



**D**etermined

**O**rganized

**L**oyal

**P**olite

**H**elpful

**I**ntelligent

**N**oble

**S**afe

**Dixon Elementary School  
Strategic Plan  
2007-2010**

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## DES 2007-08 Strategic Planning Team

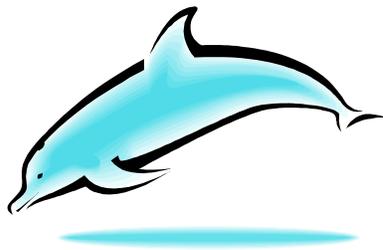
<i>Kindergarten</i>	<i>Marsha Antinori</i>
<i>First</i>	<i>Tasha Duell*</i>
<i>Second</i>	<i>Peggy Gillard</i>
<i>Third</i>	<i>Natalie Turner*</i>
<i>Fourth</i>	<i>Jan Johnson</i>
<i>Fifth</i>	<i>Sheri Mingus*</i>
<i>Pre-K</i>	<i>Lauren Ahern*</i>
<i>EC</i>	<i>Connie Cope</i>
<i>Title I</i>	<i>Peggy Saba</i>
<i>Teacher assistant</i>	<i>Diane Andyrshak</i>
<i>Encore</i>	<i>Beth Howard</i>
<i>Parent</i>	<i>Patty Browne</i>
<i>Parent</i>	<i>Kathleen Conley</i>
<i>Parent</i>	<i>Tammy Doan</i>
<i>Parent</i>	<i>Ashley Costner*</i>
<i>Parent</i>	<i>Jenna Nichols</i>
<i>Parent</i>	<i>Heather O'Brien</i>
<i>Parent</i>	<i>Lin Hinnant</i>
<i>Parent</i>	<i>Laura Jean Peterson</i>
<i>Parent</i>	<i>Denise Rhodes*</i>
<i>Parent</i>	<i>Paul Minervini</i>
<i>Parent</i>	<i>Ray Teilborg</i>
<i>Parent</i>	<i>Jennifer Miller</i>
<i>Parent</i>	<i>Elizabeth Simmons*</i>

### **\*New Members**

**Dennie Fidalgo, Principal**  
**Lisa McInerney, Assistant Principal**

# DIXON ELEMENTARY SCHOOL VISION

We are dreamers, believers, and achievers. On our journey to become 21<sup>st</sup> century learners, we are empowered to succeed through a shared partnership which promotes an environment of learning for all.





The mission of Dixon Elementary School is to assure that all students will believe in themselves and achieve the skills necessary to become 21<sup>st</sup> century learners. We will achieve this by providing a nurturing environment that encourages globally competitive thinkers with high expectations.

Dreaming

Believing

Achieving

## Dixon Elementary School Belief Statements

Our students will embrace the 21<sup>st</sup> century goals to become well-rounded and productive citizens.

Teachers, administrators, parents, and the community form a partnership, sharing the responsibility of empowering our students with the skills necessary to become 21<sup>st</sup> century learners.

Safety and well-being are necessary to achieve a positive and successful learning environment.

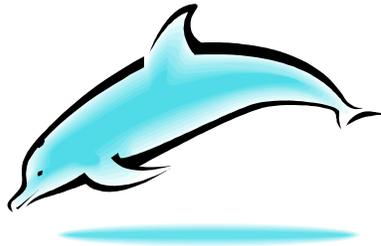
Our students learn best when they are actively engaged in authentic learning opportunities.

The commitment to achieve their personal best will empower students to become globally competitive in the 21<sup>st</sup> century.



## Goal Group #1

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



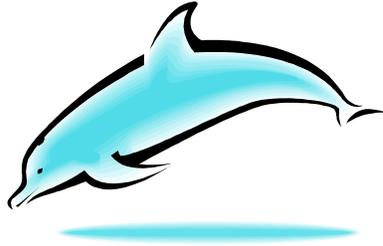
### Literacy

B. Bryant  
C. Eyster  
V. Taylor  
S. Kearney  
N. Turner  
J. Johnson  
H. Parrish

M. Field  
P. Saba  
M. Patane  
T. Wilhelm  
T. Sanchez  
J. Hardison  
B. Armstrong

## Goal Group #1

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



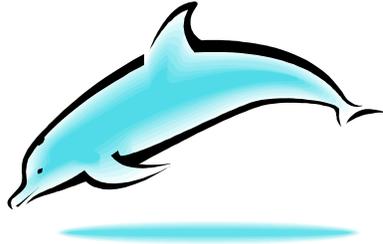
## MATH / SCIENCE

F. Antinori  
A. Gallagher  
J. Adkins  
R. Hill  
B. Martin  
B. Bigney

S. Mingus  
S. Livingston  
R. Avant  
D. McLamb  
C. Loreman  
K. Bond

## Goal Group #2

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

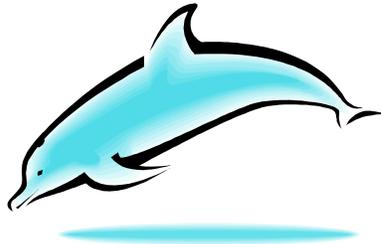


M. Sword  
A. Pepper  
M. Batts  
L. Stackleather  
J. Bryant  
K. Ramos  
M. Warden

N. Gray  
J. Bly  
R. Prince  
D. Mastranunzio  
N. Donaldson  
A. Haley  
K. Edens

## Goal Group #3

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



J. Pierce

J. Howard

L. Garner

S. Batts

S. Kisiah

M. Corsi

H. Raynor

D. Brinson

C. Mitchell

A. Amrine

C. Shepard

L. Midgett

D. Andryshak

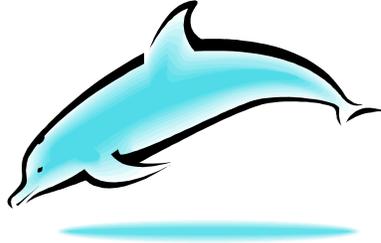
G. Parker

L. Blizzard

S. Miracle

## Goal Group #4

Dixon will continue to foster relationships through cooperation with families and community partners.

