

State Board of Education Goals – Future-ready Students for the 21st 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

District Goal 1:	High achieving and globally competitive students
Supports SBE Goals 1&2:	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.
District Goal 2:	Quality teachers, administrators, and staff providing innovative leadership for 21st century schools
Supports SBE Goal 3:	Every student, every day has excellent educators
District Goal 3:	Safe, orderly, and caring schools producing healthy and responsible students
Supports SBE Goal 5:	Every student is healthy, safe, and responsible
District Goal 4:	21st century system operating effectively and efficiently
Supports SBE Goal 4:	Every school district has up-to-date financial, business, and technology systems to serve its student, parents, and educators
District Goal 5:	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>Highly Qualified Teachers (HQT): 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 (www.ncreportcards.org Click on High Quality Teachers tab)</p>
<p>End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)</p>
<p>End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)</p>
<p>School Report Card results: (www.ncreportcards.org)</p>
<p>North Carolina Teacher Working Conditions Survey results: (http://ncteachingconditions.org)</p>
<p>North Carolina Teacher Working Conditions Survey: Guide for School Improvement (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 http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf)</p>
<p>Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)</p>
<p>Career and Technical Education Local Plan</p>
<p>School Demographic Information 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) (http://www.ncpublicschools.org/research/discipline/reports)</p>
<p>School Demographic Information related to drop-out information and graduation rate data (http://www.ncpublicschools.org/research/dropout/reports)</p>
<p>School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (http://www.ncreportcards.org and locally-maintained data)</p>
<p>School Demographic Information 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>School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)</p>
<p>Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p>Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p>School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities</p>
<p>Ready Schools Inventory/Ready Schools Plan (http://www.ncreadyschools.org)</p>
<p>Special Education Continuous Improvement Plan</p>
<p>Title I AYP (http://ayp.ncpublicschools.org)</p>
<p>Healthy Active Children Initiative (http://www.nchealthyschools.org)</p>

School Vision and Mission Statements for Sandy Ridge

Vision:

Sandy Ridge Elementary School will prepare students to reach their full potential by creating a foundation of inspired, independent thinkers and workers, who value diversity and can effectively communicate in a globally competitive society.

Mission:

Respect, celebrate, and embrace cultural and social differences

Actively engage in learning through relevant and real world experiences

Monitor, revise and respond to individual learning goals

Stimulate critical thinking through collaborative engagement, investigation, and inquiry



LEA or Charter Name/Number: Union County Public Schools - 900
School Name/Number: Sandy Ridge Elementary School -353
School Address: 10101 Waxhaw Manor Dr.
Plan Year(s): 2014-15 & 2015-16
Date prepared: 9/14/2015

Principal Signature: _____ James Eversole _____ 9/22/2015
 _____ 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	James Eversole		
Assistant Principal Representative	Tricia Yetter		
Teacher Representative	Pam Carlton		
Teacher Representative	Heather Burch		
Teacher Representative	Lauren Caddell		
Teacher Representative	Laura Lee Izer		
Teacher Representative	Nancy Chorney		
Teacher Representative	Jordan Faulk		
Teacher Representative	Kathie Giordano		
Teacher Representative	Lori Gowdy		
Teacher Assistant Representative	Mary Jo More		
Parent Representative	Nicole Lipscomb		
Parent Representative			
Parent Representative			
Inst. Support Representative			

* 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?

Sandy Ridge Elementary met growth expectations in reading, math, and science. Current data demonstrates a 75.9% performance composite for Career and College Ready students and a 83.4% performance composite in Grade Level Proficiency.

Parent survey data shows that communication with the school is high. The parent survey also indicates satisfaction with active participation/involvement of parents and the community.

Teacher survey data indicates there is active community support. In addition teacher felt they used data well along with the school's implementation of PLC's. The staff also feels there is a collaborative work environment with administration.

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

In comparison to other school with a similar student body our proficiencies scores are lower at 75.3 CCR and 83.7 GLP. These are numbers that indicate growth but continue to be an area for focus. Teacher survey indicates that there is need for improvement in student conduct.

