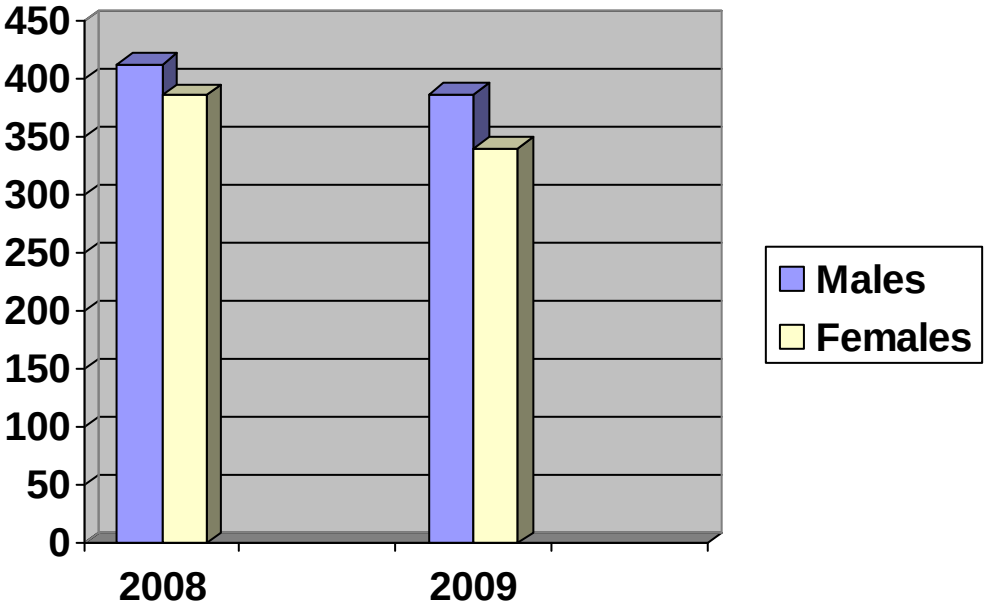
The 2009 AYP target goal for reading proficiency is 43.2%

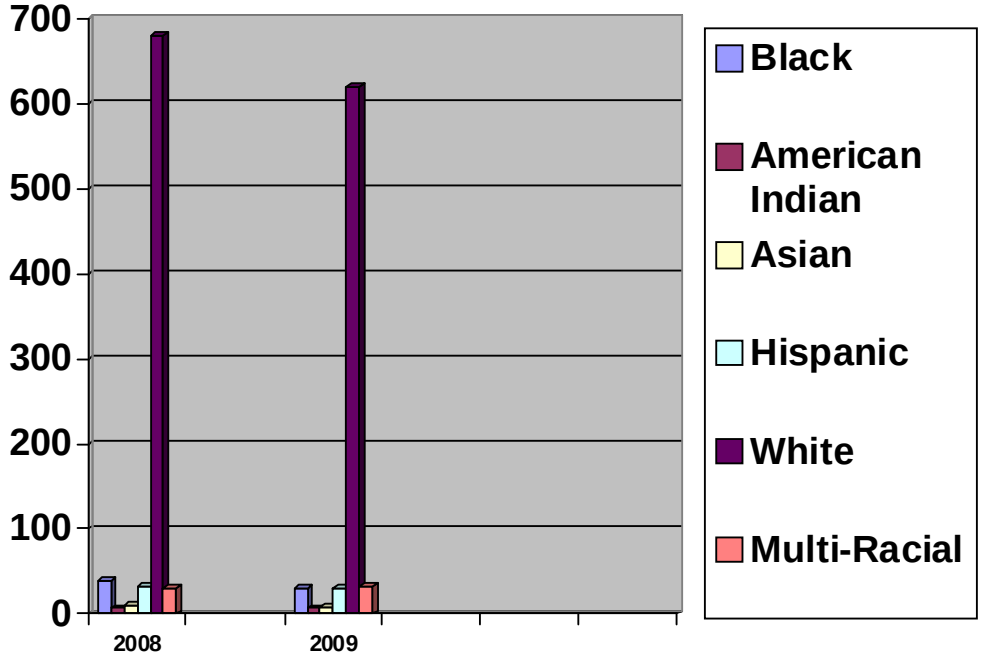
Results: All Students: **Met AYP** Target Goal ((73.9% proficient)
Economically Disadvantaged Students: **Met AYP** Target Goal (63.6% proficient)
White students: **Met AYP** Target Goal (74.5% proficient)
Students with Disabilities: **Met AYP** Target with Confidence Interval (40.8% proficient)

Overall EOG Test Results in Reading and Math

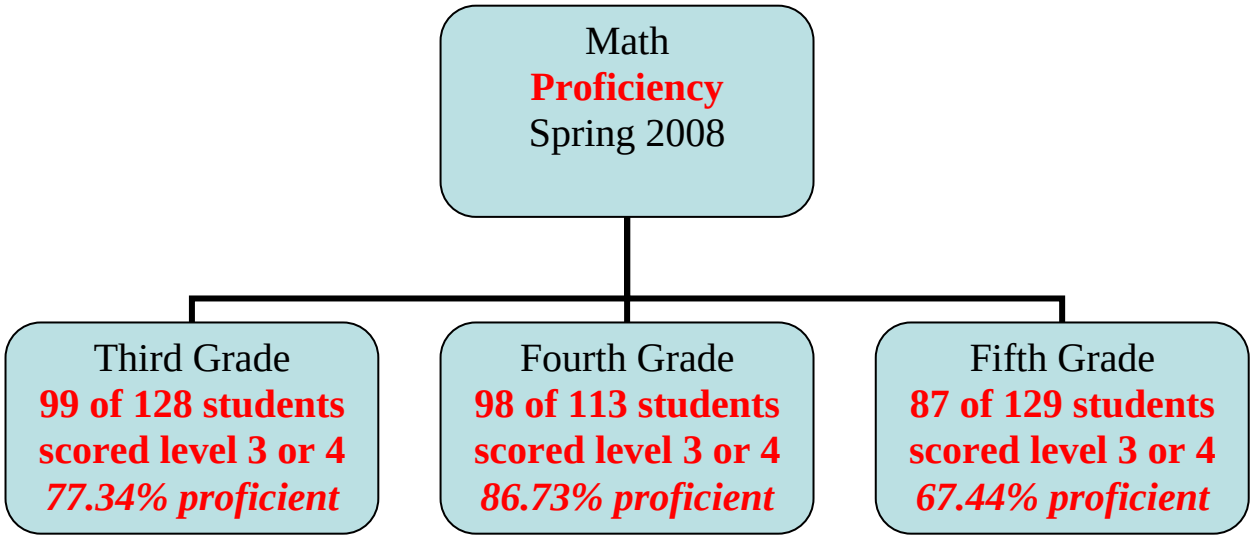
2008 Reading	2009 Reading	2008 Math	2009 Math
379 tested	348 tested	378 tested	348 tested
235 proficient	258 proficient	285 proficient	285 proficient
62 % proficient	74% proficient	75 % proficient	82% proficient
217 in growth model	280 in growth model	333 in growth model	284 in growth model
95 made growth (44.2%)	145 made growth (52.1%)	208 made growth (58.6%)	125 made growth (44.7%)

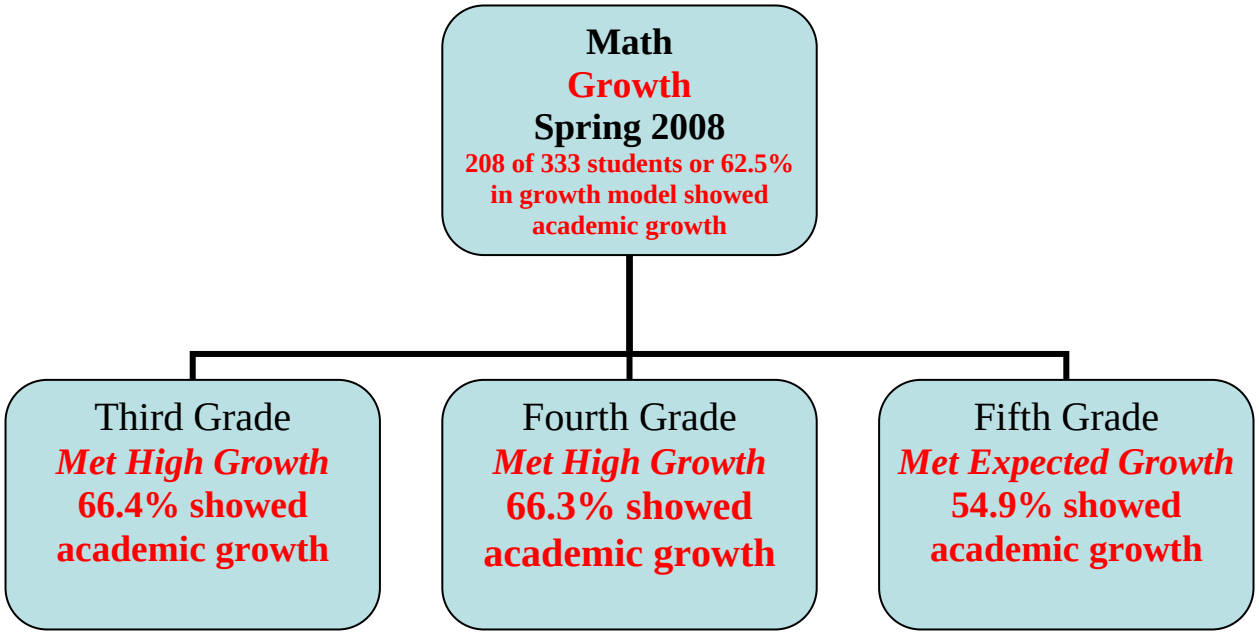
Student Demographic Data 2008-2010





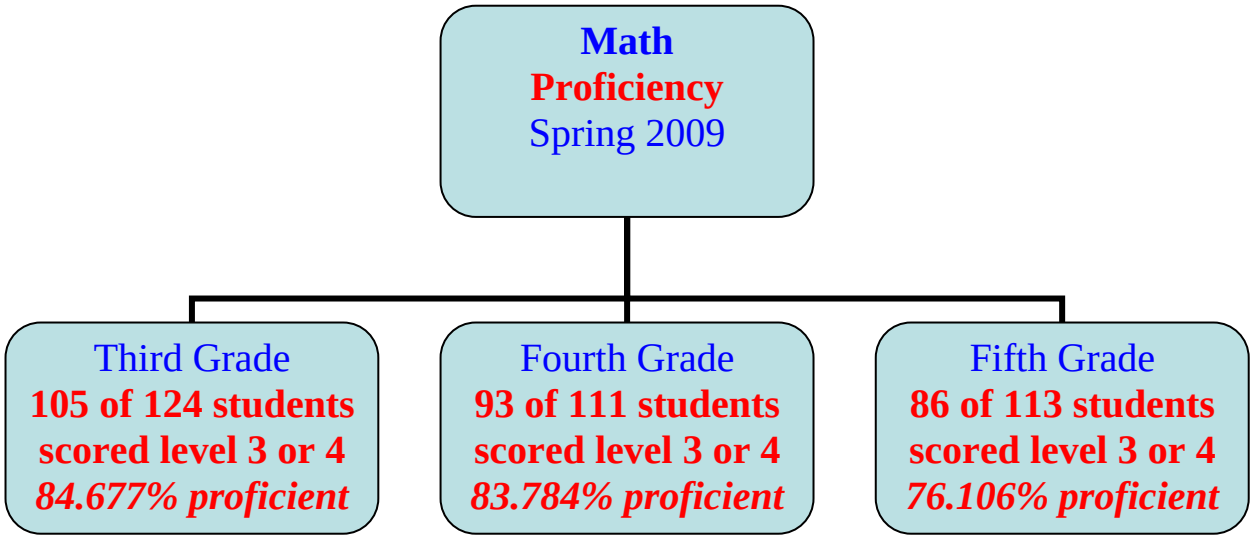
Math Proficiency 2008

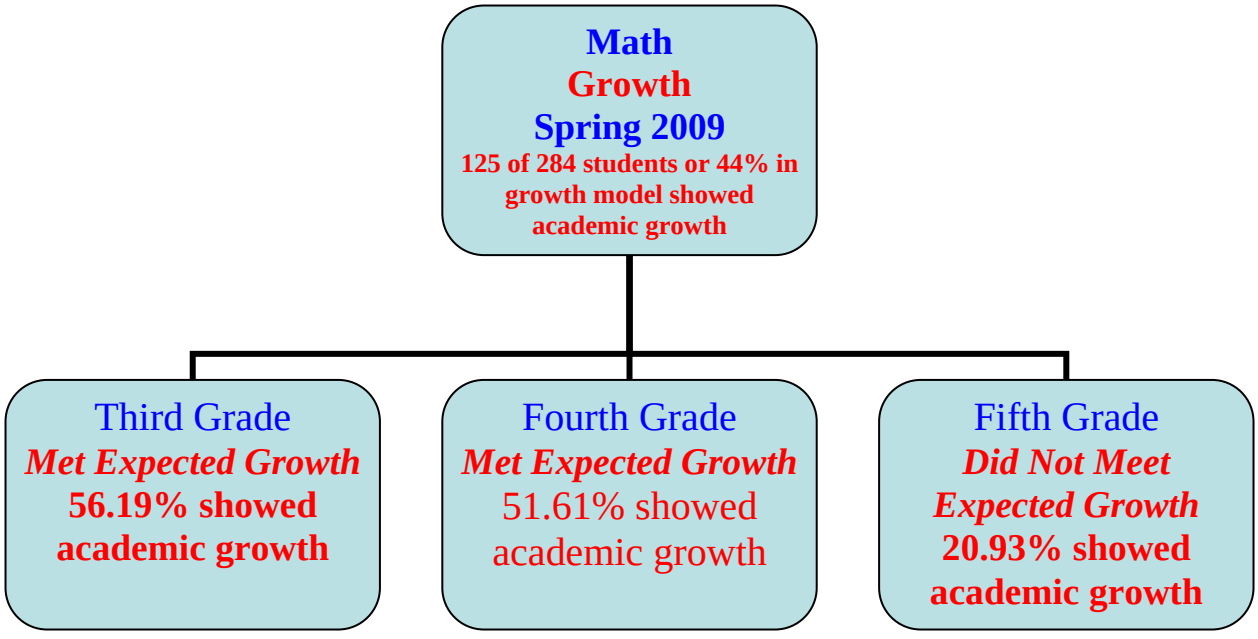




Third Grade: 82.9% of the 41 students who did not show academic growth were in the white subgroup
Fourth Grade: 90.9% of the 33 students who did not show academic growth were in the white subgroup
Fifth Grade: 92.2% of the 51 students who did not show academic growth were in the white subgroup