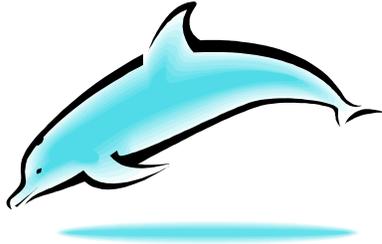


S. Scheetz  
P. Gillard  
A. Farley  
L. Ahearn  
K. Stough  
T. Junkins  
S. Sims  
J. Colley

T. Duell  
M. Thomas  
C. Milburn  
M. Read  
D. Wilkerson  
S. Joselyn  
V. Queen

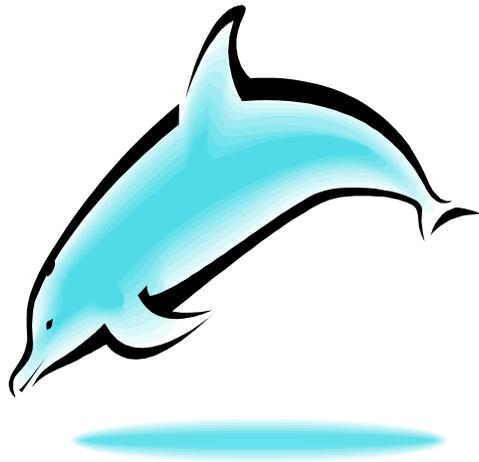
## Goal Group 5

Dixon Elementary will be supported by effective and efficient systems.



E. Both  
N. Ireland  
J. McRae  
V. Yates  
B. Howard  
D. Berkner  
S. Williams

C. Beck  
A. Hvizdak  
S. Denning  
R. King  
D. Tomlinson  
P. Shepard  
C. Cope



Dixon Elementary Profile  
2007-2008

**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. 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.

### **Student Performance Data**

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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.

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 21<sup>st</sup> century. Students will be expected to excel in rigor 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 increased from 47.8% proficient in 2006 to 55.3% proficient in 2007. Focused instructional strategies and learning opportunities will lead to continuous growth in the area of writing. Students will write authentically in all curricular areas.

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.

Economically disadvantaged students achieved a 77.9% proficiency rating in reading and 60.3% in math.

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**

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According to the nine-month principal's report, Dixon Elementary serves **756** students kindergarten through fifth grade. On the eighth day of school this year (2007-08 school year) our membership is at **800**. Children are served in thirty-eight (38) regular education classes, four special education classes and three pre-k classes. Our three pre-k classes serve 39 students through Headstart, Title I and Exceptional Children programs. Approximately 45.2% percent of our children receive free or reduced lunch provided by Child Nutrition Services. Based on data from June 2007, 51 percent of our population is males while 49% is females. Minority populations are reflected in 14 percent of the total population, a four percent increase from 2004.

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. Our AIG program identified 40 students in grades three, four and five for service.

## **School Characteristics**

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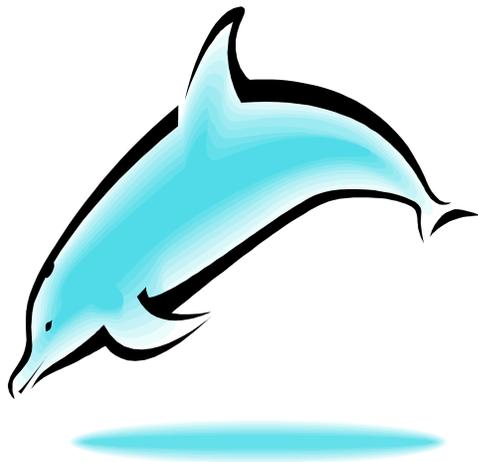
Dixon Elementary was initially accredited in 1978. At that time, the school's organizational structure was Kindergarten through 8<sup>th</sup> grade and housed in what is now Dixon Middle School. Kindergarten through third grade classes were moved to our present site in 1990. By the 1992-93 school year, 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.

