

## State Board of Education Goals – Future-ready Students for the 21<sup>st</sup> Century

**Goal 1** – Every student in the NC Public School System graduates from high school prepared for work, further education, and c

**Goal 2** – Every student has a personalized education

**Goal 3** – Every student, every day has excellent educators

**Goal 4** – Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and ed

**Goal 5** – Every student is healthy, safe, and responsible



## District Goals for Union County Public Schools

<b>District Goal 1:</b>	High achieving and globally competitive students
<b>Supports SBE Goals 1&amp;2:</b>	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship. Every student has a personalized education.
<b>District Goal 2:</b>	Quality teachers, administrators, and staff providing innovative leadership for 21st century schools
<b>Supports SBE Goal 3:</b>	Every student, every day has excellent educators
<b>District Goal 3:</b>	Safe, orderly, and caring schools producing healthy and responsible students
<b>Supports SBE Goal 5:</b>	Every student is healthy, safe, and responsible
<b>District Goal 4:</b>	21st century system operating effectively and efficiently
<b>Supports SBE Goal 4:</b>	Every school district has up-to-date financial, business, and technology systems to serve its student, parents, and educators
<b>District Goal 5:</b>	Leadership will guide innovation in collaboration with family, business, and community members

## Recommended Data Sources for Analysis by School Improvement Teams

<p><i>Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas. Examine data from such areas as:</i></p>
<p><b>Highly Qualified Teachers (HQT):</b> Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified needs. Number and percentage of teachers Non-HQT (<a href="http://www.ncreportcards.org">www.ncreportcards.org</a> Click on High Quality Teachers tab)</p>
<p><b>End-of-Grade (EOG) Results disaggregated:</b> (<a href="http://www.ncpublicschools.org/accountability/reporting">www.ncpublicschools.org/accountability/reporting</a> Click on Greenbook, then State Testing Results)</p>
<p><b>End-of-Course (EOC) Results disaggregated:</b> (<a href="http://www.ncpublicschools.org/accountability/reporting">www.ncpublicschools.org/accountability/reporting</a> Click on Greenbook, then State Testing Results)</p>
<p><b>School Report Card results:</b> (<a href="http://www.ncreportcards.org">www.ncreportcards.org</a>)</p>
<p><b>North Carolina Teacher Working Conditions Survey results:</b> ( <a href="http://ncteachingconditions.org">http://ncteachingconditions.org</a> )</p>
<p><b>North Carolina Teacher Working Conditions Survey: Guide for School Improvement</b> (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at <a href="http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf">http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf</a>)</p>
<p><b>Local Data:</b> (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)</p>
<p><b>Career and Technical Education Local Plan</b></p>
<p><b>School Demographic Information</b> related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (<a href="http://www.ncpublicschools.org/research/discipline/reports">http://www.ncpublicschools.org/research/discipline/reports</a>)</p>
<p><b>School Demographic Information</b> related to drop-out information and graduation rate data (<a href="http://www.ncpublicschools.org/research/dropout/reports">http://www.ncpublicschools.org/research/dropout/reports</a>)</p>
<p><b>School Demographic Information</b> related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (<a href="http://www.ncreportcards.org">http://www.ncreportcards.org</a> and locally-maintained data)</p>
<p><b>School Demographic Information</b> related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)</p>
<p><b>School Perception Information</b> related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)</p>
<p><b>Title III AMAO School Process Information</b> related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p><b>Title III AMAO School Process Information</b> related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p><b>School Process Information</b> uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities</p>
<p><b>Ready Schools Inventory/Ready Schools Plan</b> (<a href="http://www.ncreadyschools.org">http://www.ncreadyschools.org</a>)</p>
<p><b>Special Education Continuous Improvement Plan</b></p>
<p><b>Title I AYP</b> (<a href="http://ayp.ncpublicschools.org">http://ayp.ncpublicschools.org</a>)</p>
<p><b>Healthy Active Children Initiative</b> (<a href="http://www.nchealthyschools.org">http://www.nchealthyschools.org</a>)</p>

## School Vision and Mission Statements for East Elementart School

### Vision:

In partnership with parents and the community, the East Elementary School staff will rely on relationships, rigor, and relevance to ensure that every student achieves high academci growth.

### Mission:

The mission of East Elementary School is to provide a safe, healthy, and nurturing 21st Century learning environement where high expectaitons and diverse needs of the students are a priority. Collaboration between the community, parent, and school staff will result in students becoming successful, life-long learners.