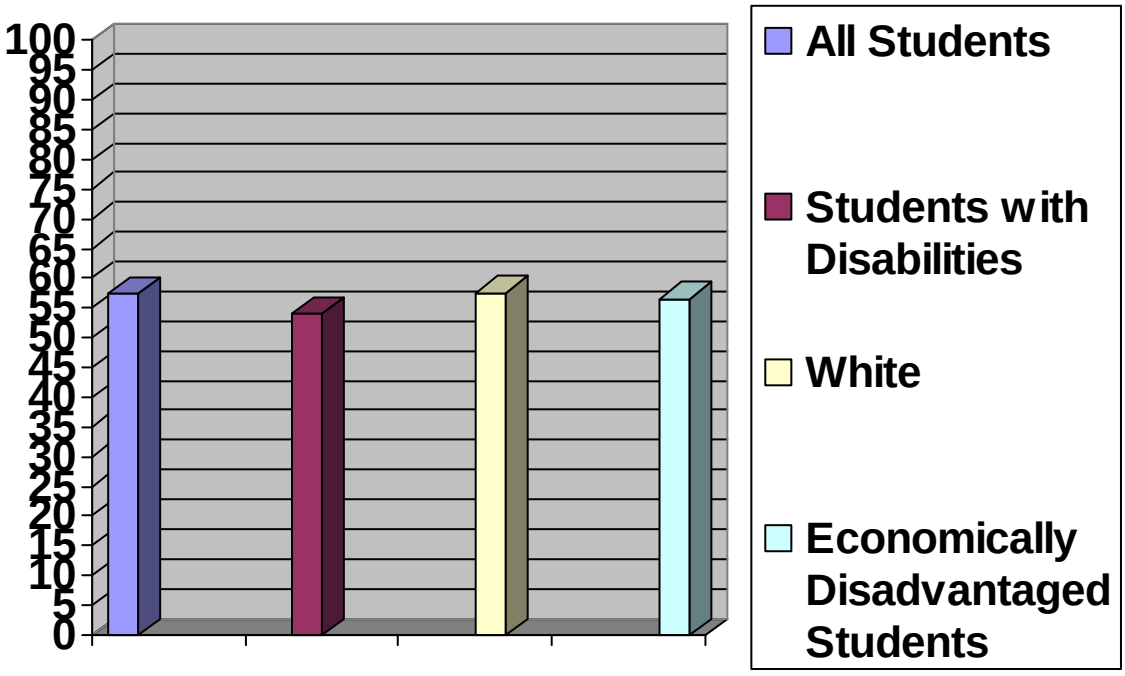
Math Proficiency 2009



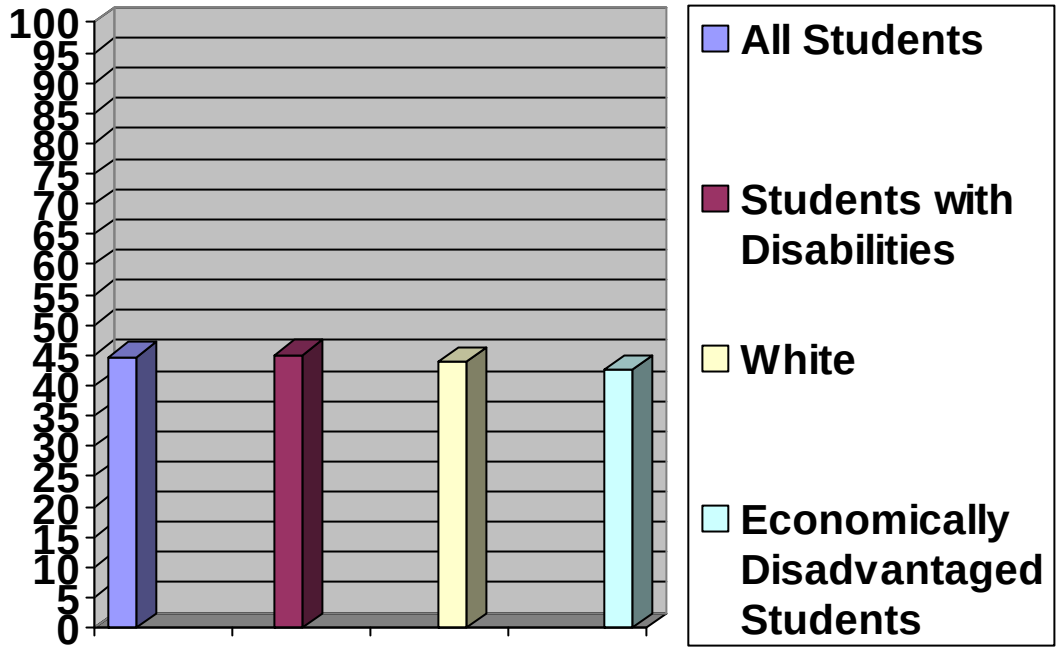


Fifth Grade: 80% of the 68 students who did not show academic growth were in the white subgroup

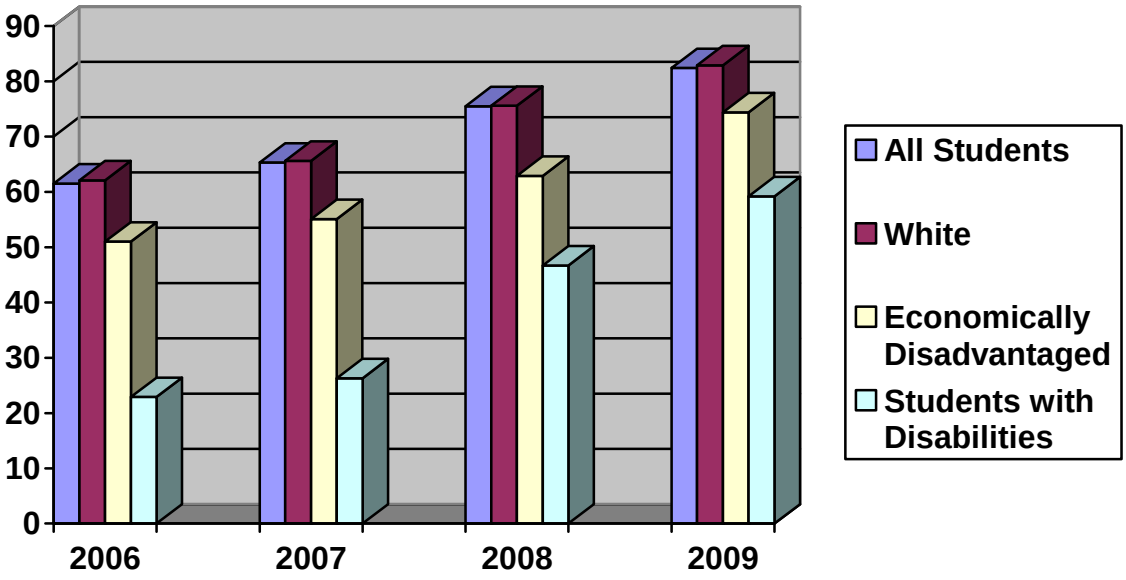
2008 Percent Meeting Math Growth Expectations



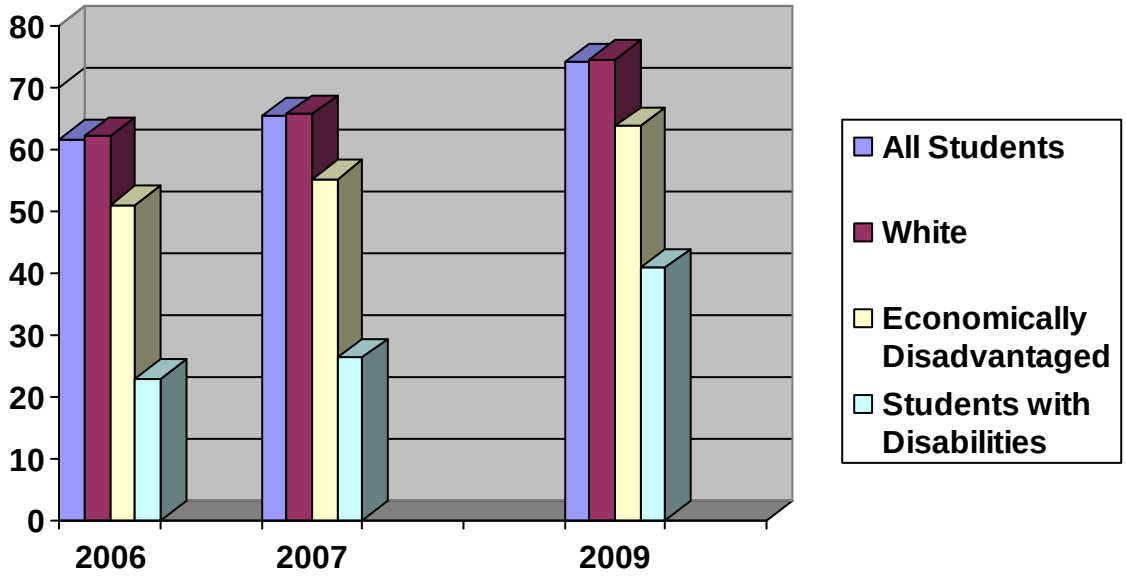
2009 Percent Meeting Math Growth Expectations



Percent Proficient in Math by Subgroup



Percent Proficient in Reading by Subgroup



Reading Percentile Goal Summary Trend Grade 3

	2007	2008	2009
Goal 1: Cognition (37% of items)	**73.6**	**Lit Rdg 68**	**72**
Goal 2: Interpretation (37% of items)	**68.0**	**66**	**70**
Goal 3: Critical Stance (19% of items)	**63.6**	**Info Rd 65.3**	**69**
Goal 4: Connections (7% of items)	**78.5**	**70.**	**73**

Reading Percentile Goal Summary Trend Grade 4

	2007	2008	2009
Goal 1: Cognition (36% of items)	**75.8**	**Lit Rdg 74**	**65.5**
Goal 2: Interpretation (36% of items)	**71.4**	**72**	**63.1**
Goal 3: Critical Stance (20% of items)	**65.5**	**Info Rd 67.6**	**59**
Goal 4: Connections (8% of items)	**76.0**	**69.7**	**61.4**

Reading Percentile Goal Summary Trend Grade 5

	2007	2008	2009
Goal 1: Cognition (34% of items)	**73.4**	**Lit Rdg 67**	**70.9**
Goal 2: Interpretation (41% of items)	**69.5**	**63.0**	**67.3**
Goal 3: Critical Stance (20% of items)	**67.3**	**Info Rd 61.7**	**66.5**
Goal 4: Connections (5% of items)	**70.3**	**69.8**	**73.4**

Math Goal Summary Trend Grade 3

Percentages listed are based on 2006 & 2007 goals	2007	2008	2009
Goal 1: model, id, compute w/whole numbers less than 10,000 (38% of items)	64.0	65.1	66.2
Goal 2: geometry/ measurement (12% of items)	62.3	63.9	57.4
Goal 3: Classification, pattern, seriation (14% of items)	66.6	63.5	65.3
Goal 4: data/probability (14% of items)	57.6	68.0	52.5
Goal 5: recognize/represent patterns & math relationships (22% of items)	63.0	52.7	68.4

Math Goal Summary Trend Grade 4

Percentages listed are based on 2006 & 2007 goals	2007	2008	2009
Goal 1: Read/write/model/compute w/rational numbers (36% of items)	54.5	67.0	62.2
Goal 2: Understand and use perimeter and area; (12% of items)	56.2	64.7	56.8
Goal 3: Recognize and use geometric prop/relationships (12% of items)	67.8	61.8	72.4
Goal 4: Understand/use graphs/probability/data analysis (16% of items)	61.3	77.0	66.4
Goal 5: Demonstrate understanding of mathematical relationships (24% of items)	57.2	73.8	55.2

Math Goal Summary Trend Grade 5

Percentages listed are based on 2006 & 2007 goals	2007	2008	2009
Goal 1: Understand/compute w/rational numbers (24% of items)	54.3	62.0	58.5
Goal 2: Metric/customary measurement (12% of items)	50.9	58.7	51.5
Goal 3: Properties/relationships of plane figures (28% of items)	56.2	53.1	53.1
Goal 4: Graphs/data analysis (12% of items)	59.4	58.1	65.3
Goal 5: Patterns/relationships/ Elementary algebra (24% of items)	60.0	63.3	65.1

5th Grade Science End of Grade Test Results

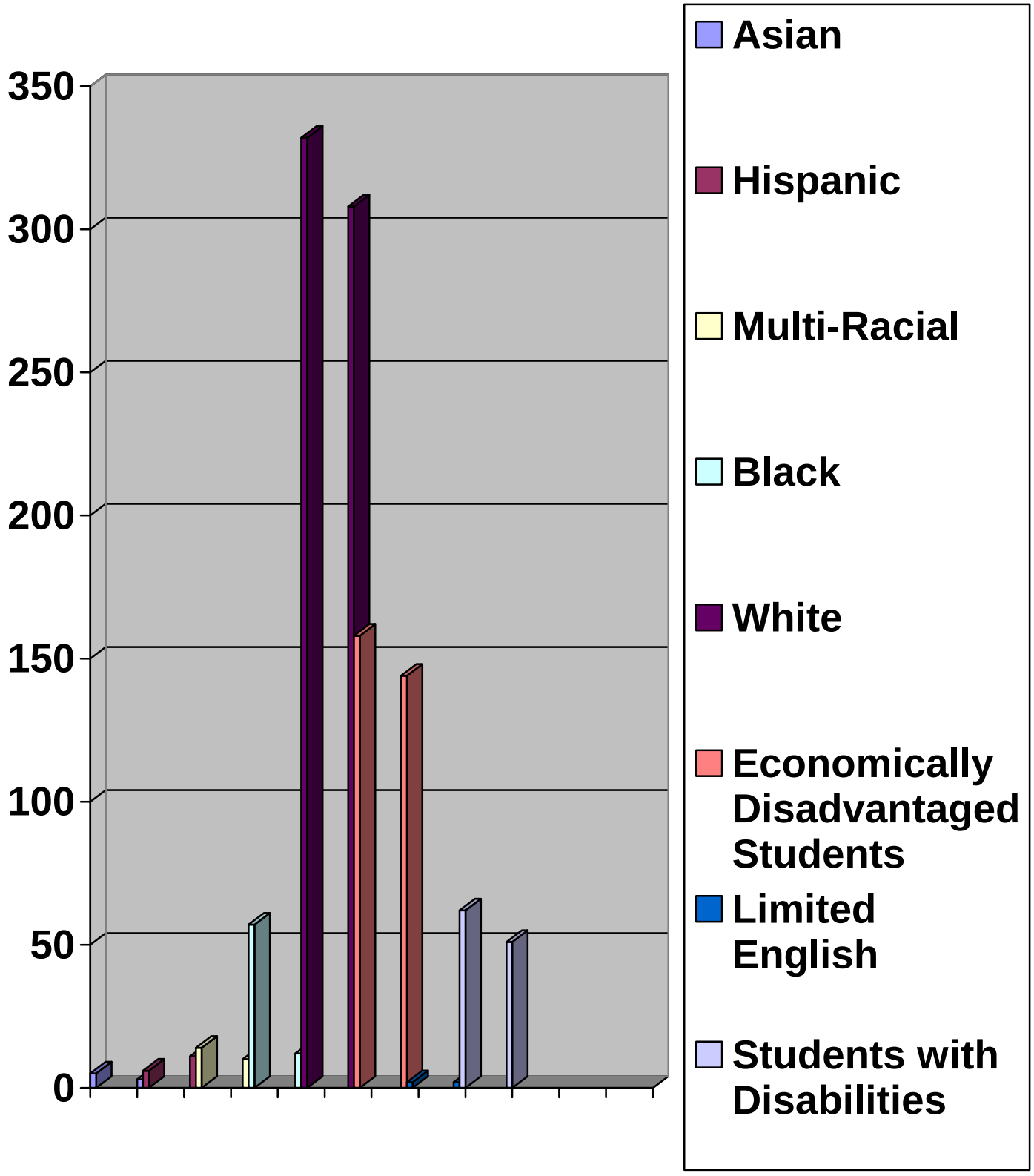
	2007	2008	**2009**
Number of Students	116	128	**108**
Number Proficient	88	68	**61**
Percent Proficient	75.9	53.1	**56.5**