## **Stakeholders' Perspective**

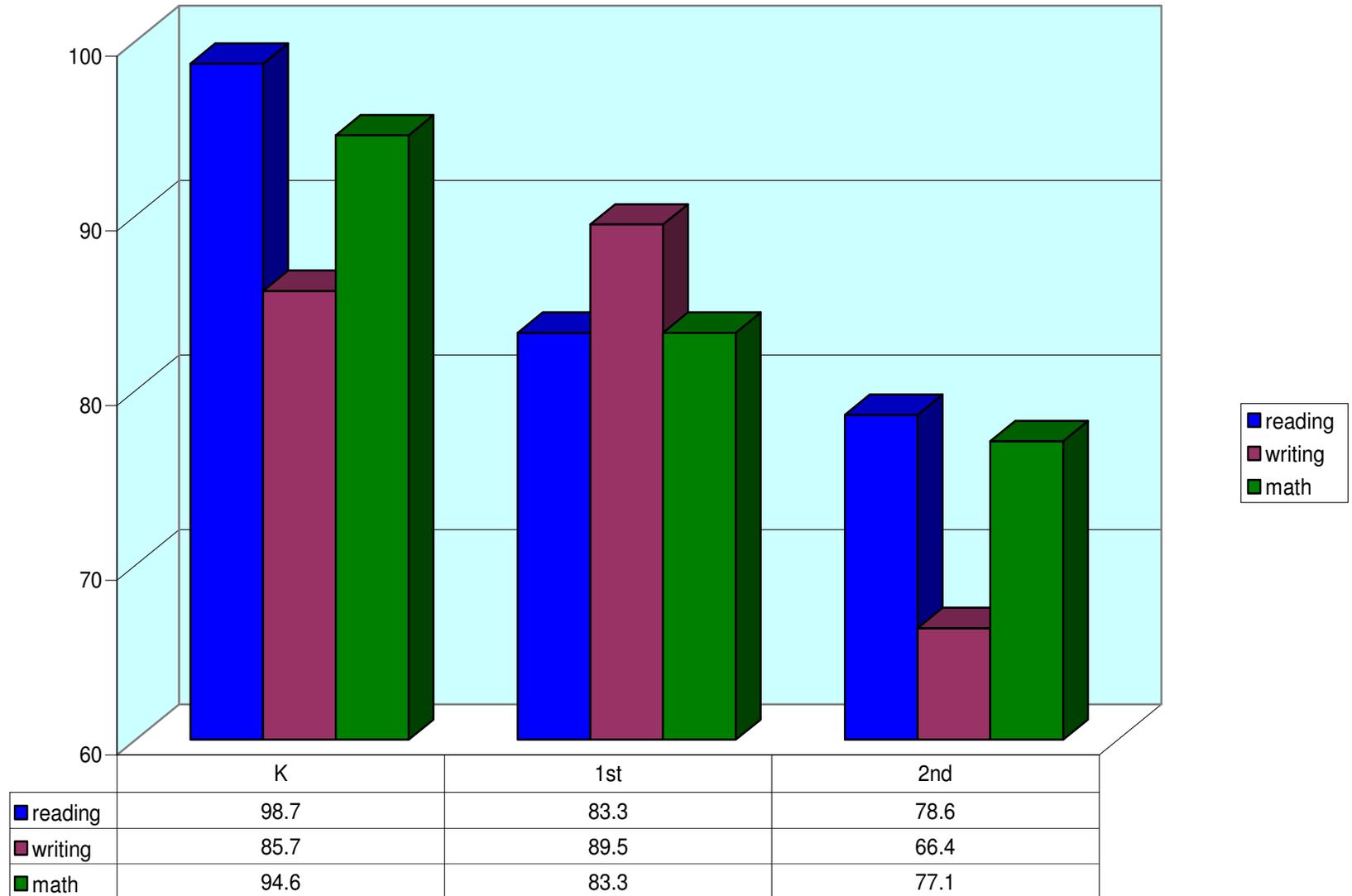
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Our active PTO members work hard to encourage parents from all our communities to support Dixon Elementary in any way they possibly can. The results of our School Climate Survey show areas of confidence in safety. Surveys to collect additional information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