**LEA or Charter Name/Number:** Union County Public Schools - 900

**School Name/Number:**

East Elementary School/306

**School Address:** 515 Elizabeth Avenue Monroe, NC 28112

**Plan Year(s):** 2014-15 & 2015-16

**Date prepared:**

**Principal Signature:** \_\_\_\_\_

\_\_\_\_\_ Date

**Local Board Approval Signatu** \_\_\_\_\_

\_\_\_\_\_ Date

### School Improvement Team Membership

*From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

Committee Position*	Name	Committee Position*	Name
Principal	Denny Ferguson		
Assistant Principal Representative	Jalonda Polk		
Teacher Representative (K/Pre-K)	Jessica Santana		
Inst. Support Representative	Nikia Bradford		
Teacher Assistant Representative	Cheryl Emory		
Parent Representative	Gabby Dominguez		
Teacher Rep (1st)	Jody Monkus		
Teacher Rep (2nd)	Elizabeth Tucker		
Teacher Rep (3rd)	Amanda Winburn		
Teacher Rep (4th)	Katie Nine		
Teacher Rep (5th)	Beth Wheeler		
Teacher Rep (Specials)	Wen Litaker-Bonham		
Teacher Rep (EC/ESL/AIG)	Tina DiMola		
Instructional Support (Coaches)	Karen Hargrove		
	Lynn Courtney		
	Christy Scot		
	Tracey Fluharty		
	Amy Martin		
Other parents	71 parents expressed interest	All will be invited to each meeting	

\* Add to list as needed. Each group may have more than one representative.



## School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis tell you about your schools strengths?

Met Overall Growth (-1.08)

Reading AMO - Met LEP with confidence interval (13.3% proficient (target was 18.5%))

Math AMO - Met Hispanic with confidence interval (37.1% -target 39.4%), met LEP with confidence interval (24.4% -target 25.7%), and student with disabilities with confidence interval (20% -target 21.2%).

Perception data was gathered from over 50 EES staff this summer to analyze "what is working and what is not working" at EES. Staff report the following as strengths at EES: EES staff strive to know our families, students, and each other, we strive to grow professionally, we strive to meet the needs of every child, we build community with our students, we recognize that positive behavior builds positive character and thus strongly implement PBIS, we recognize that every minute counts, we are ALL responsible for our students, we use a consistent structure for teaching, we value differentiation, and we value all our human resources.

2. What does the analysis tell you about your schools gaps or opportunities for improvement?

School overall growth index dropped from "Exceeding Expected Growth" to "Met Expected Growth". Math growth dropped from "Exceeded Expected Growth" to "Met". Reading remained "Met" however, the index scores dropped. Science growth remained "Did Not Meet Expected Growth" however, the index scores dropped within this category. Scores indicate that in terms of growth our strength has been math but growth slowed this past year. Our hispanic/LEP students outperform other subgroups, however, their growth is slowing. 5th grade science remains a critical area for lack of growth.

Perception data was gathered from over 50 EES staff this summer to analyze "what is working and what is not working" at EES. Staff report the following as areas that need to be addressed at EES: common and clear procedural expectaions, decrease issues with top 2-5% of students with behavioral issues, increase parent involvement, reduce disruptions to first time teaching during the intervention process, discipline consistency, increase staff development opportunities to give teachers more "tools" to support student behavior issues, effective and efficient data collection, and curriculum flexibilty to meet the diverse needs of the students.

3. What is data is missing, and how will you go about collecting this information for future use?

1. Discipline data in a format that is easily reportable is needed. (the purchase and implemenytation of SWIS will support this need.)
2. School wide progress monitoring tracking systems to prgress monitor student growth is needed. (Scholastic math and other reporting forms, growth goals, and charting systems will support this need.)

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

1. Reduce discipline incidents that result in referral to the office.
2. Provide additional tools to teachers in supporting reducing student behaviors that disrupt learning.
3. Using data analysis/tracking, the intervention process, and individual growth goals begin closing the achievement gap in reading and math subgroups.
4. Establish school "beleifs" and "vision" for school and unify school around a common school "mission" that will support the accomplishment of long term academic goals.
5. Increase parent involvement.

## EES Goal 1 Continually Improve School Culture

**Area for improvement and supporting data:**

Improve school culture as defined as: student emotional, academic, and intellectual safety, staff morale and other "teacher working condition survey" data, and school vision, mission and core beliefs. As determined by: TWCS, Kitchen Table Talks, and Office Referrals/SWIS data.