5th Grade Science Summary Goals

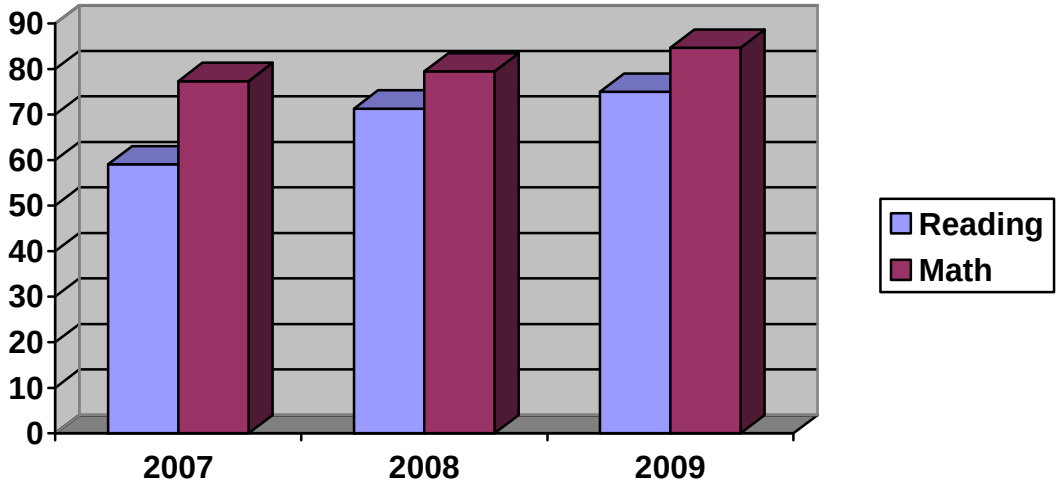
	Weighted Mean Correct 2007	**Weighted Mean Correct 2008**	**Weighted Mean Correct 2009**
Goal 1: Conduct investigations to build an understanding of the interdependence of plants and animals	65.8 27.73% of 60 items	66.8 28.33% of 60 items	**67.4** 27.73% of 60 items
Goal 2: Make observations and conduct investigations to build an understanding of landforms	53.7 21.85% of 60 items	63.7 21.67% of 60 items	**68.9** 21.85% of 60 items
Goal 3: Conduct investigations and use appropriate technology to guild an understanding of weather and climate	53.2 21.85% of 60 items	60.0 21.67% of 60 items	**61.8** 21.85% of 60 items
Goal 4: Conduct investigations and us appropriate technologies to build an understanding of forces and motion in technological designs	63.1 28.57% of 60 items	66.3 28.33% of 60 items	**69.0** 28.57% of 60

Spring 2008/Spring 2009

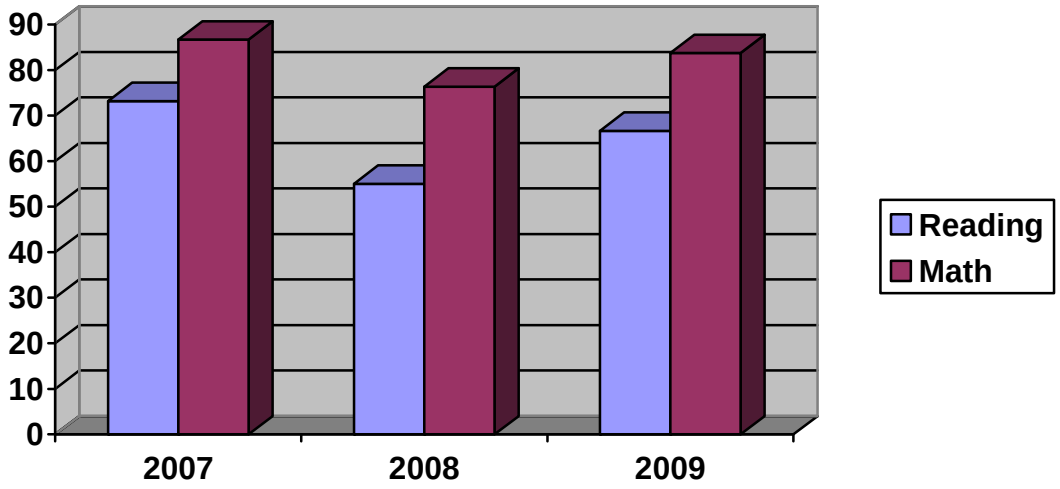
Number of Students Tested by Ethnicity



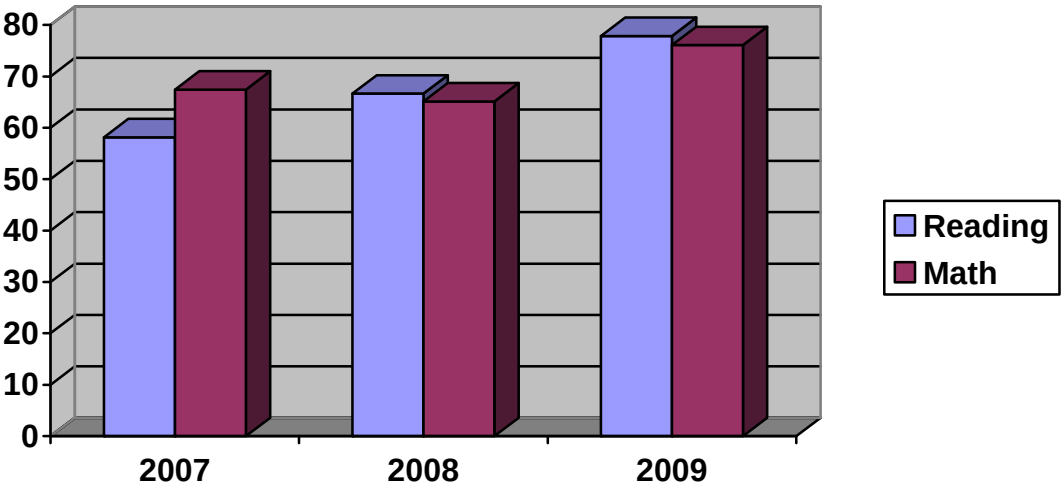
Grade 3 Proficiency Levels



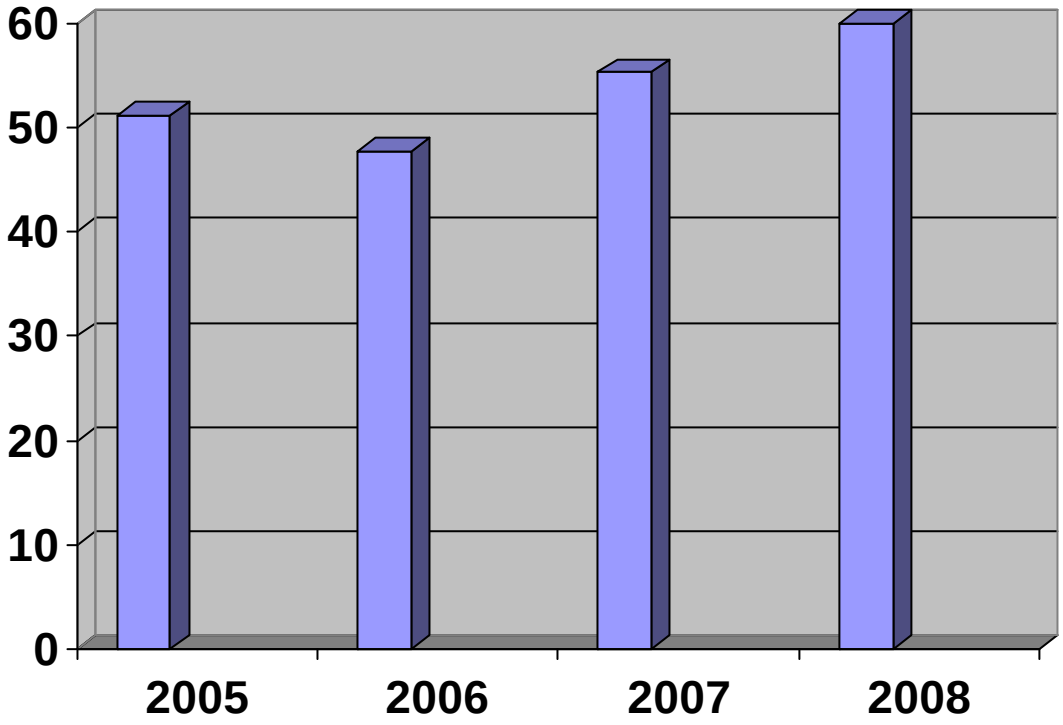
Grade 4 Grade Proficiency Levels



Grade 5 Proficiency Levels



2008 Fourth Grade State Writing Test Proficiency



Fourth Grade Writing Test was a pilot program during 2008-2009. All certified staff completed 20 hours of online staff development in the writing process and the scoring of writing samples using established rubrics. Students completed two on-demand writing pieces and two content-specific writing pieces. Scores were recorded online and portfolios were kept of each scored writing piece.

2006-2009 COMPARISON OF K-2 END-OF-YEAR ASSESSMENT PROFICIENCY RESULTS

GRADE: KINDERGARTEN

% STUDENTS PROFICIENT BY SUBJECT	2006 OCS	2006 Dixon	2007 OCS	2007 Dixon	2008 OCS	2008 Dixon	2009 OCS	2009 Dixon
READING	84.4	94.9	83.5	98.7	80.7	90.5	92.2	89.9
MATH	87.5	91.2	88.8	94.6	83.6	91.2	92.6	90.7
WRITING	81.7	83.8	83.4	85.7	75.4	87.8	88.9	89.1

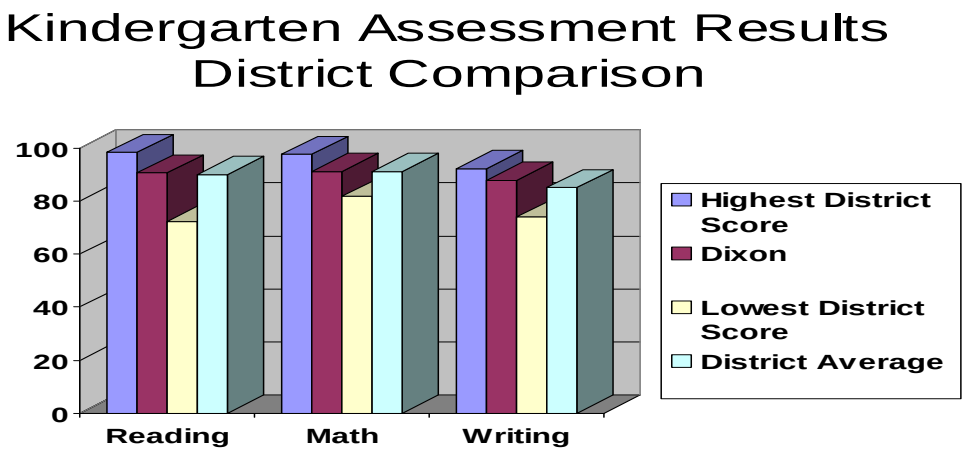
GRADE: FIRST

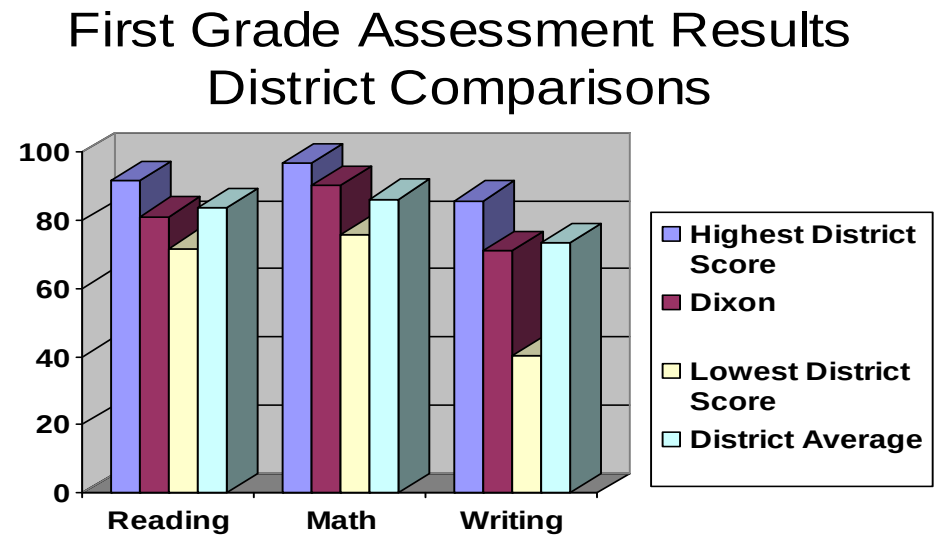
% STUDENTS PROFICIENT BY SUBJECT	2006 OCS	2006 Dixon	2007 OCS	2007 Dixon	2008 OCS	2008 Dixon	2009 OCS	2009 Dixon
READING	79.7	74.4	82.4	83.3	83.8	81.1	78.6	78.6
MATH	82.2	83.5	83.9	83.3	86.3	90.2	85.6	82.4
WRITING	71.3	71.0	74.4	89.5	73.3	71.2	80.3	76.4

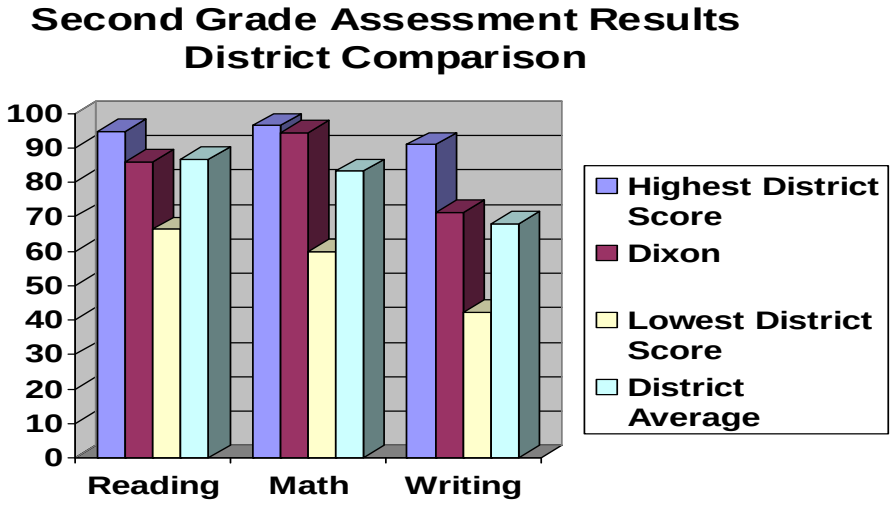
GRADE: SECOND

% STUDENTS PROFICIENT BY SUBJECT	2006 OCS	2006 Dixon	2007 OCS	2007 Dixon	2008 OCS	2008 Dixon	2009 OCS	2009 Dixon
READING	86.2	84.7	85.2	78.6	86.7	86.0	83.4	79.6
MATH	82.6	84.0	81.5	77.1	83.2	94.5	81.8	76.9
WRITING	70.0	70.2	70.2	66.4	68.0	71.0	69.7	72.2