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

There is a lack of student discipline data. The school will enter data into the Powerschool database. We will conduct benchmarks in order to collect data from grades K-5. With the lack of student information in K-2 benchmark testing will be vital, along with progress monitoring.

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. Analysis of student data indicating growth and regression and use it to target students in need of addition suport.
2. Proficiency score increases need to remain a priority while maintaining the high rate of growth displayed in the past.
3. Continuing the development and utilization of PLC's. This would allign with the increases in scores along with indications of its success by the teachers.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Increase the grade level performance and proficiency in language arts and math as measured by local, district, and state indicators

School Goal 1: Increase the proficiency and growth rate of all students

Supports this district goal: High achieving and globally competitive students

Target: Students below grade level proficiency

Indicator: Student Assessment Data

Milestone date: 14-Jun-16

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

Strategy 1: Use data to identify students with deficiencies	<p>Action steps: Collect and analyze assessment data</p> <ol style="list-style-type: none"> 1. Develop criteria for students in need of intervention and remediation 2. Form committee for intervention support 3. Analysis of data (Mclass, F&P, BOG, benchmarks, progress monitoring data) by intervention team through out the year 4. Form small groups for inclass and pull-out intervention/remediation
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Strategy 2: Use reasearch based strategies and interventions with students	<p>Action steps: Implement Intervetion strategies</p> <ol style="list-style-type: none"> 1. Training for staff in use of LLI 2. Interventionist working with small groups to provide intervention and remediation 3. ICF and interventionist collaboration
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Professional development - Identify the professional development required to successfully implement the strategies above.

Staff person or group	Course name/title	Course provider	Date completed
Heidi Green	LLI	UCPS	
Tammy Rayburn	LLI	UCPS	

Plan/Do



RTI Team Members	RTI Tier III	UCPS	Sept. 19, 2015

Plan/Do

How will we fund these strategies and associated professional development?

Funding source 1:	School general funds	Funding amount:	
Funding source 2:	Select a funding source	Funding amount:	\$0
Funding source 3:	Select a funding source	Funding amount:	\$0
Funding source 4:	Select a funding source	Funding amount:	\$0
Funding source 5:	Select a funding source	Funding amount:	\$0
		Total initiative funding:	

Review frequency: Quarterly

Assigned implementation team:

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

Meeting minutes, observations, PEP and RTI reviews

Check

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative)

Local, state, and district indicators
Mclass, Fontas and Pinell, school benchmarks



Check

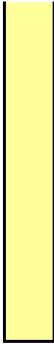
What does data show regarding the results of the implemented strategies?

TBD

Based upon identified results, should/how should strategies be changed?

Act





Priority Goal 2 and Associated Strategies

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

School Goal 1:	Formalize and implement with fidelity system-wide procedures that implement and support collaboration operations as a collaborative learning organization (Professional Learning Communities; PLCs)
Supports District Goal:	Quality teachers, administrators, and staff providing innovative leadership for 21st century schools
Target:	All staff
Indicator:	shall participate in PLCs
Milestone date:	by June 13, 2016

Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do	Strategy 1: Establish School Leadership Team and PLC Teams	Action steps: 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.
		<ol style="list-style-type: none"> 1. Select and or organize team members 2. Build shared knowledge 3. Compile and analyze school data 4. Review the School Improvement Plan 5. Establish compelling purpose, norms and collective commitments
	Strategy 2: Implement/ maintain PLC process	Action steps: <ol style="list-style-type: none"> 1. Identify areas of improvement 2. Create SMART goals 3. Focus and align activities and strategies 4. Monitor progress





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



Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:
 AdvancEd External Review Required Actions #1

Plan/Do	School Goal 1:	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.
	Supports District Goal 4:	21st century system operating effectively and efficiently
	Target:	All UCPS schools
	Indicator:	will implement the SIP process with fidelity
	Milestone date:	by June 13, 2016

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

Plan/Do	Strategy 1:	Action steps:
	Implement with fidelity, the district's SIP process	<ol style="list-style-type: none"> 1. Present principals with the SIP process 2. Conduct SIP work session at leveled meetings 3. Conduct peer reviews of plans and provide feedback 4. Conduct director reviews of plans and provide feedback 5. Directors complete progress checklist with individual schools



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



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



Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:

AdvancEd External Review Required Action #2

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

Target:	A 2% increase
Indicator:	in student performance, including growth and proficiency, on the state's End of Grade (EOG) and End of Course (EOC) assessments
Milestone date:	by June 1, 2016.