<b>School Goal 1:</b>	School culture will reflect a 10% decrease in suspensions as measured by SWIS and an increase in school staff culture indicators as measured by SWIS data and teacher working condition survey.
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<b>Supports this district goal:</b>	Safe, orderly, and caring schools producing healthy and responsible students
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<b>Target:</b>	Students and Staff
<b>Indicator:</b>	Discipline reports in Powerschool, school staff culture indicators
<b>Milestone date:</b>	June, 2015

### Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

	<b>PBIS</b>	<b>Action steps:</b>	
<b>Strategy 1:</b>		1. Maintain and enhance school-wide procedures for PBIS and school-wide procedures for classroom consequences.	3.
		2. Continue the use of "Eagle Card" class wide reward system.	4. Hire
		3. Continue the use of "STAR" tickets and "STAR" expectations.	5.
		4. and utilize Behavioral Interventionist/Coach to support the new "Behavioral Intervention" process.	6.
		5. Formalize and implement the EES Behavioral Intervention Process.	7.
		6. Purchase "SWIS" computer program to track behavior referrals with more options to manipulate and track data.	
		7. Train 13 staff members on how to provide specific positive feedback to teachers on the 23 themes of the most talented teachers. (Coaches, interventionists, counselors, principal, assistant principal, and the Behavior Interventionist/Coach.	
	<b>Professional Development &amp; Parent Engagement</b>	<b>Action steps:</b>	
<b>Strategy 2:</b>		1. Provide targeted professional development to EES faculty and staff to support the momentum of the PBIS process and enhance each staff members "toolbox" to support reducing at-risk student behaviors.	
		2. Maintain parent engagement committee. Plan parent engagement events that appeal to East clients while providing opportunities to provide "mini parent workshops."	
		3. Consistently communicate bilingually in multiple formats with parents.	
		4. Increase parent volunteerism.	
	<b>Core Beliefs, Vision, and Mission &amp; Staff Morale</b>	<b>Action steps:</b>	
<b>Strategy 3:</b>		1. Establish EES Core Beliefs	
		2. Establish EES Vision and Mission	
		3. Publish and celebrate the EES Core Beliefs, Vision, and Mission.	
		4. Continue staff PBIS "red tickets" and "trophies".	
		5. Maintain and continue community partnerships to support staff and students at EES.	
		6. Maintain social committee.	



**Professional development - Identify the professional development required to successfully implement the strategies above.**

Staff person or group	Course name/title	Course provider	Date completed
PBIS Members	PBIS Modules 2	UCPS or UNCC	
EES Faculty	Responsive Classroom	Denny Ferguson	
EES Faculty	Kagen Classbuilding	Denny Ferguson	
EES Faculty	Brain Gym	Brain Gym Trainer and TTT Model	

**Plan/Do**

**How will we fund these strategies and associated professional development?**

<b>Funding source 1:</b> Other	<b>Funding amount:</b>	\$35,000
<b>Funding source 2:</b> Federal funds - Title I	<b>Funding amount:</b>	\$15,000
<b>Funding source 3:</b> Federal funds - Title I	<b>Funding amount:</b>	\$1,200
<b>Funding source 4:</b> Select a funding source	<b>Funding amount:</b>	\$0
<b>Funding source 5:</b> Select a funding source	<b>Funding amount:</b>	\$0
	<b>Total initiative funding:</b>	<b>\$51,200</b>

**Review frequency:** Quarterly

**Assigned implementation team:**

**What data will be used to determine whether the strategies were deployed with fidelity?**

**Check**





<b>Check</b>	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>
<b>Act</b>	<b>What does data show regarding the results of the implemented strategies?</b>
	<b>Based upon identified results, should/how should strategies be changed?</b>



## EES Goal 2 Close the Math Achievement Gap

**Area for improvement and supporting data:**

EOG data reflect a need for closing the achievement gap in Math as determined by formative and summative data sources.

<b>School Goal 1:</b>	80% of students will meet their "closing the achievement gap growth goal targets".
<b>Supports this district goal:</b>	High achieving and globally competitive students
<b>Target:</b>	Students and Staff
<b>Indicator:</b>	Formative math assessments (New) and EOG data
<b>Milestone date:</b>	MOY and EOY School based assessments and June EOG.

### Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

	<b>Intervention Process                      Action steps:</b>
<b>Strategy 1:</b>	<ol style="list-style-type: none"> <li>1. Maintain and Enhance EES Intervention Process and data wall.</li> <li>2. Instructional Teams will establish individual student "growth goals" and multi year closing the gap timeline.</li> <li>3. Hire 6 tutors (3 Reading, 2 Math, and 1 ESL). 31 weeks of targeted and additional "during school" intervention.</li> <li>4. Conduct both a Spring and Summer targeted intervention intercession.</li> <li>5. Utilize Instructional Assistants, Academic Interventionists (2 Reading and 1 Math) and 5 Coaches (3 Reading and 2 Math) to provide "push in" intervention/co-teaching supports for all students during literacy instruction.</li> <li>6. Hire two additional coaches (1 Reading and 1 Math) to provide increased and more specialized supports for teachers via professional development and coaching cycles (6 in all).</li> <li>7. Purchase Sokikom, a webbased self-leveling math tutorial program for students to use during their weekly "computers" special. Licenses will also be able to be used by the classroom teachers as needed.</li> </ol>
	<b>Induction and Communication of EES Way for Mathematics                      Action steps:</b>
<b>Strategy 2:</b>	<ol style="list-style-type: none"> <li>1. Create EES Google Site that will host important EES documents.</li> <li>2. Create, publish, and deploy "Eagle 101" induction curriculum for new EES team members.</li> <li>3. Publish updated EES faculty handbook.</li> </ol>



	<p><b>Assessment Tools and Planning</b>      <b>Action steps:</b></p>
<p><b>Strategy 3:</b></p>	<p>1. Research, purchase, and deploy an assessment tool that will allow EES to track student progress and growth over time in a common manner. (Scholastic Math Inventory)</p> <p>2. Maintain and enhance: use of master schedule to provide systematic and common support for reading instruction, math coach support at each grade level, common grade level math unit plans, and ongoing progress monitoring through common math assessments, implementation of math workshop across K-5 to support student differentiation, and purchase supplemental math manipulatives to support hard to teach hard to learn concepts for at-risk students.</p>

<b>Plan/Do</b>	<b>Professional development - Identify the professional development required to successfully implement the strategies above</b>			
	<b>Staff person or group</b>	<b>Course name/title</b>	<b>Course provider</b>	<b>Date completed</b>
	Coaching Team	Planning (Common)	EES/UCPS	
	Coaching Team	Coaching Cycle/Feedback	Skillful Observation and Coaching	
	Coaching Team	Math PD Topics (As needed)	EES/UCPS	
	Principal and Coaching Team	PLC 2.0 (Next Steps)	EES/UCPS	
	Bill Blackledge (EES ITF)	ITF Monthly PD	EES/UCPS	
<b>Check</b>	<b>How will we fund these strategies and associated professional development? (Some funds are same as math goal)</b>			
	<b>Funding source 1:</b>	Federal funds - Title I	<b>Funding amount:</b>	\$80,000
	<b>Funding source 2:</b>	Federal funds - Title I	<b>Funding amount:</b>	\$25,000
<b>Funding source 3:</b>	Federal funds - Title I	<b>Funding amount:</b>	\$290,000	
<b>Funding source 4:</b>	Federal funds - Title I	<b>Funding amount:</b>	\$10,000	
<b>Funding source 5:</b>	Federal funds - Title I	<b>Funding amount:</b>	\$5,000	
		<b>Total initiative funding:</b>	<b>\$410,000</b>	
	<b>Review frequency:</b> Quarterly			
	<b>Assigned implementation team:</b>			
	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>			



<b>Check</b>	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>
	<b>What does data show regarding the results of the implemented strategies?</b>
<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>



## EES Goal 3 Close the Reading Achievement Gap

**Area for improvement and supporting data:**

MClass and EOG data reflect a need for closing the achievement gap in Reading as determined by formative and summative data sources.

<b>School Goal 1:</b>	80% of students will meet their "closing the achievement gap growth goal targets".
<b>Supports this district goal:</b>	High achieving and globally competitive students
<b>Target:</b>	Students and Staff
<b>Indicator:</b>	mClass reports, F & P reports, and EOG data
<b>Milestone date:</b>	MOY and EOY School based assessments and June EOG.

### Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

	<b>Intervention Process                      Action steps:</b>
<b>Strategy 1:</b>	<ol style="list-style-type: none"> <li>1. Maintain and Enhance EES Intervention Process and data wall.</li> <li>2. Establish individual student "growth goals" and multi year closing the gap timeline.</li> <li style="text-align: right;">3. Hire 6 tutors (3 Reading, 2 Math, and 1 ESL). (Target hiring certified teachers) 31 weeks of targeted and additional during school intervention.</li> <li>4. Conduct both a Spring and Summer targeted intervention intercession. (Focus on real world application, technology, and engagement)</li> <li>5. Utilize Instructional Assistants, Academic Interventionists (2 Reading and 1 Math) and 5 Coaches (3 Reading and 2 Math) to provide push in intervention/co-teaching supports for students during literacy instruction.</li> <li style="text-align: right;">6. Hire two additional coaches (1 Reading and 1 Math) to provide increased and more specialized supports for teachers via professional development and coaching cycles (6 in all).</li> </ol>
	<b>Induction and Communication of EES Way                      Action steps:</b>
<b>Strategy 2:</b>	<ol style="list-style-type: none"> <li>1. Create EES Google Site that will host important EES documents.</li> <li>2. Create, publish, and deploy "Eagle 101" induction curriculum for new EES team members.</li> <li>3. Publish updated EES faculty handbook.</li> </ol>
	<b>Planning    Action steps:</b>
<b>Strategy 3:</b>	<ol style="list-style-type: none"> <li>1. Maintain and enhance: use of master schedule to provide systematic and common support for reading instruction, reading coach support at each grade level, common grade level reading unit plans, and ongoing progress monitoring through progress monitoring mClass assessments, purchase supplemental classroom and book room resources to support student reading levels.</li> </ol>