2008 K-2 Assessment Comparisons

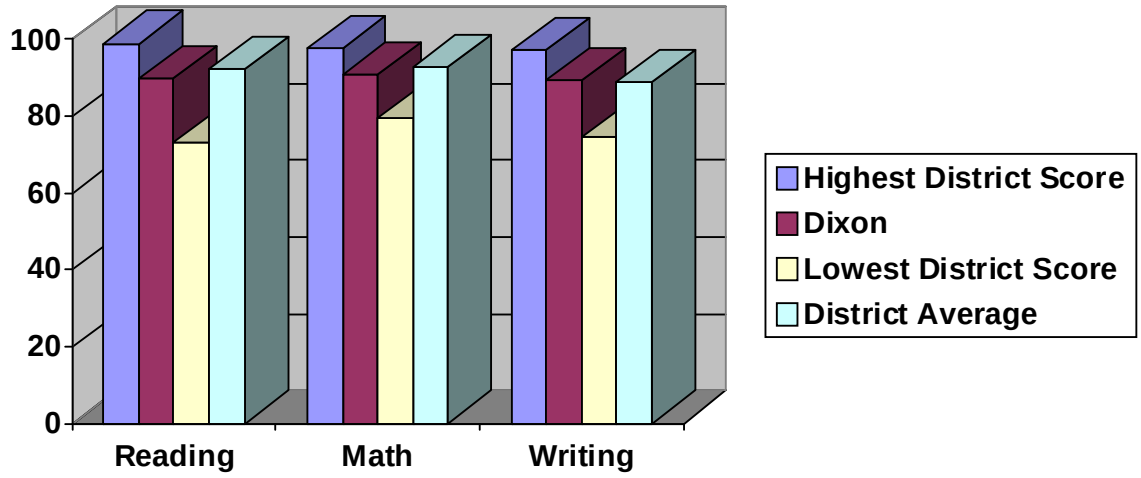




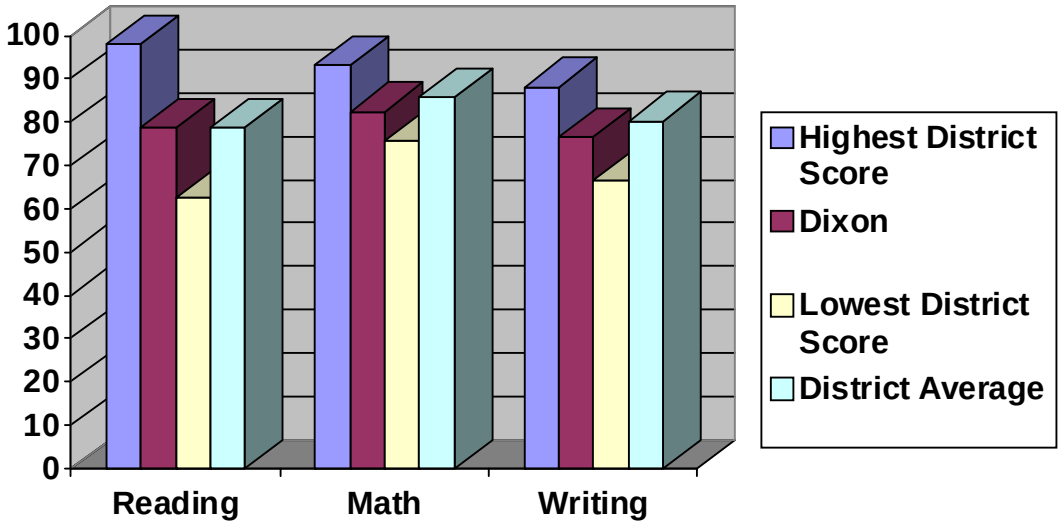


2009 K-2 Assessment Comparisons

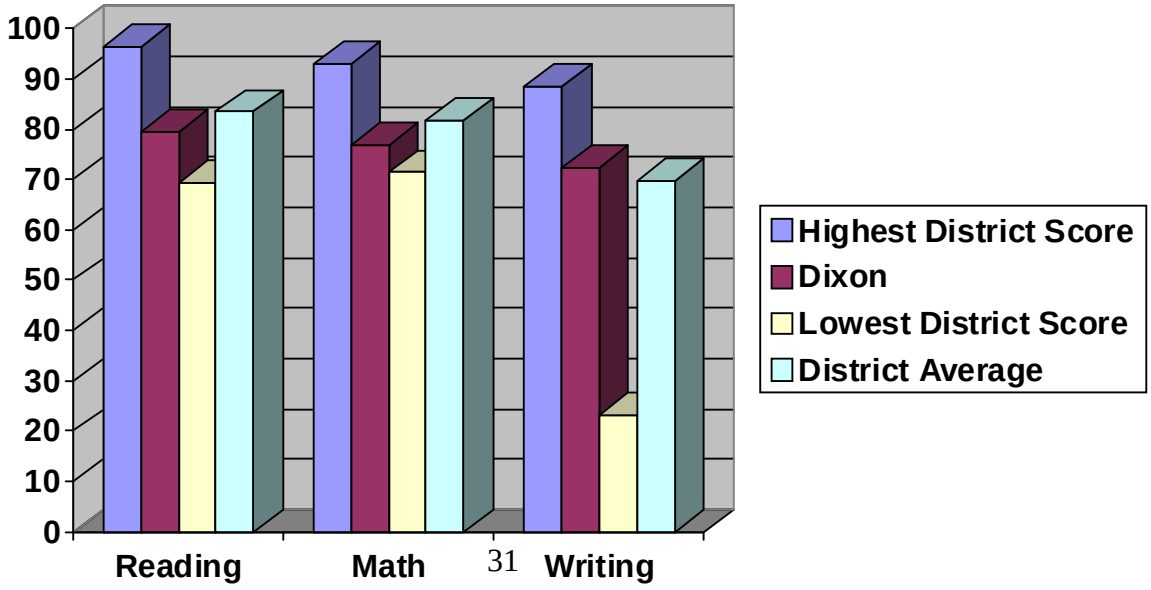
Kindergarten



First Grade



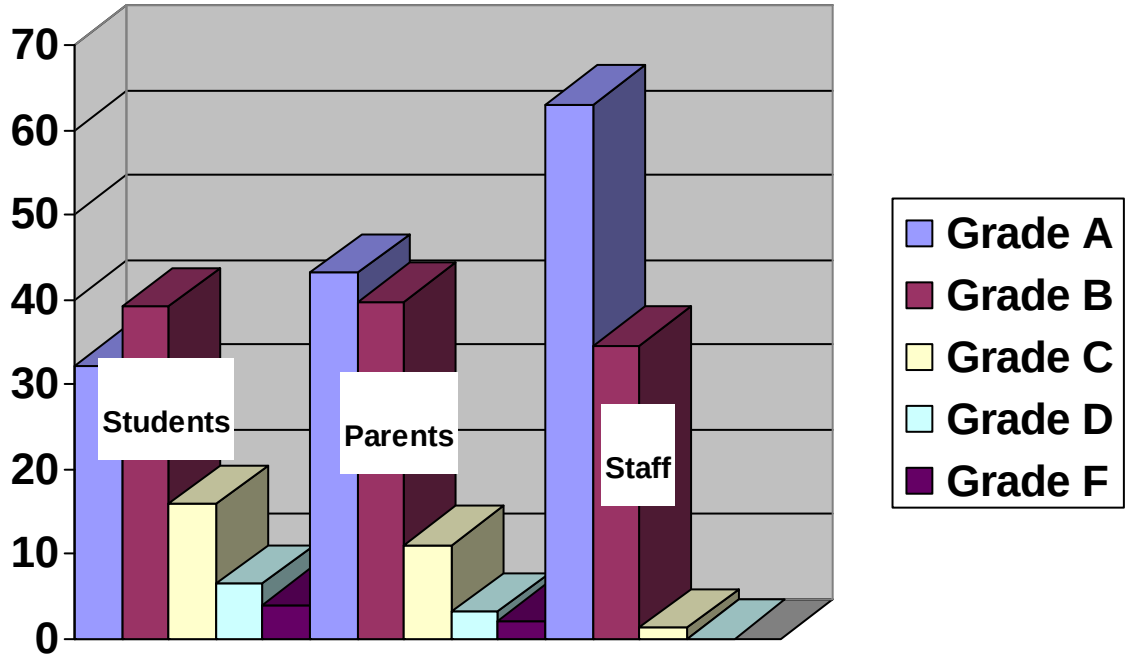
Second Grade



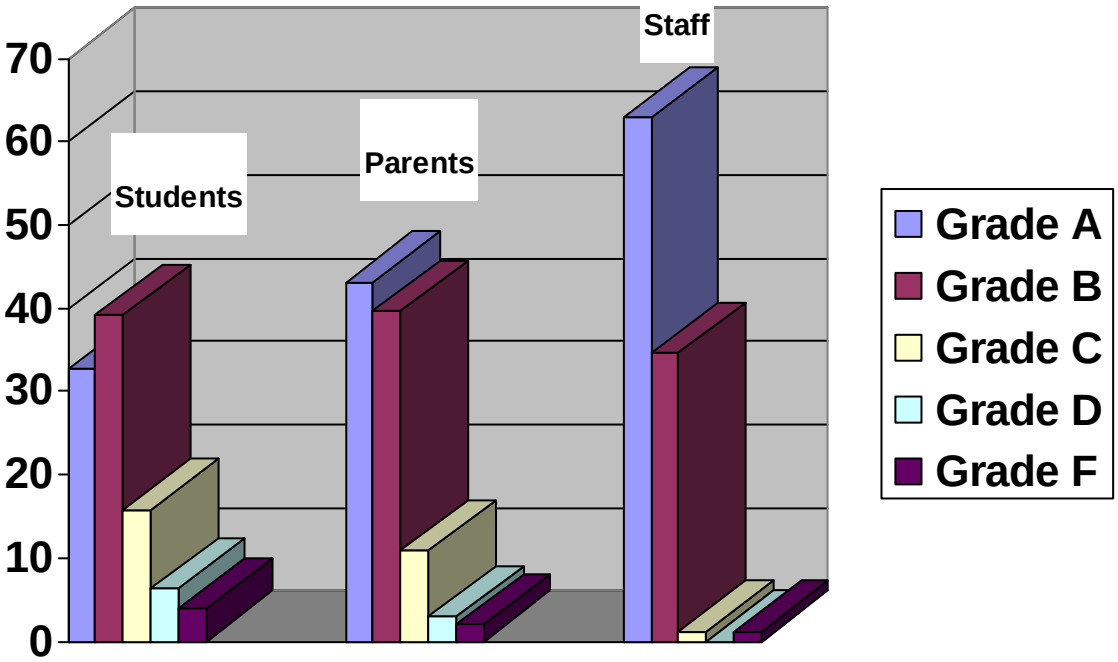
Climate Survey Data Analysis
Spring 2008-Spring 2009

	Students		Parents		Staff	
Question	**2008**	**2009**	**2008**	**2009**	**2008**	**2009**
Overall school grade A	**32.18**	**37.31**	**43.15**	**43.09**	**62.96**	**78.48**
Overall school grade B	**39.11**	**40.41**	**39.73**	**35.53**	**34.57**	**16.46**
Overall school grade C	**15.84**	**12.95**	**10.96**	**3.95**	**1.23**	**2.53**
Overall school grade D	**6.44**	**4.15**	**3.08**	**9.54**	**0**	**0**
Overall school grade F	**3.96**	**1.55**	**2.05**	**5.26**	**0**	**0**
There is a computer at home			**6.85**	**3.62**		
There is a computer/internet connection at home			**79.45**	**77.30**		
No technology at home			**8.22**	**8.22**		
Students generally feel safe at this school			**94.86**	**99.67**		
The administration listens to students						
The custodial staff is helpful/treats students respectfully	**91.09**	**93.76**	**91.10**	**95.07**		
The cafeteria staff is helpful/respectful to students						
The teacher assistants are helpful/respectful to students						
The counselor is helpful/respectful to students						
The administrative staff is helpful/treats students respectfully						
The media center staff is helpful/treats kids respectfully						
I am kept informed of school events/information	**97.03**	**91.19**	**85.27**	**95.06**	**93.83**	**97.47**
I/my parents are welcome/ treated with respect by staff	**82.67**	**90.67**	**85.61**	**94.74**	**92.59**	**100**
I am comfortable discussing my concerns with staff/parents	**90.20**	**91.71**	**88.35**	**96.39**	**90.14**	**96.2**
Staff members do a good job communicating w/each other						
I volunteer to help at this school or in my child's classroom						
I believe this school has high expectations for me						
My school is neat and clean	**86.14**	**90.68**	**95.89**	**96.72**	**95.06**	**97.47**
Time is spent using computers and other technology at school	**83.07**	**87.56**	**88.35**	**93.10**	**72.84**	**86.08**
The classwork is challenging	**72.77**	**77.21**	**85.38**	**92.77**	**79.24**	**87.34**
I/my student knows a student who used illegal drugs	**4.46**	**13.99**	**4.45**	**4.99**	**3.70**	**2.54**