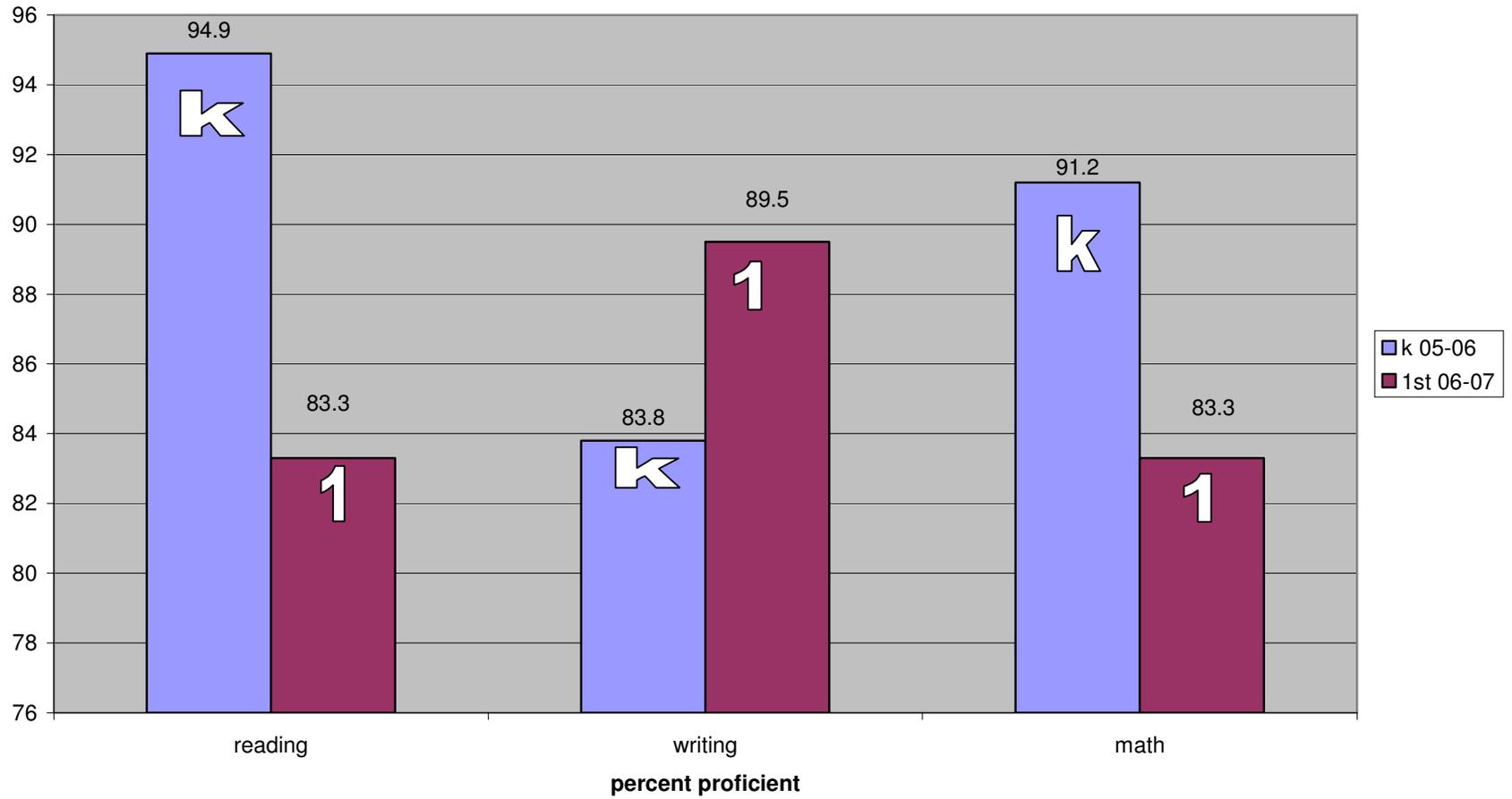


Dixon Elementary  
Charts

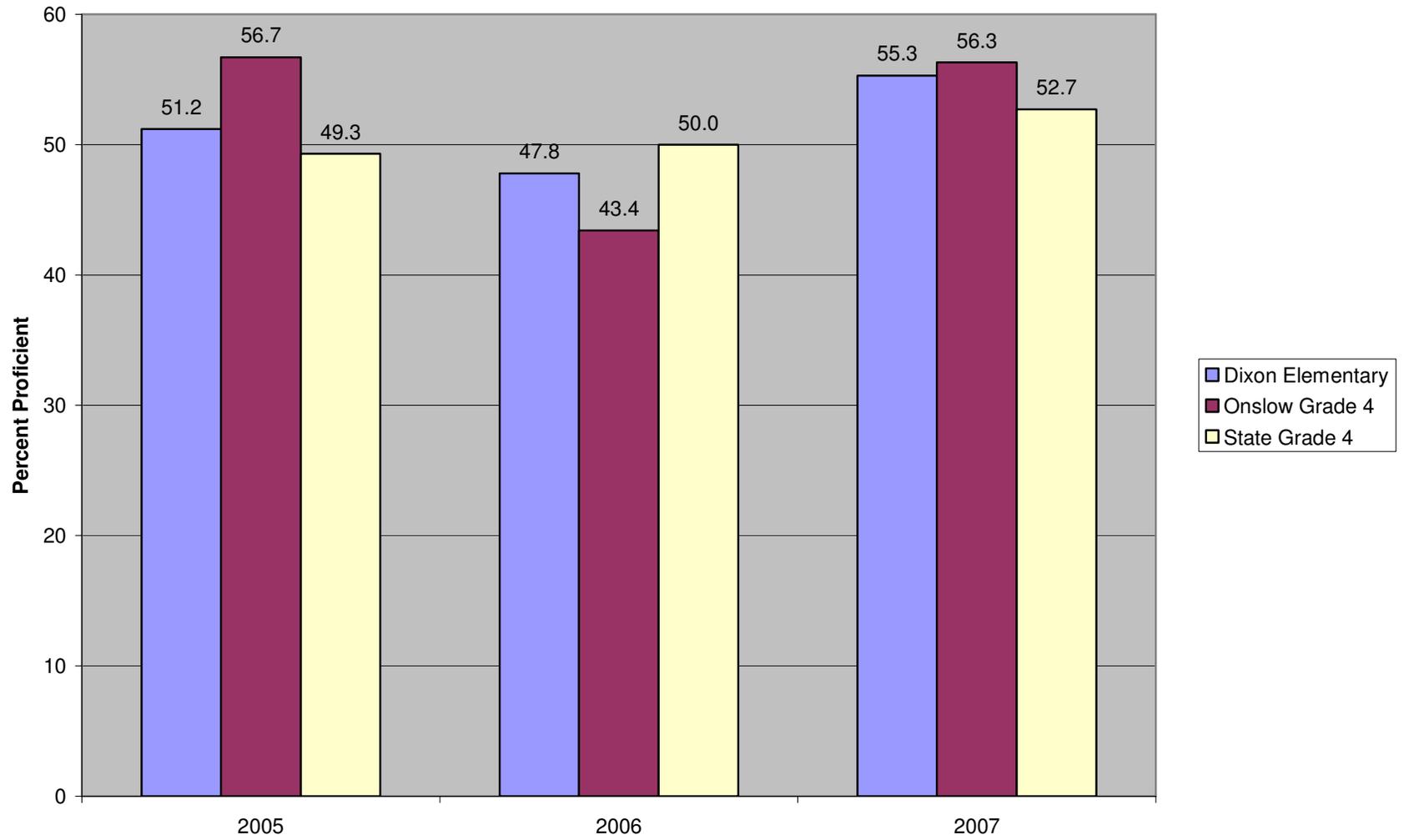
## K-2 Assessment Data 2006-2007



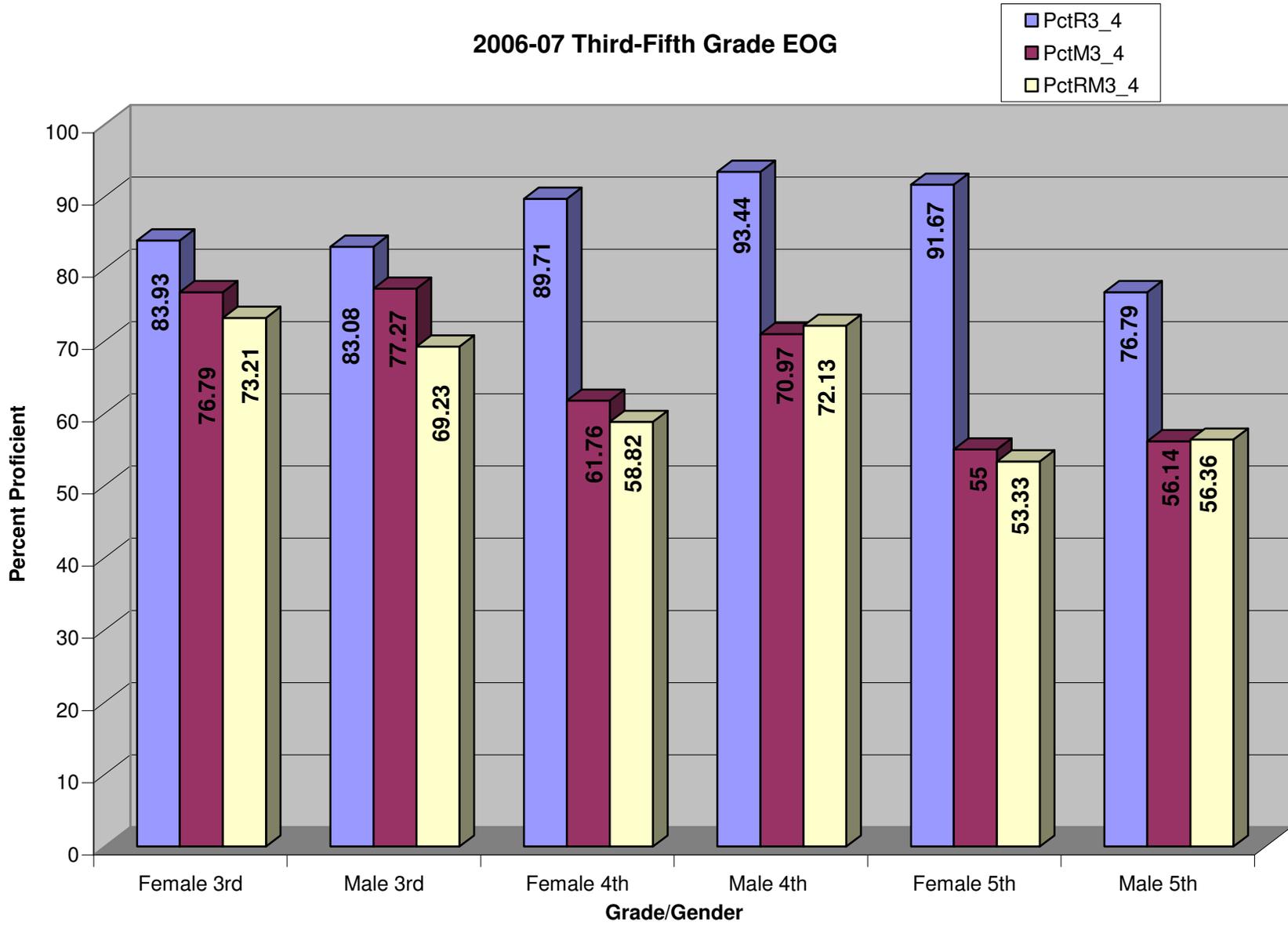
Same Group Comparison  
kindergarten to first grade  
2005/06-2006/07  
Early Intervention Tracking



### Writing Comparisons 2005-2007



### 2006-07 Third-Fifth Grade EOG



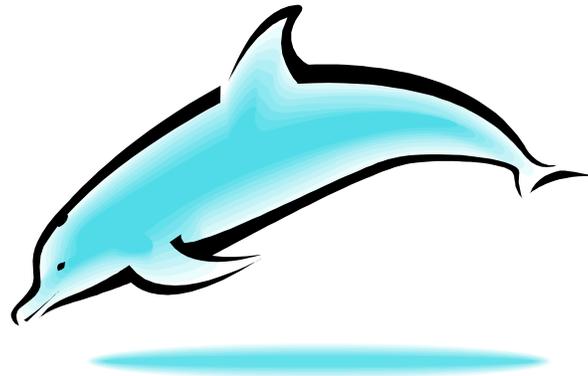
# DES Climate Survey

## Fast Facts

### 2006-2007 Results

	Students (I feel safe..)	Staff (We work to ensure students feel safe..)
... in the Cafeteria.	88.8% agree	92.9%
... in the hallway.	84.3%	88.2%
... on the bus.	69.2%	78.8%
... on the playground.	73.1%	84.7%
... in the Classroom.	92.7%	88.2%

\*93.4% of Parents surveyed feel the staff has done a good job of making the school a safe place for students.