<b>Plan/Do</b>	<b>Professional development - Identify the professional development required to successfully implement the strategies above</b>			
	<b>Staff person or group</b>	<b>Course name/title</b>	<b>Course provider</b>	<b>Date completed</b>
	Coaching Team	Planning (Common)	EES/UCPS	
	Coaching Team	Coaching Cycle/Feedback	Skillful Observation and Coaching	
	Coaching Team	Reading PD Topics (As needed)	EES/UCPS	
	Principal and Coaching Team	PLC 2.0 (Next Steps)	EES/UCPS	
	Bill Blackledge (EES ITF)	ITF Monthly PD	EES/UCPS	
<b>Check</b>	<b>How will we fund these strategies and associated professional development? (Some funds are same as math goal)</b>			
	<b>Funding source 1:</b>	Federal funds - Title I	<b>Funding amount:</b>	\$80,000
	<b>Funding source 2:</b>	Federal funds - Title I	<b>Funding amount:</b>	\$25,000
	<b>Funding source 3:</b>	Federal funds - Title I	<b>Funding amount:</b>	\$290,000
	<b>Funding source 4:</b>	Federal funds - Title I	<b>Funding amount:</b>	\$25,000
	<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>	\$0
			<b>Total initiative funding:</b>	<b>\$420,000</b>
	<b>Review frequency:</b>	Quarterly		
	<b>Assigned implementation team:</b>			
	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>			



<b>Check</b>	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>
	<b>What does data show regarding the results of the implemented strategies?</b>
<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>



## EES Goal 4 Maintain and Enhance Professional Learning Communities (PLC)

**Area for improvement and supporting data:**  
 AdvancEd External Review Required Actions #3

<b>School Goal 1:</b>	Formalize and implement with fidelity system-wide procedures that implement and support collaboration operation as a collaborative learning organization (Professional Learning Communities; PLCs)
<b>Supports District Goal:</b>	Quality teachers, administrators, and staff providing innovative leadership for 21st century schools
<b>Target:</b>	All staff
<b>Indicator:</b>	shall participate in PLCs
<b>Milestone date:</b>	by June 15, 2015

### Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

<b>Strategy 1: Establish School Leadership Team and PLC Teams</b>	<p><b>Action steps:</b> PLCs shall meet both formally and informally, occur horizontally and vertically, and promote healthy productive decision-making about student learning and the conditions that support student learning.</p> <ol style="list-style-type: none"> <li>1. Select and or organize team members - Send 6 new staff members to PLC training.</li> <li>2. Build shared knowledge</li> <li>3. Compile and analyze school data</li> <li>4. Review the School Improvement Plan</li> <li>5. Establish compelling purpose, norms and collective commitments</li> </ol>
<b>Strategy 2: Implement/ maintain PLC process</b>	<p><b>Action steps:</b></p> <ol style="list-style-type: none"> <li>1. Identify areas of improvement</li> <li>2. Create SMART goals</li> <li>3. Focus and align activities and strategies</li> <li>4. Monitor progress</li> </ol>