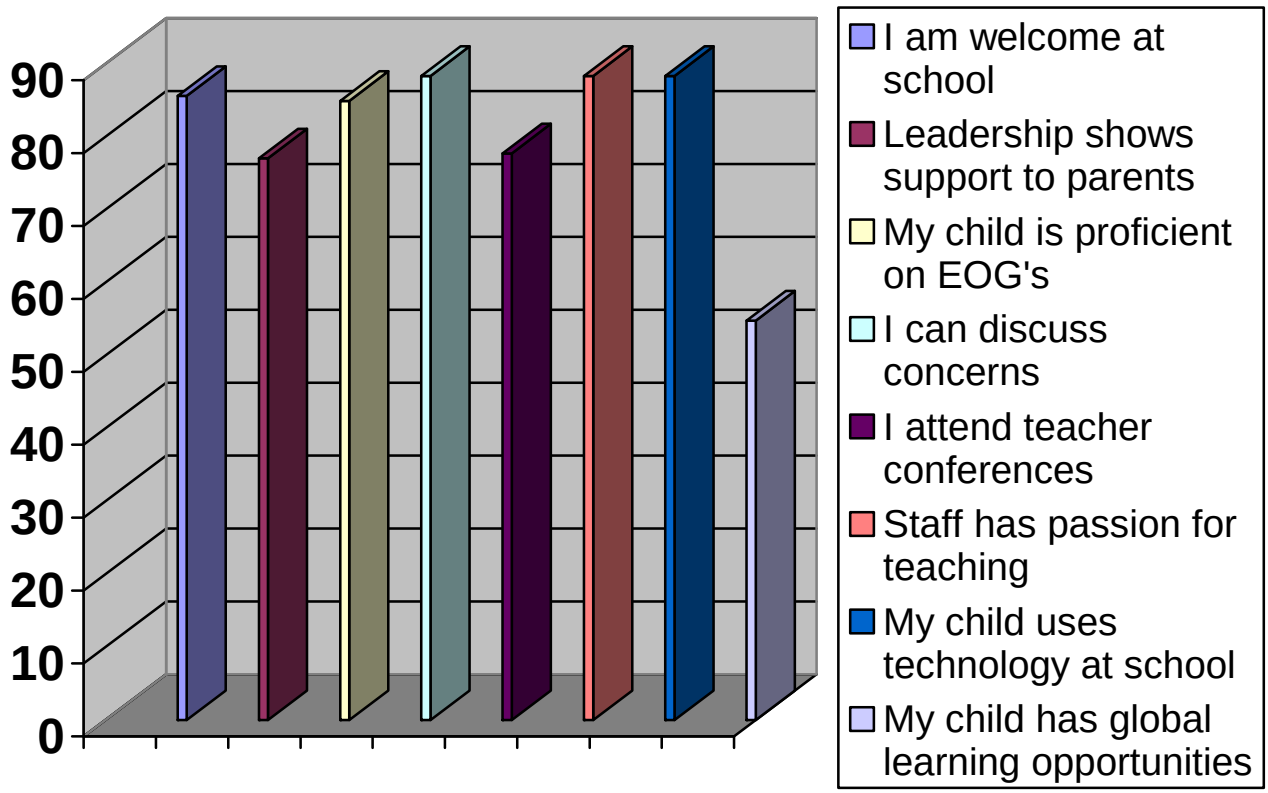
School Grade 2008



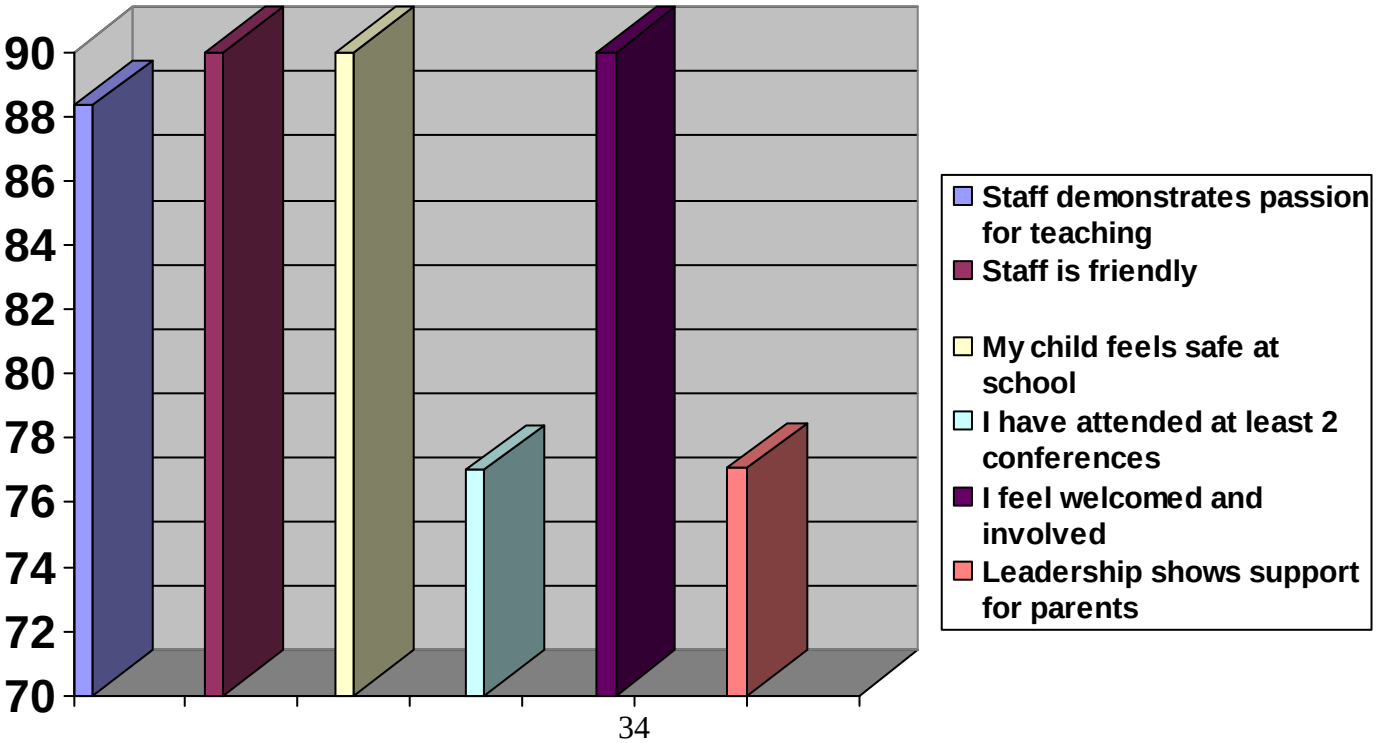
School Grade 2009



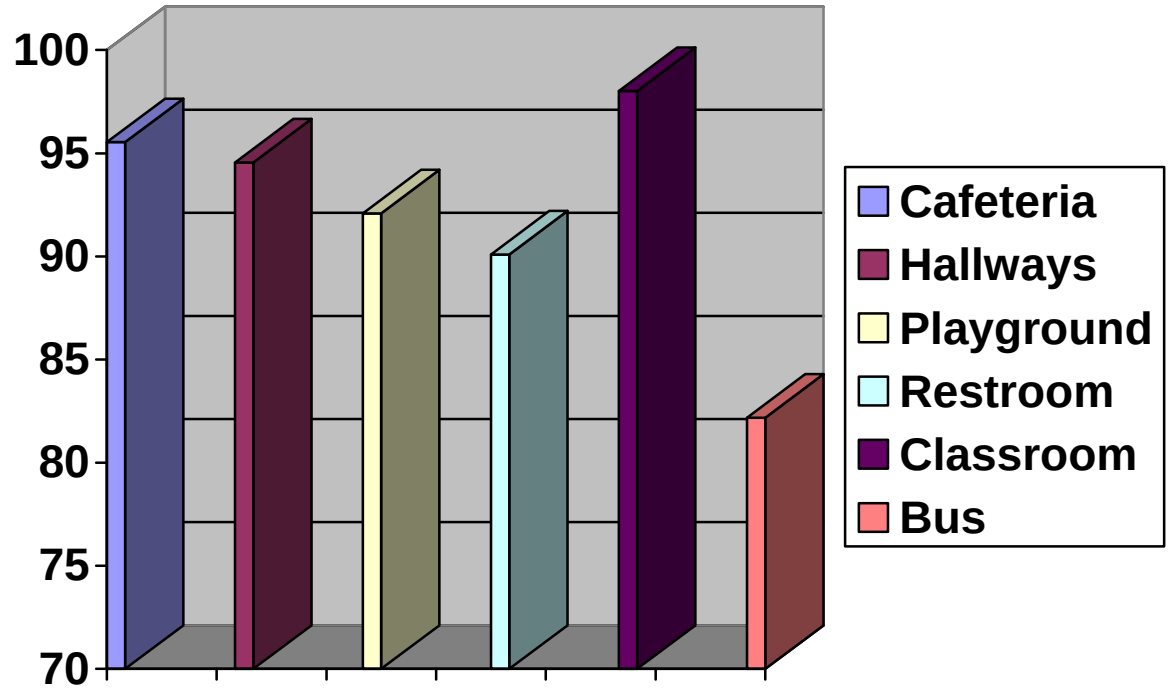
Parent Climate Survey Results 2008



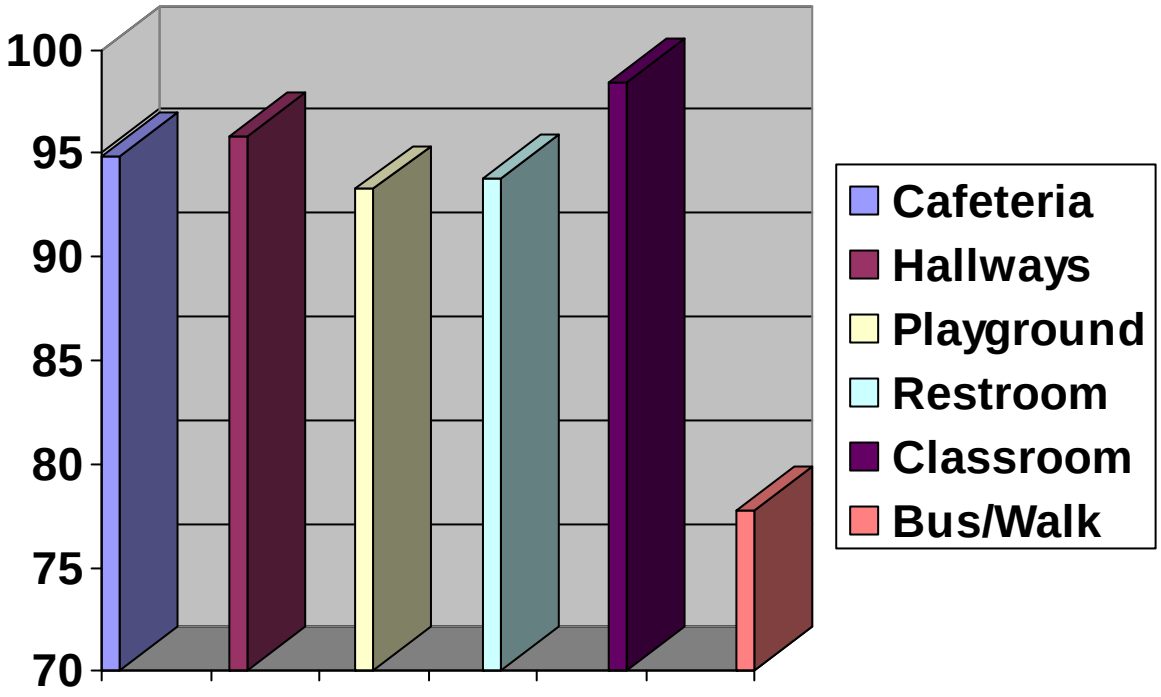
Parent Climate Survey Results 2009



Student Perspective on Safety 2008



Student Perspective on Safety 2009



Total Number of Teacher Referrals Adjudicated by the Office 2007-2008

August	September	October	November	December	January	February	March	April	May	June	Totals
0	1	2	5	0	5	10	16	14	14	1	68

Total Number of Bus Referrals Adjudicated by the Office

August	September	October	November	December	January	February	March	April	May	June	Totals
4	16	13	14	8	8	3	3	12	2	0	83

Total Number of Incidences (Teacher Referrals) by Grade Level

Month	Kindergarten	1st	2nd	3rd	4th	5th	Totals
August	0	0	0	0	0	0	0
September	0	0	0	0	0	1	1
October	0	0	0	1	0	1	2
November	0	0	1	0	1	3	5
December	0	0	0	0	0	0	0
January	3	1	0	0	0	1	5
February	2	0	1	1	6	0	10
March	1	5	0	0	8	2	16
April	0	7	0	0	7	0	14
May	1	2	0	0	7	4	14
June	0	1	0	0	0	0	1
Totals	7	16	2	2	29	12	68

Total Number of Incidences by Location

Month	Buses	Classroom	Playground	Bathroom	Cafeteria	Media Ctr	PE	School Grounds	Totals
August	4	0	0	0	0	0	0	0	4
September	16	0	1	0	0	0	0	0	17
October	13	2	0	0	0	0	0	0	15
November	14	5	0	0	0	0	0	0	19
December	8	0	0	0	0	0	0	0	8
January	8	5	0	0	0	0	0	0	13
February	3	8	2	0	0	0	0	0	13
March	3	11	2	2	0	0	1	0	19
April	12	12	2	0	0	0	0	0	26
May	2	12	2	0	0	0	0	0	16
June	0	0	0	0	0	0	0	1	1
Totals	83	55	9	2	0	0	1	1	151

Action Taken

Month	OSS	Time Out	Warning/Parent Call	Conference w/AP or Prin.	Bus Suspensions	Totals
August	0	0	3	2	0	5
September	1	0	9	12	0	22
October	2	0	2	14	2	20
November	3	0	3	18	4	28
December	0	0	3	8	1	12
January	0	0	3	12	0	15
February	2	1	5	11	1	20
March	2	5	6	15	0	28
April	2	9	11	13	4	39
May	1	5	4	14	0	24
June	1	0	1	1	0	3
Totals	14	20	50	120	12	216

DIXON ELEMENTARY
2008-2009
Total Number of Teacher Referrals Adjudicated by the Office

August	September	October	November	December	January	February	March	April	May	June	Totals
0	14	20	6	12	1	21	24	13	10	3	124

Total Number of Bus Referrals Adjudicated by the Office

August	September	October	November	December	January	February	March	April	May	June	Totals
0	10	8	0	14	5	12	26	18	22	5	120

Total Number of Incidences by Grade Level

Month	Kindergarten	1st	2nd	3rd	4th	5th	Totals
August	0	0	0	0	0	0	0
September	6	4	3	5	0	5	23
October	2	5	3	5	2	11	28
November	0	4	1	0	0	1	6
December	4	3	5	2	9	5	26
January	3	0	1	2	0	0	6
February	2	2	9	7	3	10	33
March	0	8	13	7	7	15	50
April	1	6	10	7	1	9	34
May	9	10	3	7	4	8	41
June	2	0	5	0	0	1	8
Totals	30	42	53	42	26	65	255

Dixon Elementary School

Total Number of Incidences by Location

Month	Buses	Classroom	Playground	Bathroom	Cafeteria	Media/Art/Music	PE	Office	Totals
August	0	0	0	0	0	0	0	0	0
September	9	14	0	0	0	0	0	0	23
October	8	14	1	2	1	0	2	0	28
November	0	2	0	1	2	0	1	0	6
December	14	9	1	1	1	0	0	0	26
January	5	1	0	0	0	0	0	0	6
February	12	5	0	8	0	6	0	2	33
March	26	15	3	3	0	0	3	0	50
April	21	10	0	0	1	1	0	1	34
May	31	3	1	0	2	0	3	1	41
June	5	2	1	0	0	0	0	0	8
Totals	131	75	7	15	7	7	9	4	255

Action Taken

Month	OSS	Bus Suspension	Warning/Conf w/AP or Prin	Parent Call	Parent Conference	Letter/refal mailed home	ISS	Silent Lunch	Totals
August	0	0	0	0	0	0	0	0	0
September	5	2	4	12	1	0	0	0	24
October	5	1	9	8	1	15	0	0	39
November	0	0	3	1	1	2	4	0	11
December	4	8	5	19	1	4	3	1	45
January	0	3	0	6	0	0	0	0	9
February	8	6	7	25	0	3	1	0	50
March	8	15	17	22	2	5	0	6	75
April	8	12	6	20	5	0	1	1	53
May	6	14	8	19	2	1	0	1	51
June	2	4	2	7	1	0	0	0	16
Totals	46	65	61	139	14	30	9	9	373