Dixon Elementary  
Action Plan  
2007-2008

**Dixon Elementary  
School Strategic Action Plan  
2007-2010**

**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.**

**Desired Results:**

- Students' work indicates a rigorous challenging and globalized curriculum aligned with North Carolina's 21<sup>st</sup> Century Goals and Standard Course of Study.
- Title I targeted-assistance students achieve proficiency in reading in grades 3-5.
- AIG students achieve above grade level performance in reading and/or math 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 decreases.
- Pre-K students meet their goals and will be on or above grade level on the Kindergarten assessments.
- Fourth grade students demonstrate proficiency on the NC Writing Assessment.
- Fourth grade students will meet expected growth in math.
- Fifth grade students will meet expected growth in reading.
- Fifth grade students demonstrate proficiency on the NC 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 achieve 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 I 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

**Dixon Elementary  
School Strategic Action Plan  
2007-2010**

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

**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 a consistent 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**

Dixon Elementary  
 School Strategic Action Plan  
 2007-2010

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

**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 (to include): Technology Facilitator, AIG Teacher, Impact Lab Facilitator, Computer Lab Facilitator *and* 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

Next steps

**Dixon Elementary  
School Strategic Action Plan  
2007-2010**

**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 I and EC 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 Condition 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 2 times per year
- Provide DES teachers with duty-free lunch opportunities each week, covered by teacher assistants (approved by SLT)
- Staff development using “Classroom Instruction that Works” research-based strategies for increasing student achievement
- Utilize Marzano’s Levels of Questioning to promote critical thinking

Dixon Elementary  
School Strategic Action Plan  
2007-2010

<b>Goal # 2: Dixon Elementary students will be led by creative, innovative and technologically skilled professionals.</b>	
<ul style="list-style-type: none"> <li>• Ongoing implementation of the Impact Model</li> <li>• Develop a professional learning community focusing on consistent student-centered learning</li> <li>• Ongoing consultation and collaboration between regular and EC, Title I and AIG staff to promote student achievement</li> <li>• Teachers will conduct classroom walkthroughs to evaluate usage of Marzano's high yield strategies</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• Technology Facilitator, Impact Lab Facilitator, Computer Lab Facilitator, Literacy Facilitator, Media Specialist</li> <li>• Media bookroom/professional library</li> <li>• PIMS Facilitators</li> <li>• <u>Classroom Instruction That Works Handbook</u> by Robert Marzano</li> <li>• <u>Curriculum Mapper</u> (licenses purchased for each grade level)</li> <li>• <u>United Streaming</u></li> </ul>	
<b>End of year Annual Review, Results, Next Steps</b>	
<b>Summarize your results. Show trends. Were improvements made?</b>	<b>What are the areas for improvement? What will you do differently the next time?</b>
2007-2008	Next steps

**Dixon Elementary  
School Strategic Action Plan  
2007-2010**

**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 School Model)
- Implement a school-wide health and wellness program
- Strengthen the drug education program at all grade levels
- Schedule counseling sessions a minimum of 2 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

Dixon Elementary  
School Strategic Action Plan  
2007-2010

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

**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**

**Next steps**

**Dixon Elementary  
School Strategic Action Plan  
2007-2010**

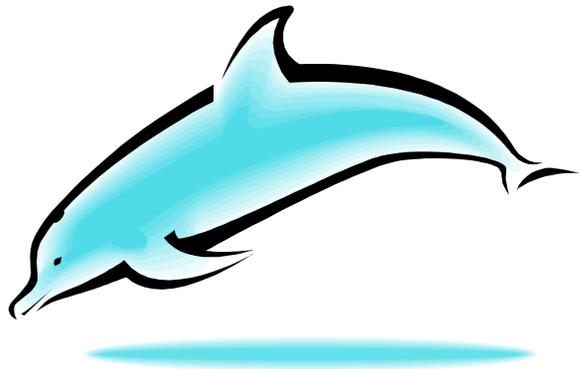
<b>Goal # 4: Dixon Elementary will continue to foster relationships through cooperation with families and community partners.</b>	
<b>Strategy: Maintain a culture that embraces change, promotes dynamic continuous improvement, and collaborates with stakeholders to discover innovative initiatives.</b>	
<b>Desired Results:</b> <ul style="list-style-type: none"> <li>• Climate surveys indicate high levels of respect and support on campus</li> <li>• Parents/guardians will have a minimum of one teacher initiated conference per semester</li> <li>• Increase the number of student contact hours with volunteers</li> <li>• Increase the number of Adopt-a-Classroom partnerships</li> <li>• Increase communication between school, families, and community</li> <li>• SACS/CASI (AdvancEd) criteria are in place</li> <li>• Annual strategic plans show alignment among data, established goals and strategies</li> </ul>	<b>Measures:</b> <ul style="list-style-type: none"> <li>• School Climate Surveys</li> <li>• Teacher log of parent conferences</li> <li>• B.A.S.E.S Report</li> <li>• Volunteer sign In/Out Log</li> <li>• Classroom verifications of adopted by community members and businesses</li> <li>• All teachers and administrators will create and maintain individual web pages in alignment with Dixon Elementary Mission and Vision</li> <li>• PUSH workshop sign-in sheets and parental evaluations</li> <li>• SACS/CASI (AdvancEd) Annual Reports</li> <li>• Teachers' Webpages</li> </ul>
<b>Processes:</b> <ul style="list-style-type: none"> <li>• Teachers, parents and students complete school climate survey</li> <li>• Teachers complete a documentation form for each parent conference</li> <li>• Provide orientation and training for parent/community volunteers at the beginning of the year</li> <li>• Develop parent/community committee to identify additional community partnerships</li> <li>• Staff development for creation of web pages</li> <li>• Communication via PTO, Principal and Classroom monthly newsletters</li> <li>• Create a student-led needs assessment committee to address areas of need in the student climate survey results</li> <li>• Conduct PUSH workshops for parents and community members to enhance their understanding of math concepts and provide resources and suggestions for home support</li> <li>• Provide updated information to staff regarding resources available in the community</li> <li>• Teachers maintain, at a minimum, monthly updates on Webpages</li> </ul>	