<b>Plan/Do</b>	<b>Professional development - Identify the professional development required to successfully implement the strategies above</b>																					
	<b>Staff person or group</b>	<b>Course name/title</b>	<b>Course provider</b>	<b>Date completed</b>																		
<b>Check</b>	<p><b>How will we fund these strategies and associated professional development?</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><b>Funding source 1:</b> Select a funding source</td> <td style="width: 30%;"><b>Funding amount:</b></td> <td style="width: 20%; text-align: right;">\$0</td> </tr> <tr> <td><b>Funding source 2:</b> Select a funding source</td> <td><b>Funding amount:</b></td> <td style="text-align: right;">\$0</td> </tr> <tr> <td><b>Funding source 3:</b> Select a funding source</td> <td><b>Funding amount:</b></td> <td style="text-align: right;">\$0</td> </tr> <tr> <td><b>Funding source 4:</b> Select a funding source</td> <td><b>Funding amount:</b></td> <td style="text-align: right;">\$0</td> </tr> <tr> <td><b>Funding source 5:</b> Select a funding source</td> <td><b>Funding amount:</b></td> <td style="text-align: right;">\$0</td> </tr> <tr> <td colspan="2"><b>Total initiative funding:</b></td> <td style="text-align: right;"><b>\$0</b></td> </tr> </table> <p><b>Review frequency:</b> Quarterly</p> <p><b>Assigned implementation team:</b></p>				<b>Funding source 1:</b> Select a funding source	<b>Funding amount:</b>	\$0	<b>Funding source 2:</b> Select a funding source	<b>Funding amount:</b>	\$0	<b>Funding source 3:</b> Select a funding source	<b>Funding amount:</b>	\$0	<b>Funding source 4:</b> Select a funding source	<b>Funding amount:</b>	\$0	<b>Funding source 5:</b> Select a funding source	<b>Funding amount:</b>	\$0	<b>Total initiative funding:</b>		<b>\$0</b>
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<p><b>What data will be used to determine whether the strategies were deployed with fidelity?</b></p>																						



<b>Check</b>	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>
	<b>What does data show regarding the results of the implemented strategies?</b>
<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>



## EES Goal 5 Implement and Monitor the SIP Process

<b>Plan/Do</b>	<b>Area for improvement and supporting data:</b> AdvancEd External Review Required Actions #1	
	<b>School Goal 1:</b>	Fully implement the present system-wide policy whereby central office staff regularly monitor school improvement plans, ensuring that each school engages in a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success.
	<b>Supports District Goal 4:</b>	21st century system operating effectively and efficiently
	<b>Target:</b>	All UCPS schools
	<b>Indicator:</b>	will implement the SIP process with fidelity
	<b>Milestone date:</b>	by June 15, 2015
<b>Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.</b>		
<b>Strategy 1:</b>	<b>Action steps:</b>	
<b>Implement with fidelity, the district's SIP process</b>	<ol style="list-style-type: none"> <li>1. Present principals with the SIP process</li> <li>2. Conduct SIP work session at leveled meetings</li> <li>3. Conduct peer reviews of plans and provide feedback</li> <li>4. Conduct director reviews of plans and provide feedback</li> <li>5. Directors complete progress checklist with individual schools</li> </ol>	



<b>Plan/Do</b>	<b>Professional development - Identify the professional development required to successfully implement the strategies above</b>																					
	<b>Staff person or group</b>	<b>Course name/title</b>	<b>Course provider</b>	<b>Date completed</b>																		
<b>Check</b>	<p><b>How will we fund these strategies and associated professional development?</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><b>Funding source 1:</b> Select a funding source</td> <td style="width: 30%;"><b>Funding amount:</b></td> <td style="width: 20%; text-align: right;">\$0</td> </tr> <tr> <td><b>Funding source 2:</b> Select a funding source</td> <td><b>Funding amount:</b></td> <td style="text-align: right;">\$0</td> </tr> <tr> <td><b>Funding source 3:</b> Select a funding source</td> <td><b>Funding amount:</b></td> <td style="text-align: right;">\$0</td> </tr> <tr> <td><b>Funding source 4:</b> Select a funding source</td> <td><b>Funding amount:</b></td> <td style="text-align: right;">\$0</td> </tr> <tr> <td><b>Funding source 5:</b> Select a funding source</td> <td><b>Funding amount:</b></td> <td style="text-align: right;">\$0</td> </tr> <tr> <td colspan="2"><b>Total initiative funding:</b></td> <td style="text-align: right;"><b>\$0</b></td> </tr> </table> <p><b>Review frequency:</b> Twice per year</p> <p><b>Assigned implementation team:</b></p>				<b>Funding source 1:</b> Select a funding source	<b>Funding amount:</b>	\$0	<b>Funding source 2:</b> Select a funding source	<b>Funding amount:</b>	\$0	<b>Funding source 3:</b> Select a funding source	<b>Funding amount:</b>	\$0	<b>Funding source 4:</b> Select a funding source	<b>Funding amount:</b>	\$0	<b>Funding source 5:</b> Select a funding source	<b>Funding amount:</b>	\$0	<b>Total initiative funding:</b>		<b>\$0</b>
	<b>Funding source 1:</b> Select a funding source	<b>Funding amount:</b>	\$0																			
<b>Funding source 2:</b> Select a funding source	<b>Funding amount:</b>	\$0																				
<b>Funding source 3:</b> Select a funding source	<b>Funding amount:</b>	\$0																				
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<b>Funding source 5:</b> Select a funding source	<b>Funding amount:</b>	\$0																				
<b>Total initiative funding:</b>		<b>\$0</b>																				
<p><b>What data will be used to determine whether the strategies were deployed with fidelity?</b></p> <p>Results of the SIP Progress Checklist</p>																						