Safe and Civil School Plan
2008-2009

May/June/July (Foundations Team, Stephen Taylor)

- Collect pictures and evidences for video presentation in the fall
- Create lesson plans for common areas to be accessed on teacher-shared drive

August/September (Foundations Team, Grade Levels, PTO Board)

- Review/edit/seek buy-in for Guidelines to Success and procedures
- Prioritize needs; emphasize consistency
- Determine how to present information to students and parents
- Post common area expectations
- Classroom management training (PLC)

October (Foundations Team, Staff, Students)

- Celebrate successes
- Practice expectations
- Observe common areas
- Share data classroom
- Management Training (PLC)

November (Foundations Team, Staff, Students)

- Practice expectations
- Observe common areas
- Share data classroom
- Management training (PLC)

December (Foundations Team, Staff, Students)

- Practice Expectations
- Observe common areas
- Share data

Safe and Civil School Plan
2009-2010

August (Principal, Assistant Principal, Teachers, Teacher Assistants, Cafeteria Workers, Custodians, Bus Drivers, Bus Transportation Coordinator, Parents)

- Review Bus Safety Rules with All Students
- Assistant Principal will meet with Pre-School parents about riding the bus and school expectations
- Bus drivers will meet with parents of students to give bus information on Open House night
- Bus drivers will attend a bus driver meeting with the Assistant Principal and bus transportation coordinator, Lisa Huffman, to go over the expectations for all bus drivers
- Staff in-service on: Blood born pathogens, students with diabetes, students with severe allergies, use of an Epipen
- Meet with parent, teachers, bus drivers, cafeteria manager, principal, assistant principal and nurse to receive and sign-off on health plan for student with a life threatening peanut allergy
- The Dixon Area Transportation Team (administrators, bus drivers, teachers, and the bus coordinator) met and developed a district-wide transportation policy for Dixon District

September (Principal, Assistant Principal, Teachers, Teacher Assistants, Bus Transportation Coordinator, Bus Drivers, Parents)

- Staff will review playground (common area) expectations
- Staff will review cafeteria (common area) expectations
- School Leadership Team will review student and parent perceptions of safety at Dixon Elementary on the most recent survey (2008-2009)
- Assistant Principal will review bus safety data with bus transportation coordinator
- Assistant Principal will review bus discipline date from 2007-2008 and 2008-2009 with bus transportation coordinator to share with bus drivers
- Four members of our School Safety team will sign up to become members of the Onslow S.A.F.E. PLC
- Begin bus rider of the week recognition
- Review the 2009-2010 Dixon Elementary School Crisis Plan and the Critical Incident Response Kit in a full staff meeting
- Bus Evacuation Drill

September through May (Staff, Students, Bus Drivers, Bus Transportation Coordinator)

- Monthly Fire Drills
- Weekly Bus Riders of the Week
- Daily Words of Wisdom
- Celebrating Successes – Student of the Month – Character Traits
  - September – Respect
  - October – Self-Discipline
  - November – Caring
  - December – Responsibility
  - January – Integrity
  - February – Cooperation
  - March – Citizenship
  - April – Trustworthiness
  - May – All Character Traits
- Practicing school-wide expectations (CHAMPS)
- Observing Common Areas
- Members of Onslow S.A.F.E. meet (October, December, February, April)
- Members of the Safe and Civil Committee with meet bi-monthly to discuss PLC and ways to institute suggestions made from the PLC
- Daily structured physical activity K-5
- Review Bus Discipline Data monthly with Bus Transportation Coordinator

May (Staff, Students, Volunteers from Marine Base, Parents, Bus Drivers, Bus Transportation Coordinator)

- School-wide Field Day
- Bus Driver Appreciation Week

Dixon Elementary School
Strategic Plan

Goal 1: Dixon Elementary students will be globally competitive through the mastery of a rigorous and relevant curriculum.

Strategy: Ensure a consistent school-wide focus that enables all students to achieve at high levels through the support of school staff.

Desired Results:

- Students' work indicate a rigorous, challenging and globalized curriculum aligned with North Carolina's 21st Century Goals and the Standard Course of Study
- Title 1 Targeted Assistance students will achieve proficiency in reading in grades 3-5
- AIG students will achieve above grade level performance in reading and/or math based upon area of eligibility. AIG students will achieve a level 3 or 4 in reading and/or math on the N.C. EOG based upon area of eligibility
- Students with disabilities will meet target goals in reading and math
- Disparity based on race, gender, and socioeconomic status on all academic measures will decrease.
- Pre-K students will meet their goals and will be on or above grade level on the kindergarten assessments.
- Fourth grade students will demonstrate increased proficiency on the North Carolina Writing Assessment
- Fourth grade students will meet expected growth in reading.
- Fifth grade students will demonstrate proficiency on the North Carolina Science Assessment
- Representation of at-risk students in co-curricular activities.
- Demonstrate an emphasis on school-wide participation in Arts Education activities.
- K-2 students will achieve increased proficiency in reading, writing and math.
- Student work will indicate consistent K-5 global themes.

Measures:

- Lesson plans and classroom observations
- Classroom walkthrough data
- Student data
  - Title 1 assessments
  - EOG
  - Writing
  - K-2 assessments
  - Benchmarking and progress monitoring of at-risk students
  - Student portfolios
  - Technology rubrics
- Membership rosters for co-curricular activities
- Minutes of grade level meetings
- Student math surveys
- Curriculum maps
- Student work samples
- Pre-K assessments

Processes:

- Expand learning opportunities by identifying barriers and implementing a plan to provide assistance and access to a rigorous curriculum for all students
- Define and streamline processes for the school Instructional Intervention Team
- Structure classrooms to provide students with opportunities to become critical thinkers by implementing Marzano's Levels of Questioning
- Implement differentiated instructional strategies to address students' learning needs across all curricular areas
- Ensure the implementation of consistently rigorous, challenging, and globalized instruction through curriculum mapping
- Streamline consistent processes of K-5 behavioral expectations and classroom management through utilization of the CHAMPS program
- Integrate the use of technology in all grade levels through all disciplines
- Maintain and support the Arts Education Program across grade levels through participation in Odyssey of the Mind, Chorus and other student programs
- Consider the incorporation of second language instruction K-5
- Incorporate math journals and daily problem-solving activities which emphasize open-ended tasks in grades K-5
- Encourage discourse and develop reflective thinking in students by using mental math, student-centered math activities, and social interaction among students
- Implement a process-based research model for students
- Implement AVID program/philosophy
- Provide additional staff development in strategies to improve student achievement
- **Identify all at-risk third, fourth and fifth grade (Economically Disadvantaged Students) through data from the testing office and ensure that Personal Education Plans are implemented for each of these students (subgroup that did not meet AYP target goal in math)**

Resources:

- Primary Units of Study for Writing
- Units of Study for Teaching Writing in grades 3-5
- *Teaching Student-Centered Mathematics* texts
- PIMS Facilitators
- Support staff including Technology Facilitator, AIG Teacher, Impact Lab Facilitator, Computer Lab Facilitator, Literacy Facilitator, Media Specialist
- Curriculum Mapping Team
- *Curriculum Mapper* technology
- Instructional Intervention Team
- AVID Training materials/resources
- Fountas and Pinnell Phonics Resources
- Revised K-2 Assessments
- Fountas and Pinnell Grade 3-5 Assessment tool
- United Streaming

End-of-Year Annual Review, Results, Next Steps	
Summarize your results. Show trends. Were improvements made?	**What are the areas for improvement? What will you do differently the next time?**
2007-2008 • Lesson plans and classroom observations indicated a rigorous curriculum incorporating global themes • No data is available for measuring the proficiency status of students served by Title 1 teachers in reading • Students with disabilities met target goal in math (see data); no results available in reading • Economically disadvantaged students did not meet target goal in math for Adequate Yearly Progress. All other subgroups met AYP target goal in math. (No results in reading are available) • Fourth grade students' proficiency in writing increased from 55.3% in 2007 to 60% in 2008 • Fifth grade students met expected growth in math. No results are available in reading. • No results are available for the fifth grade North Carolina Science Assessment • All fifth grade students were eligible to participate in chorus and Academic Derby. • All fourth and fifth grade students were eligible to participate in Odyssey of the Mind • Dixon Elementary participated in the Safe Boating Poster Contest and Honors Chorus. Students in grades 1-5 attended Council of the Arts presentations at Northside High School. Fifth grade students were introduced to the band program at Dixon Middle School, and third graders participated in a music-based Citizenship Program. • Kindergarten student proficiency in reading dropped from 98.7% (2007) to 90.5% (2008). As first graders in 2008 the 2007 kindergarteners' proficiency dropped to 81.1%. • Kindergarten student proficiency in math dropped from 94.6% (2007) to 91.2%	**2008-09 Next Steps** • Dixon Elementary staff members attended a World View Conference at Jacksonville High School in August. • Exchange students from China will share their experiences with students at Dixon this fall. • A global classroom is being created with artifacts from around the world, collected by staff, students and parents. • Investigate e-pals program • Teachers who traveled to Greece, Russia, Ecuador and China this summer will share their experiences with students. • Parents from foreign countries will be invited to speak to classes on their heritage. • In 2008-2009 Title 1 Targeted Assistance students in grades 1-3 will increase their proficiency in reading/math • Students in grades 3-5 will receive differentiated instruction through departmentalization and leveling of students in core subjects • Implement use of AVID program binders in third and fourth grade • Increase use of Accelerated Reader across grade levels • Partner with NASA to bring reading in the content area of science to second and fifth graders • Deploy three books per child this year through the RIF Program **2009-10 Next Steps** • Continue to investigate teaching a second language in the elementary classroom • Dixon Elementary School will function as a school-wide Title 1 school • Continue to work on establishing a global classroom; surveying parents for a partnership role in this endeavor • Utilize contacts of intern teacher, Kelsey Hecker, to establish pen/e-mail pals with students in Honduras/South Africa.

(2008). As first graders in 2008 the 2007 kindergarteners' proficiency dropped to 90.2%.

- Kindergarten students' proficiency in writing increased from 85.7% (2007) to 87.8% (2008). As first graders in 2008 the 2007 kindergartener's proficiency dropped to 71.2%
- First grade student proficiency in reading dropped from 83.3% (2007) to 81.1% (2008). As second graders in 2008 the 2007 first graders' proficiency increased to 86.0%.
- First grade student proficiency in math increased from 83.3% (2007) to 90.2% (2008). As second graders in 2008 the 2007 first graders' proficiency increased to 94.5%.
- First grade students' proficiency in writing decreased from 89.5% (2007) to 71.2% (2008). As second graders in 2008 the 2007 first graders' proficiency dropped to 71.0%
- Second grade student proficiency in reading increased from 78.6% (2007) to 86.7% (2008). As third graders in 2008 the 2007 second graders' proficiency on the E.O.G. is not available.
- Second grade student proficiency in math increased from 77.1% (2007) to 83.2% (2008). As third graders in 2008 the 2007 second graders' proficiency in math on the E.O.G. dropped to 77.34%
- Second grade students' proficiency in writing increased from 66.4% (2007) to 68.0% (2008). As third graders in 2008 the 2007 second graders' proficiency was?

2008-2009 Results

- Students with disabilities met AYP target goal in reading with Confidence Interval; 40.8% proficient; up from 35% proficient. Students with disabilities met AYP target goal in math with Safe Harbor; 59.2% proficient, up from 46.7% last year.
- Economically disadvantaged students met the AYP target goal in reading with

- Incorporate web-based Accelerated Math program in Pre-K through fifth grade classrooms
- Incorporate Math-Facts-in-A-Flash Program in Pre-K through fifth grade classrooms
- Develop and implement school-wide guide to assist in the successful implementation of the Instructional Intervention Process
- Investigate school-wide incentive for students to meet and exceed AR goals; i.e. bulletin board
- Investigate purchasing web-based AR program
- Exceptional Children's teachers will implement **CECAS** (Comprehensive Exceptional Children's Accountability System) online by December 2009
- Procure an additional grant from RIF
- Procure LSTA (Library Services and Technology Act) Grant to increase media collection
- Present AVID model/expectations to fifth grade parents as part of the fall Open House Agenda
- Enhance transition plan for second and third graders through articulation between second and third grade teachers and a summer school for at-risk students entering third grade
- Enhance partnership with Dixon Middle School to include continued visits by fifth graders to the Middle School campus, and visits from Dixon Middle School to the Dixon Elementary School campus.
- Move the SuccessMaker Computer Lab to a larger room to accommodate 30 computers and a SmartBoard to assist teachers in using the lab as an instructional tool not only for SuccessMaker, but for individual research projects as well.
- Conduct summer school for rising at-risk third, fourth and fifth grade students
- Conduct summer school for rising kindergarteners to assist in the transition from Pre-kindergarten to kindergarten

63.6% proficient in math, up from 50.3% in 2008. Economically disadvantaged students met the AYP target goal in math with safe harbor; 74.4% proficient. • Fifth grade students met high growth in reading. *Assessment Criteria for K-2 included non-fiction during the 2008-09 school year:* • Kindergarten student proficiency in reading dropped from 98.7% (2007) to 90.5% (2008) and to 89.9% in 2009. • Kindergarten student proficiency in math dropped from 94.6% (2007) to 91.2% (2008) and to 90.7% in 2009. • Kindergarten students' proficiency in writing increased from 85.7% (2007) to 87.8% (2008) and to 89.1% in 2009. • First grade student proficiency in reading dropped from 83.3% (2007) to 81.1% (2008) to 78.6% in 2009. • First grade student proficiency in math increased from 83.3% (2007) to 90.2% (2008) then decreased to 82.4% in 2009. • First grade students' proficiency in writing decreased from 89.5% (2007) to 71.2% (2008) then increased to 76.4% in 2009. • Second grade student proficiency in reading increased from 78.6% (2007) to 86% (2008) then decreased to 79.6% in 2009. • Second grade student proficiency in math increased from 77.1% (2007) to 94.5% (2008) then decreased to 76.9% in 2009. • Second grade students' proficiency in writing increased from 66.4% (2007) to 71% (2008) and to 72.2% in 2009. • Selected staff members attended World View county-wide session at JHS • Ping and Carrie, exchange students from China, presented their life experiences and Chinese culture to all third graders. • First grade students experimented with Gaggle Accounts, communicating with each other from home • Beth Howard, Stephanie Batts, Connie Cope, Peggy Saba and Jan Johnson shared their experiences in Ecuador and	• Staff members from each grade level will participate in the *BRIDGES* Grant (Math) • Fourth Graders will explore Enrichment Clubs twice per month, including Colossal Catch-up, Global Greats (history), Science Sleuths, Dolphin Press (journalism), Math Magicians, Triple Play (strategic games)

Greece with their students throughout the year • Parents from foreign countries were invited to share their experiences with other cultures with their children's classrooms • Students in grades 3 and 4 received differentiated instruction through departmentalization and leveled grouping of students in core subjects. Students in grade 5 received differentiated instruction through departmentalization and the inclusion model. • Third and fourth grade students utilized binders as organizational tools in preparation for fifth grade AVID program implementation • An increase in the number of classrooms utilizing AR(in grades 1-5 and selected kindergarteners); numerous AR tests were ordered to address the need for student access to the program • NASA's Norbert Program was brought to Dixon's second and fifth graders • The RIF program provided 3 free books for every student, Pre-K through 5th grade • Dixon Middle School students, supervised by a Dixon Middle School teacher, taught foreign language for five weeks to fifth grade classes. • Dixon Middle School Band and Chorus performed twice for our fifth grade students, and encouraged them to become involved in the many activities available to them at middle school • Dixon High School Athletes visited K-5 classrooms to read to and speak to students about the importance of reading as enjoyment and as an important tool for learning • Students identified as at-risk in second, third and fourth grade attended a five-week summer school • Rising kindergarteners attended a five-week summer school program	

Goal 2: Dixon Elementary students will be led by creative, innovative and technologically skilled professionals.