Dixon Elementary  
School Strategic Action Plan  
2007-2010

<b>Goal # 4: Dixon Elementary will continue to foster relationships through cooperation with families and community partners.</b>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• Technology facilitators</li> <li>• PIMS facilitators</li> <li>• PUSH materials and resources</li> <li>• Student leaders</li> <li>• Internet, websites, school network</li> <li>• Interactive Boards, Multimedia Projectors, Laptops, Document Cameras, Digital Video Recorders</li> <li>• TeacherWeb</li> </ul>	
<b>End of year Annual Review, Results, Next Steps</b>	
<b>Summarize your results. Show trends. Were improvements made?</b>	<b>What are the areas for improvement? What will you do differently the next time?</b>
2007-2008	Next steps

**Dixon Elementary  
School Strategic Action Plan  
2007-2010**

<b>Goal # 5: Dixon Elementary will be supported by effective and efficient systems.</b>	
<b>Strategy: Manage technology infrastructure, support personnel, and resources to accommodate the instructional and operational needs of the organization.</b>	
<b>Desired Results:</b> <ul style="list-style-type: none"> <li>• Student access to Impact lab will increase</li> <li>• Staff and student technology use for learning opportunities will increase</li> <li>• Technology infrastructure and devices to create effective and efficient support systems are standardized and aligned with county goals</li> </ul>	<b>Measures:</b> <ul style="list-style-type: none"> <li>• NC Teacher Working Conditions Survey</li> <li>• Technology work order completion</li> <li>• Staff Climate survey</li> <li>• Technology needs assessments</li> <li>• MTAC agenda/minutes of meetings</li> <li>• Classroom WebPages</li> </ul>
<b>Processes:</b> <ul style="list-style-type: none"> <li>• Create and maintain technology staff development opportunities to support the instructional operational needs of the school</li> <li>• Utilize the MTAC team to research emerging technologies that support instructional and operational needs</li> <li>• Use process analysis to improve efficiency and effectiveness of operational systems</li> <li>• Provide sufficient human resources to meet the needs of the school</li> <li>• Create long and short range capital programs</li> <li>• Increase online communication to strive toward a paperless system</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• IMPACT guidelines</li> <li>• County E-mail</li> <li>• Instructional Technology Facilitator</li> <li>• IMPACT Lab Coordinator</li> <li>• Media Specialist</li> <li>• Updated demographic and facility studies</li> <li>• Annual operational and capital funding</li> <li>• State technology funds</li> <li>• School-wide camera security system</li> </ul>	
<b>End of year Annual Review, Results, Next Steps</b>	
<b>Summarize your results. Show trends. Were improvements made?</b>	<b>What are the areas for improvement? What will you do differently the next time?</b>



# Dixon Elementary Budget

**DIXON ELEMENTARY  
STRATEGIC PLAN BUDGET  
2007-2008**

*Goal 1: Globally Competitive Students through a mastery of 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.*

<b>Items for purchase</b>	<b>Amount budgeted</b>	<b>Source of funding</b>	<b>Purpose</b>
Accelerated Math Scanner	\$ 1200	1.5310.069.411.314.314 – At Risk	To provide teachers with resources for classroom instruction
Tutoring resources AV cart	\$ 2000	1.5310.069.411.314.314 – At Risk	To provide support for tutoring and resources for instruction
Subscriptions for Library	\$ 893	1.5110.061.411.314.314 – State Ins	To provide resources for staff and students
Fiction & Non fiction text for the Media Center	\$ 5000	1.5110.061.414.314.314 – State Inst	To increase resource availability for students and staff

*Goal 2: Creative, passionate, 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.*

<b>Items for purchase</b>	<b>Amount budgeted</b>	<b>Source of funding</b>	<b>Purpose</b>
Laptop, Projector & Dell CPU	\$ 4300	1.5310.069.462.314.314 – At Risk	To provide staff with 21 <sup>st</sup> century learning resources
SmartBoard	\$ 1550	1.5110.061.462.314.314 –State Inst	To provide staff with 21 <sup>st</sup> century learning resources
Substitute Pay for Curriculum Training	\$ 1200	1.5110.028.163.314.314 – State Staff Development	To employee substitutes during staff development
Employer's Social Security Cost	\$ 91.80	1.5110.028.211.314.314 – State Staff Development	To employee substitutes during staff development
Workshop Expenses: travel, registration fees, lodging etc.	\$ 1529.20	1.5100.028.312.314.314 – State Staff Development	To provide training opportunities for staff
<u>Handbook For Classroom Instruction That Works</u>	\$ 569	1.5110.028.312.314.314 – State Staff Development	To provide resources for staff development
Tutor	\$ 14228	1.5310.072.143.314.314 – Student Accountability	To provide support for student to master skills

**DIXON ELEMENTARY  
STRATEGIC PLAN BUDGET  
2007-2008**

*Goal 3: Civil, healthy, and productive citizens*

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

<b>Items for purchase</b>	<b>Amount budgeted</b>	<b>Source of funding</b>	<b>Purpose</b>
Red Ribbon Week	\$ 300	Safe & Drug Free	To provide resources for safety awareness
School Bus Safety	\$ 500	Safe & Drug Free	To provide resources for safety awareness
CHAMPS Texts	\$ 2205	Safe & Drug Free	To provide resources for behavioral intervention

*Goal 4: Leadership will foster innovation*

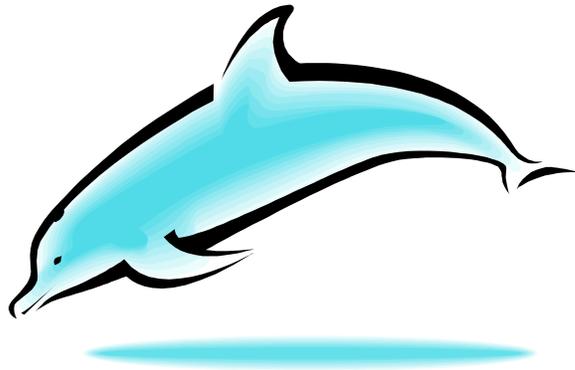
*Strategy: Maintain a culture that embraces change, promotes dynamic continuous improvement, and collaborates with stakeholders to discover innovative initiatives.*