<b>Check</b>	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>
	Results of the SIP Progress Checklist
	<b>What does data show regarding the results of the implemented strategies?</b>
<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>



## EES Goal 6 Leverage Instructional Technology Facilitator Professional Development

**Area for improvement and supporting data:**

AdvancEd External Review Required Action #2

<b>School Goal 1:</b>	Engage students in learning through instructional strategies that ensure achievement of learning expectations
<b>Supports District Goal 1:</b>	High achieving and globally competitive students

<b>Target:</b>	A 2% increase
<b>Indicator:</b>	in student performance, including growth and proficiency, on the state's End of Grade (EOG) and End of Course (EOC) assessments
<b>Milestone date:</b>	by June 15, 2015.

Plan/Do

<b>Strategy 1:</b> Teachers will attend high-yield instructional strategies training for utilization in the classroom	<p><b>Action steps:</b> Utilize instructional strategies that require students collaboration, self-reflection, development of critical thinking skills, application of knowledge and skills, integration of content and skills with other disciplines, and use of technology as an instructional resource and learning tool.</p> <ol style="list-style-type: none"> <li>1. ITFs will offer weekly sessions on research-based instructional technology strategies and Schoolnet.</li> <li>2. ICFs will offer sessions on research-based high-yield strategies and Schoolnet.</li> <li>3. Building-level curriculum support personnel will offer sessions that target strategies for interventions.</li> </ol>
<b>Strategy 2:</b> Teachers will receive feedback and coaching on the implementation of the strategies	<ol style="list-style-type: none"> <li>1. District-level and school-based administrators and support staff will perform formal and walk through visits to observe instructional practices and provided feedback and coaching to teachers.</li> </ol>
<b>Strategy 3:</b> Teachers will measure the effectiveness of the strategies on student achievement	<p><b>Action steps:</b> Instructional strategies and interventions must be personalized to address the individual learning needs of all students</p> <ol style="list-style-type: none"> <li>1. Teachers will compile appropriate data such as previous EOG and EOC scores, benchmark results, formative classroom assessment results.</li> <li>2. Through PLCs, teachers will analyze the data, student by student, to determine the effectiveness of the strategies.</li> <li>3. Teachers will adjust their instruction as needed to meet the needs of all students.</li> </ol>



**Professional development - Identify the professional development required to successfully implement the strategies above**

Staff person or group	Course name/title	Course provider	Date completed
UCPS ICFs and ITFs	Schoolnet	UCPS and NCDPI	

Plan/Do

**How will we fund these strategies and associated professional development?**

<b>Funding source 1:</b>	Select a funding source	<b>Funding amount:</b>	\$0
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>	\$0
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>	\$0
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>	\$0
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>	\$0
		<b>Total initiative funding:</b>	<b>\$0</b>

Review frequency: Quarterly

**Assigned implementation team:**

Check

**What data will be used to determine whether the strategies were deployed with fidelity?**

School Improvement Plan Checklist

<b>Check</b>	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>
	Analyze a variety of data sources
	<b>What does data show regarding the results of the implemented strategies?</b>
<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>



## Checklist of State-required On-going Operational Activities

### All Schools

Does this school:

YES  Implement strategies for improving performance of all students?

YES  Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?

YES  Plan use of staff development funds?

YES  Plan for use of assessments to monitor student progress?

Provide daily duty-free lunch to teachers?

YES  Provide at least five hours of planning time for teachers each week?

YES  Implement strategies for involving parents and the community in the educational program?

YES  Amend the School Improvement Plan when AYP is not met for two consecutive years when missing one or more targets in the same subject area?

### K-8 Schools Only

Does this school:

YES  Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?

Any required components not included as part of a school's 3-5 School Improvement Plan goals may be placed in an appendix.

## Title I schoolwide Compliance Review and Plan

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1114(b) of Title I*). Each required component is described below, with an explanation of how each contributes to the creation of a successful schoolwide program. The goals and strategies you've already developed may fulfill many of these requirements.

**Schoolwide reform strategies:** Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5	Goal 6
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	X	X	X	X	X	X
	<b>Strategy 2</b>	X	X	X	X	NA	X
	<b>Strategy 3</b>	X	NA	X	NA	NA	X

Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:

EES' highly qualified staff receive regular professional development and support for quality instruction in all subject areas from the coaching staff. The school used reading, writing, and math workshop to instruct and differentiate for learners. Specialists use push in and pull out supports to accelerate student growth including interventionists, ESL, EC, instructional assistants, and tutors. Teachers use the intervention process and the PEP process to categorize and support students in making growth. The 21st Century Camp support up 30 students after school weekly in remedial support in math.