Strategy: Create and nurture a learning environment that attracts and retains high quality professionals; communicate and support a climate of high expectations for employee performance.

Desired Results:

- Collaborative planning sessions will ensure consistent use of strategies that are meaningful and relevant for all students.
- Curriculum Mapping Team will increase communication among grade levels both vertically and horizontally to ensure consistent authentic student engagement activities
- Co-teaching opportunities will provide support for Title 1 and Exceptional Children populations.
- Professional resources for teachers will provide tools for planning and curricular design.
- Evaluations of employees are conducted according to state and federal guidelines
- Teachers will conduct classroom walkthroughs to evaluate and monitor usage of Marzano's high yield strategies.
- Students will be engaged in meaningful learning experiences in all classrooms.
- Establish guidelines for duty-free lunch.

Measures:

- Collaborative planning minutes
- Curriculum Maps
- Student data
  - K-2 assessments
  - EOG
  - Progress monitoring of at-risk students
  - Classroom walkthrough data
  - Teacher Working Conditions Survey Results
  - Personnel Reports

Processes:

- Provide opportunities for intensive quarterly grade level planning
- Provide five hours of instructional planning time each week for teachers
- Provide opportunities for vertical planning between grade levels a minimum of two times per year
- Provide Dixon Elementary School teachers with duty-free lunch opportunities each week, covered by teacher assistants
- Staff development using "Classroom Instruction that Works" research-based strategies for increasing student achievement
- Utilize Marzano's Levels of Questioning to promote critical thinking
- Ongoing implementation of the Impact Model
- Develop a professional learning community focusing on consistent student-centered learning
- Ongoing consultation and collaboration between regular classroom teachers and Exceptional Children's teachers, Title 1 teachers and AIG staff to promote student achievement
- Teachers will conduct classroom walkthroughs to evaluate usage of Marzano's high yield strategies

Resources:

- Technology Facilitator, Impact Lab Facilitator, Computer Lab Facilitator, Literacy Facilitator, Media Specialist
- Media bookroom/professional library
- PIMS Facilitators
- Classroom Instruction That Works Handbook by Robert Marzano
- Curriculum Mapper (licenses purchased for each grade level)
- United Streaming

End-of-Year Annual Review, Results, Next Steps	
Summarize your results. Show trends. Were improvements made?	**What are the areas for improvement? What will you do differently the next time?**
2007-2008 Results • Collaborative Planning Sessions were held twice a year • The Curriculum Mapping Team met monthly • The Exceptional Children's Staff implemented the inclusion model in fifth grade • Marzano's posters were displayed in every classroom • Staff Development included a book study of Classroom Instruction that Works • Each staff member created a monthly pacing guide through a curriculum map template **2008-2009 Results** • Staff Schedule was designed to provide duty-free lunch for all members • Title 1 Staff Members utilized the inclusion model in third grade reading and math classes. • The media center now hosts a large, easy to access, teacher resource area • Grade levels K-5 were allowed opportunities two times daily to plan: during specials and structured recess. • Staff meetings were staggered on Tuesdays; the 1st: SLT, 2nd: Certified Staff; 3rd: Classified Staff; 4th: Full Staff • The School Leadership Team was redesigned to include the media specialist, technology facilitators, and representatives from each grade level, including Pre-K. • The library schedule moved from	**2008-2009 Next Steps** • Design schedule to allow for duty free lunch for all staff members • Title 1 Staff will use the inclusion model in reading and math to ensure more co-teaching opportunities in grade 3 • Organize and make easily available teacher resources through the media center expansion • Create at least four grade level planning opportunities each week for grades K-5 • Organize staff meetings to meet the needs of certified staff, classified staff and whole-staff objectives/needs • Organize the School Leadership Team to reflect media and technology experts as well as representatives from each grade level • Library schedule will be fixed • All teacher websites will be under http://onslowcounty.schoolinsites.com for easy access by parents • Pilot PD 360 to provide teachers with instant access to a comprehensive online professional development tool • Provide SmartBoard, Promethean Board or Mimio technology to all core classroom teachers **2009-10 Next Steps** • Provide opportunities for vertical planning every other month Pre-K-1; 2-3; 4-5; with EC teachers rotating among grade levels. Toward the end of the year, these vertical planning meetings will become more versatile, with a representative from each

IMPACT to fixed • All teacher websites were developed and posted on the Onslow County Schools Web Page for easy access to parents • PD 360 was utilized by a number of staff members • All regular classroom teachers utilize an interactive board, assigned to their classroom, in their daily instruction.	grade level on a vertical planning team (Dixon Elementary Professional Learning Communities) • Provide on-site staff development in the new teacher evaluation process beginning in October 2009 and finishing in March 2010 • Teachers will complete two peer observations in classrooms above and below the grade level they are currently assigned, observing evidence of the use of Marzano's Higher Order Thinking Skills • AIG Teacher will use the inclusion model in grades 3-5; nurturing/consulting in grades Pre-K – 2. • Investigate researched-based on-site staff development in **Interactive Read-Aloud** (Linda Hoyt) in conjunction with **Secret Stories** (Katie Garner) and a book study of **The Café Book** by Gail Boushey and Joan Moser; targeted audience: K-2 teachers. • Investigate research-based on-site staff development in **Interactive Read-Aloud** (Linda Hoyt) in conjunction with book studies of **The Café Book** by Gail Boushey and Joan Moser and **Test Talk** by Amy Green and Glennon Doyle Melton, targeted audience: 3-5 teachers. • Participate in AVID Professional Learning Communities • Train all fifth grade teacher in the AVID model • Train all certified staff in the use of NC Wise Student Information Management Program • Teachers scoring fourth grade writing samples will complete a third online course on utilizing the rubric (NCDPI website).

Goal 3: Dixon Elementary students will learn in a safe environment to be civil, healthy and productive citizens.

Strategy: Monitor and adhere to the Safe and Civil Schools model.

Desired Results:

- Meet safe schools criteria.
- Students and staff feel safe in school and on the bus.
- Reduce the number of out-of-school suspensions
- Students pass a standardized physical fitness assessment
- The average student attendance rate is no less than 95%.
- Student awareness of substance abuse and positive character traits will increase.
- Student awareness of recycling efforts at Dixon Elementary with connections to Global initiatives.

Measures:

- Audit team and/or administrative observations data
- Climate Survey Data
- School discipline data
- Standardized physical fitness test
- Student attendance data
- DARE Student portfolio
- Officer Friendly documented visits
- Counselor lesson plans
- Recycling documentation of pounds collected on a monthly basis

Processes:

- Address areas of identified needs based upon Safe School Audits
- Expand and improve the methods of positive communication with and among all segments of the school community
- Provide a safe, disciplined learning and working environment by instituting community building activities using quality tools each morning
- School-wide positive behavior program (Safe and Civil Schools Model)
- Implement a school-wide health and wellness program
- Strengthen the drug education program at all grade levels
- Schedule counseling sessions a minimum of two times per month for all grade levels
- Implement positive behavior support strategies
- Institute a student committee to promote school pride and citizenship (recycling program, landscaping club, Honor Patrol, K-kids)
- Structured recess time will include whole-class and free-choice activities
- Implement Second Step Lessons in Pre-K through fifth grade
- Students and staff participate in weekly recycling efforts

Resources:

- Safe and Civil Schools audit team
- Central Office Personnel
- CHAMPS text
- The Teacher's Encyclopedia of Behavior Management
- Teacher facilitators and student leaders
- Behavior Specialist
- AVID Program
- Climate Survey
- Second Step Program

End-of-Year Annual Review, Results, Next Steps	
Summarize your results. Show trends. Were improvements made?	**What are the areas for improvement? What will you do differently the next time?**
2007-2008 Results • Safe Schools criteria was met • Students felt safe in all areas of the school (>90%) • Students indicated they felt less safe on the bus (82.8%) • Number of out-of-school suspensions decreased by one • Students participated successfully in the President's Physical Fitness Test • Student attendance rate was 95.8% • Fifth grade student D.A.R.E. portfolios indicated student understanding of danger of substance abuse and importance of good character • Recycling efforts were substantial and well-received by students, staff and parents **2008-2009 Results** • According to survey results, student perception of safety on the school bus declined from 82.18 in the spring of 2008 to 77.2 in 2009. • In the 2008-09 school year bus referrals to the administration increased from 83 to 131 • In the 2008-2009 school year classroom referrals to administration increased from 68 to 75 • Marvin the Milk Muncher was a success. We now have a more substantial container for recycling milk jugs due to grants and awards received for our recycling efforts. • Project Wisdom was utilized each morning during announcements • Student of the Month luncheons celebrated student achievement in character development • The counselor did not make monthly visits to classrooms • Bus Riders of the Week were honored with certificates and praise from their	**Next Steps 2008-09** • Increase student perception of safety on the school bus (climate survey results) • Implement the recycling of milk jugs • Improve student awareness of good citizenship through morning announcements of words of wisdom, student of the month luncheons, counselor monthly presentations, bus rider of the week, campus beautification • Investigate use of only reusable plastic trays in the cafeteria • Implement structured physical activity for all students in grades K-5 • Train staff in the use of energizers • Investigate training in structured physical activities for all grades • Investigate "Walk Across America" for students and staff • Purchase additional equipment for structured recess activities • Purchase two-way radios for each grade level, custodian and administrator **2009-10 Next Steps** • Meet with bus riders, bus coordinator and DES bus drivers to address safety concerns students have on the bus • Increase student perception of safety on the school bus (School Climate Survey) • Investigate the use of the PATHS program to replace DARE • Pilot the *Girls on the Run* Program in fifth grade; a 12-week program leading to a non-competitive 5-kilometer race; a curriculum has been developed that supports the program, along with teacher training • Develop schedule for counselor monthly visits to classrooms • Administration will complete FEMA training by December 31, 2009 • At least five additional surveillance cameras will be installed throughout the

drivers and the administration. • We partnered with local churches, the rotary the Kiwanis Club, St. Jude's, Dixon High School, the American Cancer Society and the Turtle Hospital to enhance community service opportunities for our students • Structured recess was incorporated at all grade levels • Energizer Training was given to all staff members by Keba Baldwin • Additional structured recess equipment kits were purchased • Fifth grade students were awarded the Robert L. Frank Award for their recycling efforts here at DES • 100% of staff participated in the United Way Fund Drive • 2-way radios were purchased for all grade levels, administration, and custodial staff • The use of reusable plastic trays is a Nutrition Department decision, beyond school site control	campus • Procure new stop sign at exit of campus leading on to Betty Dixon Road • New phone system installed; staff to be trained in the use of the technology this phone system offers to identify threatening callers • Investigate widening lanes on Betty Dixon Road that empty into Highway 210 to alleviate traffic backup during arrival and dismissal

Goal 4: Dixon Elementary School will continue to foster relationships through cooperation with families and community partners.

Strategy: Maintain a culture that embraces change, promotes dynamic continuous improvement, and collaborates with stakeholders to discover innovative initiatives.

Desired Results:

- Climate surveys indicate high levels of respect and support on campus
- Parents/guardians will have a minimum of one teacher-initiated conference per semester
- Increase the number of student contact hours with volunteers
- Increase the number of Adopt-a-Classroom partnerships
- Increase communication between school, families, and community
- SACS/CASI (AdvancED) criteria are in place
- Annual strategic plans show alignment among data, established goals and strategies

Measures:

- School Climate Surveys
- Teacher log of parent conferences
- B.A.S.E.S. report
- Volunteer sign-in/out log
- Classroom verifications of being adopted by community members/businesses
- All teachers and administrators will create and maintain individual web pages in alignment with Dixon Elementary's Mission and Vision
- PUSH workshop sign-in sheets and parental evaluations
- SACS/CASE (AdvancEd) Annual Reports
- Teachers' web pages

Processes:

- Teachers, parents and students complete school climate survey
- Teachers complete a documentation form for each parent conference
- Provide orientation and training for parent/community volunteers at the beginning of the year
- Develop parent/community committee to identify additional community partnerships
- Staff development for creation of web pages
- Communication via PTO, Principal and Classroom monthly newsletters
- Create a student-led needs assessment committee to address areas of need in the student climate survey results
- Conduct PUSH workshops for parents and community members to enhance their understanding of math concepts and provide resources and suggestions for home support
- Provide updated information to staff regarding resources available in the community
- Teachers maintain, at minimum, monthly updates on web pages.
- **Implement the district transition plan for Pre-k/home to Kindergarten, second grade to third grade, and fifth grade to sixth grade.**

Resources:

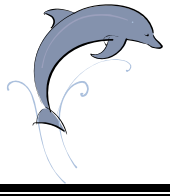
- Technology facilitators
- PIMS facilitator (Now E.N.V.I.S.I.O.N.S. facilitator: David Marriott)
- PUSH materials and resources
- Student leaders
- Internet, websites, school network
- Interactive Boards, LCD projectors, laptops, Elmos (document cameras), digital video recorders
- TeacherWeb (now using http://onslowcounty.schoolinsites.com for teacher websites)

End-of-Year Annual Review, Results, Next Steps	
Summarize your results. Show trends. Were improvements made?	**What are the areas for improvement? What will you do differently the next time?**
2007-2008 Results • Parent climate survey results indicated that 85.61% of parents felt welcome and were treated with respect by staff members. 88.35% felt comfortable discussing their concerns about the school with staff. • 85.27% of parents felt they were kept informed of school events and information • Classrooms participating in Adopt-A-Classroom increased this year • More than two teacher-initiated conferences were conducted with parents of at-risk students (PEP) • At least one teacher-initiated conference was conducted with parents • The number of student contact hours with volunteers increased in grades K-2 • SACS/CASI (AdvancEd) criteria are on file at the central office • Parent use of email access through the teacher web pages increased **2008-09 Results** • Parent climate survey results indicated that 95.61% of parents felt welcome and were treated with respect by staff members compared to 85.61% in the spring of 2008 (Climate Survey Results) • 91.78% of parents felt comfortable discussing their concerns about the school with staff compared to 88.35% in the spring of 2008 (Climate Survey Results) • 91.4% of parents felt they were kept informed of school events and information compared to 85.24% in the spring of 2008 (Climate Survey Results) • All teachers have websites accessible through the Onslow County Schools' website and Dixon Elementary School's website. • A staff member was trained in PUSH, but	**Next Steps 2008-09** • All teacher websites are accessible through http://onslowcounty.schoolinsites.com and maintained/updated more frequently • Increase the percentage of parents who feel welcome and treated with respect by staff members • Investigate training a teacher to provide PUSH sessions for parents • Implement Adopt-A-Classroom Program • Foster partnership with Friends of the Library in Sneads Ferry to offset cost of RIF Program • Foster partnerships with community leaders to deploy books (funded through RIF) three times this year to students in grades K-5 **Next Steps 2009-2010** • Each nine weeks, teachers will meet in grade levels to update their personal websites • Investigate wireless connection throughout the school • Continue RIF Grant deployment of books through additional grant • Continue application to JOEMC Bright Ideas Grant Program • Continue transition summer school for at-risk rising third graders • Continue transition activities for fifth graders to the middle school (AVID, campus visits) • Continue participation in Odyssey of the Mind Competition • Continue participation in Elementary Academic Derby

lack of funding resulted in materials never being sent to the school • Adopt-A-Classroom Program participation resulted in eleven classrooms being adopted • Friends of the Sneads Ferry Public Library supplemented the Reading is Fundamental Grant received by Dixon Elementary, and representatives of this organization attended the RIF kick-off in October of 2008. • Community Partnerships were also forged with Dixon High School's Athletic Department and Key Club, Rick's Restaurant, Food Lion, Sam's Target, the Rotary Club and a wealth of volunteers and PTO members.	