Plan/Do

Strategy 1: Teachers will attend high-yield instructional strategies training for utilization in the classroom	<p>Action steps: 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"> ITFs will offer weekly sessions on research-based instructional technology strategies, Canvas, Dreambox, and Schoolnet. ICFs will offer sessions on research-based high-yield strategies and Schoolnet. Building-level curriculum support personnel will offer sessions that target strategies for interventions.
Strategy 2: Teachers will receive feedback and coaching on the implementation of the strategies	<ol style="list-style-type: none"> 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.
Strategy 3: Teachers will measure the effectiveness of the strategies on student achievement	<p>Action steps: Instructional strategies and interventions must be personalized to address the individual learning needs of all students</p> <ol style="list-style-type: none"> Teachers will compile appropriate data such as previous EOG scores, benchmark results, formative classroom assessment results. Through PLCs, teachers will analyze the data, student by student, to determine the effectiveness of the strategies. Teachers will adjust their instruction as needed to meet the needs of all students.



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?

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

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



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

Priority Goal 4 and Assoc

Area for improvement and supporting data:

AdvancEd External Review Required Actions #4

School Goal:	Develop, implement, and evaluate policies to ensure that each student educational experience.
Supports this district goal:	Goal 3 - Safe, orderly, and caring schools producing health
Target:	100% of students
Indicator:	Each student shall have an advocate who knows them well
Milestone date:	January 2016 & June 2016

Goal 5 Improvement Strategies – Identify research

Plan/Do

Strategy 1:	Strategy: Design a structure that would allow school personnel to buy the students' needs, and act as an advocate for the students.	
	Action steps:	
	1. Determine the criteria for advocacy.	
	2. Determine which student are currently aligned with an advocate.	
	3	
	4.	
Strategy 2:	Strategy: Provide the necessary supports to prepare staff to impleme	
	Action steps:	
	1. Participate in district-wide professional learning with Principal Thomas-El on September 23.	
	2. Participate in district-wide professional learning for MTSS.	
	3.	
	4.	
Strategy 3:	Strategy: Implement the structure.	
	Action steps:	
	1. Determine Committee for need analysis	
	2. Purchase 7 Habits of Happy Kids for Staff	
	3. Staff development of relationship building	
	4. Formation of "relationship" groups	

Plan/Do

How will we fund these strategies?

Funding source 1:	School general funds	Fun
Funding source 2:	Select a funding source	Fun
Funding source 3:	Select a funding source	Fun
Funding source 4:	Select a funding source	Fun
Funding source 5:	Select a funding source	Fun

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Tot:

Review frequency: Twice per year

Assigned implementation team:

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

Results of the SIP Progress Checklists

How will you determine whether the strategies led to progress toward the goal

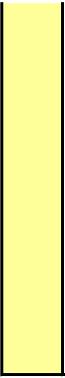
Results of the SIP Progress Checklists

Check

What does data show regarding the results of the implemented strategies?

Based upon identified results, should/how should strategies be changed?

Act



iated Strategies

is well known by at least one adult advocate in the school who supports that student's

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ld strong relationships with students over time, gain significant insight into

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ent the structure.

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iding amount:	\$700
iding amount:	\$0

al initiative funding:

\$700

1 fidelity?

l? (Include formative, benchmark, and summative data as appropriate.)



Checklist of State-required On-going Operational Activities

All Schools

Does this school:

- Implement strategies for improving performance of all students?
- Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?
- Plan use of staff development funds?
- Plan for use of assessments to monitor student progress?
- Provide daily duty-free lunch to teachers?
- Provide at least five hours of planning time for teachers each week?
- Implement strategies for involving parents and the community in the educational program?
- 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:

- 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.