**Instruction by highly qualified teachers:** High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5	Goal 6
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	X	X	X	X	X		X
	<b>Strategy 2</b>	X	X	X		NA		
	<b>Strategy 3</b>	X	X	X	NA	NA		

Our school is addressing the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:

EES recognizes the need to retain highly qualified staff and the impact such staff have on student achievement. We use our teacher working condition survey data to support a focus on continual improvement of school culture, resources, high quality need driven professional development, and professional leadership opportunities. Coaching staff and mentors provide on the job support for beginning teachers and all staff both academically and behaviorally. Teachers are trained in the PLC model and utilize those structures to discuss student data and plan instruction together. All grade levels have daily common planning. Grade levels have 1/2 day planning sessions every 6 weeks so they can focus on developing high quality, aligned, rigorous, and engaging student work.

**High-quality and ongoing professional development:** Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State’s academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals,

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5	Goal 6
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	X	X	X	X		X
	<b>Strategy 2</b>	X				NA	
	<b>Strategy 3</b>				NA	NA	

Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:

Coaches provide quality PD on the workshop models, best practices, classroom management and procedures, assessments, and more. Professional development is provided 1:1, in small groups, and whole faculty. Teachers are given opportunities to observe each other within their grade level and vertically. Teachers are provided school wide initiative professional development such as Ruby Payne and Morning Meeting models. East sends staff to the Dufour PLC training to continue the capacity it has built in the organization around the PLC model. Curriculum staff and specialists are given opportunities to research and attend high yield PD and bring strategies back to the East team.



~~Strategies to attract highly qualified teachers to high-need schools:~~ Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5	Goal 6
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	X	X	X		X	
	<b>Strategy 2</b>	X	X			NA	
	<b>Strategy 3</b>	X	X		NA	NA	

Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:

EES recognizes the need to retain highly qualified staff and the impact such staff have on student achievement. We use our teacher working condition survey data to support a focus on continual improvement of school culture, resources, high quality need driven professional development, and professional leadership opportunities. Coaching staff and mentors provide on the job support for beginning teachers and all staff both academically and behaviorally. Teachers are trained in the PLC model and utilize those structures to discuss student data and plan instruction together. All grade levels have daily common planning. Grade levels have 1/2 day planning sessions every 6 weeks so they can focus on developing high quality, aligned, rigorous, and engaging student work.

**Strategies to increase parental involvement:** Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5	Goal 6
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>						
	<b>Strategy 2</b>	X				NA	
	<b>Strategy 3</b>	X			NA	NA	

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:

Last year East created a "Parent Engagement" team. Their job was to simply engage parents in the school as opposed to try to create a self-sustaining PTO. East continues to seek ways to involve and engage parents. The team is planning festivals and family nights to engage families while providing skills, strategies, and resources for parents to use at home to support their child/ren.



**Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs:** This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.

			<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>	Goal 6
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>							
	<b>Strategy 2</b>						NA	
	<b>Strategy 3</b>					NA	NA	

Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:

The EES Pre-school participates in school level PD, receives specialized training and resources from central services, and participates in vertical collaboration and planning with the kindergarten team. The pre-school team conducts beginning of the year home visits to support transition to school as well as curriculum nights.

**Measures to include teachers in decisions regarding the use of academic assessments:** In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

			<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>	Goal 6
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>				X	X		
	<b>Strategy 2</b>				X		NA	
	<b>Strategy 3</b>					NA	NA	X

Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:

East continues to enhance the PLC model to analyze student data. The intervention process provides regular review of target student data growth. The SIP process provides for whole school data review.



**Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:** The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5	Goal 6
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	X	X	X				
	<b>Strategy 2</b>						NA	
	<b>Strategy 3</b>		X	X	NA	NA		

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:

EES uses the workshop model, PEP implementation, intervention strategies (push in/pull out model), specialist supports, such as ESL and EC supports to meet the individual needs of our students. Behavior supports such as PBIS and Behavior Intervention Plans allow us to differentiate for the behavioral needs of our students.

**Coordination and integration of Federal, State, and local services and programs:** Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the

			<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>	Goal 6
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	X	X	X	X			
	<b>Strategy 2</b>	X					NA	
	<b>Strategy 3</b>		X	X	NA	NA		

Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:

EES uses available monies from various funds to: reduce class size, increase intervention staff, increase coaching/intervention staff to support both at-risk students and provide mentoring and professional development to teachers, provide supplemental reading and math resources, provide quality professional development to teachers, and support resources to engage parents in the educational process.