Goal 5: Dixon Elementary will be supported by effective and efficient systems.	
Strategy: Manage technology infrastructure, support personnel, and resources to accommodate the instructional and operational needs of the school.	
Desired Results: • Student access to Impact Lab will increase • Staff and student technology use for learning opportunities will increase • Technology infrastructure and devices to create effective and efficient support systems are standardized and aligned with Onslow County Schools' goals.	**Measures:** • North Carolina Teacher Working Conditions Survey • Technology work order completion • Staff Climate Survey • Technology needs assessments • MTAC agendas/minutes of meetings • Classroom web pages
Processes: • Create and maintain technology staff development opportunities to support the instructional operational needs of the school • Utilize the MTAC team to research emerging technologies that support instructional and operational needs of the school • Use process analysis to improve efficiency and effectiveness of operational systems • Provide sufficient human resources to meet the needs of the school • Create long and short range capital programs • Increase online communication to strive toward a paperless system	
Resources: • IMPACT guidelines • County e-mail • Instructional Technology Facilitator • IMPACT Lab Coordinator • Media Specialist • Updated demographic and facility studies • Annual operational and capital funding • State technology funds • School-wide camera security system	
End-of-Year Annual Review, Results, Next Steps	
Summarize your results. Show trends. Were improvements made?	**What are the areas for improvement? What will you do differently the next time?**
2007-2008 • Impact Lab usage by students increased • All teachers had access (shared) to SmartBoard/Promethean Board/Mimio • One half of core staff had TIER 1 laptop • Public folders were used to increase communication • Impact Lab schedule was put on public folders to allow for sign-up by classrooms in a timely manner	**Next Steps** • Core and EC staff will have TIER 1 laptop • Purchase additional Mimios to allow permanent access to this technology in each core classroom • Train teachers, teacher assistants and substitutes in the use of the Mimio • Email Weekly Updates from Principal to staff members; lesson plans to principal; SLT minutes/team meeting minutes to members

2008-2009 Results	2009-2010 Next Steps
• All core subject teachers and Exceptional Children's teachers have a Tier 1 laptop. • Every regular classroom teacher has a Mimio, promethean board or smart board in their classroom, along with an LCD projector. • The Technology Facilitator conducted staff development for all staff and substitute teachers in the use of Mimios, promethean boards and smart boards • Impact Lab became SuccessMaker Lab with student accessibility and usage up to 100% • Principal emailed Weekly Updates of site events each Thursday • Lesson plans were emailed to the administration on a weekly basis • School Leadership Team minutes were shared in individual team meetings since each team is represented on the School Leadership Team	• Teaches will utilize www.IKeepBookmarks.com/des to share content-specific websites across grade levels. • The Teacher Share Drive will be utilized as a backup for the principal's weekly updates to staff, the Teacher Handbook, and the Crisis Plan • Pre-K Teachers will have Tier 1 lap tops deployed • Implement web-based Accelerated Math K-5 • Implement Math Facts In a Flash (Renaissance Learning) K-5 • Investigate the purchase of web-based Accelerated Reader K-5 • Investigate the purchase of additional Elmos • Investigate the purchase of additional scanners to support Accelerated Math • Custodial Schedule will be developed to stagger hours 7:00 a.m. – 7:00 p.m. daily; assigned areas



2009-10 Projected Budget

Goal 1: Dixon Elementary students will be globally competitive through a mastery of a rigorous and relevant curriculum.

Strategy: Ensure a consistent school-wide focus that enables all students to achieve at high levels through the support of school staff.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Web-Based Accelerated Reader	$ 7,000.00	Instructional Supply	Expand collection for student use
Media Center subscriptions	$ 800.00	Instructional Supply	Provide resources for students and teachers
AVID supplies/student agendas	$ 5,200.00	Instructional Supply	Provide organization support to students
Teacher Classroom Supplies, AVID supplies/student agendas/printer cartridges	$21,206.00	Instructional Supply Represents initial allotment/already utilized	Provide relevant classroom materials for teacher/student consumption
1 reading teacher	$43,000.00	Title 1 funds	Pullout and Inclusion Model reading support
2 teachers to reduce class size	$89,000.00	Title 1 Funds/Title 1 School Improvement Funds (PRC 105)	Provide certified staff assistance to at-risk students in grades 1-3

Goal 2: Dixon Elementary students will be led by creative, innovative and technologically skilled professionals.

Strategy: Create and nurture a learning environment that attracts and retains high quality professionals; communicate and support a climate of high expectations for employee performance.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
6 Elmos	$ 3,000.00	PTO funds/Instructional Supply/Title 1	Provide staff with 21st century technology tools
3 Printers	$ 1, 200.00	Instructional Supply	Provide teachers, students and support staff with 21st century tools to engage students in a rigorous, relevant curriculum
3 Scanners	$ 2,100.00	PTO funds/Instructional Supply/Title 1	Support the Accelerated math program in grades K-5
Successmaker Lab Tutor	$16,000.00	Title 1	Provide support for students to master 21st century skills in grades K-5
On-site Workshop Expenses	$17,820.00	Title 1 (10%)	Provide certified staff with professional development to target areas of needed improvement

Goal 3: Dixon Elementary students will learn in a safe environment to be civil, healthy and productive citizens.

Strategy: Monitor and adhere to the Save and Civil Schools model.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Red Ribbon Week	$ 250.00	PTO/School funds/Instructional Supply	Provide resources for teachers to promote a drug-free lifestyle

Goal 4: Dixon Elementary will continue to foster relationships through cooperation with families and community partners.

Strategy: Maintain a culture that embraces change, promotes dynamic continuous improvement, and collaborates with stakeholders to discover innovative initiatives.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Student of the Month Character Trait Celebrations	$ 1,300.00	Local Funds	Provide recognition to students for demonstrating good character
Parent Supplies	$1,782.00	Title 1 Fund (1%)	Provide parents with resources to assist their students at home

Goal 5: Dixon Elementary will be supported by effective and efficient systems.

Strategy: Manage technology infrastructure, support personnel, and resources to accommodate the instructional and operational needs of the organization.

Items for Purchase	Budgeted Amount	Source of Funding	Purpose
Copier Leases/Meter Clicks	$7,976.00	Local Copier Allotment	Provide teachers with resources to support instruction and communication with parents
Office Supplies	$ 3,000.00	Local funds	Provide for the overall operation of the school

- ***No funds available at this time***

Building Level School Strategic Plan
Regulatory Information and Assurance Statement
2007-2010

School: Dixon Elementary Date Submitted: September 25, 2009

1. Number of School Improvement Plan Team Members	23
2. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Strategic Planning Team (SSPT).	X Yes ___ No
3. Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting. If there are no changes, fill in the blank with N/A.)	100%
4. Date of vote	September 23, 2009
5. A secret ballot vote for staff approval of the plan was conducted. Check one:	X Yes ___ No
6. Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Check one:	X Yes ___ No
7. Percentage of School Strategic Planning Team who are parents providing input in the development of the plan. (Number of parents divided by members on the team.)	50%
8. The required staff development reports have been disseminated to the appropriate persons or departments. Check one:	X Yes ___ No
9. The dates, times, locations and agenda items for meetings regarding our school strategic plans were publicized so as to abide by the open meetings law. Check one:	X Yes ___ No
10. All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C.	X Yes ___ No
11. All required local, state and federal programs have been Addressed in the School Strategic Plan.	X Yes ___ No

M.C. Kelley
Principal's Signature

Amy Glass
Signature, SLT Facilitator/Chairperson

Denise Rhodes

Jennifer Miller

Signature of Elected Parent Representative Signature of Elected Parent Representative
LEA: Onslow County Schools 670 CODE: Dixon Elementary 314

Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

1. **Academically or Intellectually Gifted Students (state waiver) -** Allow schools to assign additional students to academically gifted classes when space is available and all eligible students are being served. Policy Code 3430 (G.S. 115C-105.25)

2. Academically high achievers may be denied access to a challenging and enriching class without exemption of this waiver.

3. This waiver will allow for increased service to students who are high achievers, but do not meet all of the academically gifted program requirements. Non-identified high achievers could be scheduled in academically gifted classes provided space is available and parental approval has been granted.

4. This waiver will permit our school to improve student performance in the following ways:

- Promote higher-order thinking skills which would correlate to higher achievement
- Enhance student self-esteem
- Improve SAT scores
- Prepare students for advanced curricula in middle school and high school

Dixon Elementary School

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Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

1. **Textbooks (state waiver) -** Transfers to Classroom Materials/Instructional Supplies/Equipment are allowed. Policy Code 3430 (G.S. 115C-105.25)

2. Without this waiver in place, students may be denied adequate classroom materials and equipment needed for technology and instruction.

3. This waiver will be used to purchase classroom materials and equipment needed for instructing students.

4. This waiver will permit our school to improve student performance in the following ways:
   - Provide appropriate materials and equipment that meet diverse student needs
   - Assist in efforts to close performance gaps among students
   - Enhance remediation and acceleration efforts
   - Provide students a challenging curriculum

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Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

1. **Non-instructional Support Personnel (state waiver) -** Transfers are allowed only for teachers (any grade). These transfers include clerical support, custodians and substitutes. Three percent (3%) of these may be transferred for staff development. Policy Code 3430 (G.S. 115C-105.25)

2. Without this waiver in place, students may be denied focused assistance from teachers in school-approved situations, such as tutorial services, smaller classes, special classes, etc.

3. This waiver will be used to hire additional teachers to provide focused instruction based upon diverse student needs.

4. This waiver will permit our school to improve student performance in the following ways:
   - Provide additional teachers for focused instruction
   - Assist in efforts to close performance gaps among students
   - Enhance remediation efforts
   - Provide students a challenging curriculum

Dixon Elementary School

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Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

1. **Teacher Assistants (state waiver) -** Transfers are allowed only for teachers in grades K-3. Positions must be vacant to transfer. Grade placement cannot be waived. However, a school may place teacher assistants, who are primarily assigned to grades K-3 and provide other services supporting the whole school. The "primary assignment" would be 51%. Policy Code 3430 (G.S. 115C-105.25)

2. Without this waiver in place, students may be denied a differentiated curriculum, reduced class size and assistance in certain areas.

3. This waiver will be used to:
- To hire additional K-3 teachers
- To assign teacher assistants in areas in which primarily K-3 students are served and in which the whole school benefits.

4. This waiver will permit the school to improve student performance by
- Providing additional K-3 teachers
- Assisting in efforts to close performance gaps among K-3 students
- Enhancing remediation and acceleration efforts
- Providing K-3 students a challenging curriculum
- Differentiating and individualizing student assignments

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Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

1. **Field Trips (local waiver) -** Flexibility in the number of field trips will be provided for pre-K through 5 classes. Policy Code 3320 (G.S. 115C-47, -288, -307)

2. Without this waiver in place, students will be denied taking field trips that are related to their instruction.

3. This waiver will be used to:
   - To allow field trips that enhance student learning and are directly linked to the standard course of study

4. This waiver will permit the school to improve student performance by:
   - Providing experiential learning that directly relates to teaching within the classroom
   - Providing opportunities for students to apply and extend their knowledge beyond the classroom

Dixon Elementary School

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Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

1. **Class Size (state waiver) -** Class size and daily teacher load limitations in grades 4-12. (G.S. 115C-301)

2. Without this waiver, students would be denied the opportunity of being assigned to classes that meet their needs.

3. This waiver will be used to:

   - Allow flexibility to assign students to classrooms based upon their individual needs
   - Allow for more course options for students

4. This waiver will permit the school to improve student performance by:

   - Providing more focused interventions to at-risk students
   - Meeting the needs of individual students
   - Reducing performance gaps among targeted student populations

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Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

1. **Funds for Instructional Support Personnel (state waiver) -** Funds for instructional support personnel can be transferred for any purpose. They can be used for teachers in any grade without a transfer. Funds are based on the statewide average salary for instructional support, including fringe benefits. Policy Code 3430 (G.S. 115C-105.27)

2. Without this waiver in place, students may be denied focused interventions, reduced class size and assistance in certain areas.

3. This waiver will be used to hire additional teachers to provide focused instruction based upon diverse student needs.

4. This waiver will permit the school to improve student performance by:
   - Providing additional teachers for focused interventions
   - Meeting the needs of students
   - Assisting in efforts to close performance gaps among students
   - Enhancing remediation efforts
   - Providing students a challenging curriculum

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Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

1. **Staff Development Funds (state waiver) -** Funds for staff development can be transferred for any purpose. LEAs must allot 75% (if state funds) to schools. Policy Code 3430 (G.S. 115C-105.27)

2. Without this waiver in place, students may be denied focused interventions and assistance in certain areas.

3. The waiver will be used to hire additional personnel to provide focused instruction based upon diverse student needs and/or additional materials and equipment needed for instructing students.

4. The waiver will permit the school to improve student performance by:
   - Providing additional personnel for focused interventions
   - Providing appropriate materials and equipment that meet diverse student needs
   - Assisting in efforts to close performance gaps among students
   - Enhancing remediation and acceleration efforts
   - Providing students a challenging curriculum

Building Level School Improvement and Accountability Plan

Waiver Request

Type of Waiver and Explanation

1. **Transportation Funds (state waiver) -** Funds for transportation can be transferred. Transfers will impact efficiency ratings. Policy Code 3430 (G.S. 115C-105.27)

2. Without this waiver in place, students may be denied focused interventions and assistance in certain areas.

3. This waiver will be used to hire additional personnel to provide focused instruction based upon diverse student needs and/or additional materials and equipment needed for instructing students.

4. This waiver will permit the school to improve student performance by:
   - Providing additional personnel for focused interventions
   - Providing appropriate materials and equipment that meet diverse student needs
   - Assisting in efforts to close performance gaps among students
   - Enhancing remediation and acceleration efforts
   - Providing students a challenging curriculum