<b>Items for purchase</b>	<b>Amount budgeted</b>	<b>Source of funding</b>	<b>Purpose</b>
Parent Resources	\$500	1.5110.061.411.314.314 – State Inst	To provide parents with resources to support learning
TeacherWeb	\$ 1071	1.5110.061.411.314.314 – State Inst	To provide staff with 21 <sup>st</sup> century learning resources and to increase parent communication

*Goal 5: Effective and efficient systems*

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

<b>Items for purchase</b>	<b>Amount budgeted</b>	<b>Source of funding</b>	<b>Purpose</b>
Copier Leases & Meter Clicks	\$ 5316	2.5110.845.327.314.314 – Local Copier Allotment	To provide teachers with resources to support learning and parent communication
Supplies for Office & Work room equipment	\$ 4944	2.5110.845.411.314.314 – Local Copier Allotment	To provide staff with resources to support learning



Dixon Elementary  
Waivers  
2007-2008

Dixon Elementary  
School Strategic Action Plan  
2007-2010

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## Building Level School Improvement and Accountability Plan

### Waiver Request

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#### Type of Waiver and Explanation

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1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*

**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. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

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

3. *How will the waiver be used?*

To increase 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. *How will the waiver permit the school to improve student performance?*

It will help:

- 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

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## Building Level School Improvement and Accountability Plan

### Waiver Request

---

#### Type of Waiver and Explanation

---

1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*

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

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

Students may be denied adequate classroom materials and equipment needed for instruction.

3. *How will the waiver be used?*

To purchase classroom materials and equipment needed for instructing students.

4. *How will the waiver permit the school to improve student performance?*

It will help:

- 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

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#### Type of Waiver and Explanation

---

1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*

**Noninstructional 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. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

Students may be denied focused assistance from teachers in school-approved situations, such as tutorial services, smaller classes, special classes, etc.

3. *How will the waiver be used?*

To hire additional teachers to provide focused instruction based upon diverse student needs.

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Provide additional teachers for focused instruction
- Assist in efforts to close performance gaps among students
- Enhance remediation efforts
- Provide students a challenging curriculum

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## Building Level School Improvement and Accountability Plan

### Waiver Request

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#### Type of Waiver and Explanation

---

*1. (Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*

**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. Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

Students may be denied a differentiated curriculum, reduced class size and assistance in certain areas.

*3. How will the waiver be used?*

- 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. How will the waiver permit the school to improve student performance?*

It will help:

- Provide additional K-3 teachers
- Assist in efforts to close performance gaps among K-3 students
- Enhance remediation and acceleration efforts
- Provide K-3 students a challenging curriculum
- Differentiate and individualize student assignments

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## Building Level School Improvement and Accountability Plan

### Waiver Request

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#### Type of Waiver and Explanation

---

1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*

**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. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

Students will be denied taking field trips that are related to their instruction.

3. *How will the waiver be used?*

- To allow field trips that enhance student learning and are directly linked to the standard course of study

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Provide experiential learning that directly relates to teaching within the classroom
- Provide opportunities for students to apply and extend their knowledge beyond the classroom

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## Building Level School Improvement and Accountability Plan

### Waiver Request

---

#### Type of Waiver and Explanation

---

1. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*

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

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

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

3. *How will the waiver be used?*

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

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Provide more focused interventions to at-risk students
- Meet the needs of individual students
- Reduce 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. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*

**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. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

Students may be denied focused interventions, reduced class size and assistance in certain areas.

3. *How will the waiver be used?*

To hire additional teachers to provide focused instruction based upon diverse student needs.

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Provide additional teachers for focused interventions
- Meet the needs of students
- Assist in efforts to close performance gaps among students
- Enhance remediation 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. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*

**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. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

Students may be denied focused interventions and assistance in certain areas.

3. *How will the waiver 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. *How will the waiver permit the school to improve student performance?*

It will help:

- Provide additional personnel for focused interventions
- 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. *(Insert Waiver-please identify the law, regulation or policy from which you are seeking an exemption.)*

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

2. *Explain what aspect of this law, regulation or policy inhibits the school's ability to improve student performance.*

Students may be denied focused interventions and assistance in certain areas.

3. *How will the waiver be used?*

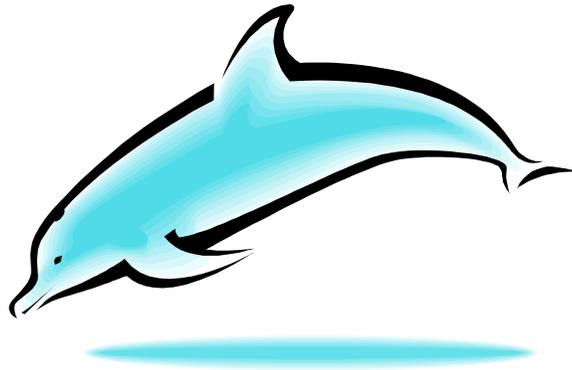
To hire additional personnel to provide focused instruction based upon diverse student needs and/or additional materials and equipment needed for instructing students.

4. *How will the waiver permit the school to improve student performance?*

It will help:

- Provide additional personnel for focused interventions
- 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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Dixon Elementary  
Appendix  
2007-2008

- Glossary
- Assurance Page





