

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 Poplin Elementary School

Vision:

Our shared vision for students at Poplin Elementary School is that each student may use his/her individual abilities to reach goals and individual capacity for learning. We envision children learning various skills that are vital to further student responsibilities as well as citizen and workforce responsibilities within the future.

Mission:

Poplin Elementary will provide for students an educational foundation of shared responsibility, trust, and mutual respect with a focus on high academic and civil expectations within a global society as well as an acceptance and appreciation of human diversity. Poplin Elementary is preparing students to be a part of the world by teaching students to become globally competitive. This is being taught by providing real-world experiences along with the curriculum. Poplin Elementary also gives students a chance to participate in service projects such as donating items like coats and shoes to students in other countries who are in need. As students participate in service projects, they also learn about the countries and compare themselves to students in those locations. These opportunities give students a chance to learn about empathy and the value of volunteering. Throughout the school year, Poplin Elementary hosts guest speakers from different countries who share their experiences and cultures with students. Our motto: Every child, every day!

Technology is a top focus for Poplin Elementary School. Students in grades K-5 are given opportunities to learn how to use technology from the basics of typing skills during computer classes to Internet Safety and how to be a valuable digital citizen. All students participate in Digital Safety classes and learn the value of evaluating online resources and how to stay safe online. Students are given opportunities to incorporate technology into their daily learning using the Google App products, Discovery Education, and ActivInspire. Students have access at school and home to online resources such as Destiny, eBooks, Google Apps, World Book Online, and NC Wise resources. All students in grades 3-5 have an individual computer to use at school. Students in grades K-2 have four computers per classroom along with access to a classroom set of computers in the Media Center and four computer carts.



LEA or Charter Name/Number: Union County Public Schools - 900
School Name/Number: Poplin Elementary School
School Address: 5627 Poplin Road, Indian Trail, NC 28079
Plan Year(s): 2014-15 & 2015-16
Date prepared: 10/1/2014

Principal Signature: _____ *Scott Broome* _____ 10/1/2014
 _____ Date
Local Board Approval Signature: _____ _____
 _____ 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	Scott Broome		
Assistant Principal Representative	Kate Earp		
Teacher Representative	Kristie Scholz		
Teacher Representative	Annemarie Bretz		
Teacher Representative	Jessica Mastrovito		
Teacher Representative	Patricia Murphy		
Teacher Representative	Kim Peck		
Teacher Representative	Michelle Martin		
Inst. Support Representative	Shelia Dence		
Inst. Support Representative	Beth Medlin		
Inst. Support Representative	Jennifer Glahn		
Related Arts Representative	Mary Locklear		
Teacher Assistant	Valerie Lemmond		
Parent Representative	Robin Denton		
Parent Representative	Heather Perdue		

* 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?

Grade level proficiency results reveal that Poplin is ranked twelfth (12th) out of the thirty (30) UCPS elementary schools with 77.9% on grade level at achievement levels III, IV and V. Poplin Elementary MET expected growth and met all 31 Annual Measurable Objectives (AMO) targets. An in-depth comparison of Poplin to all other elementary schools in the Porter Ridge Cluster shows that Poplin Elementary fourth graders ranked first or second among them. According to the 2014 Teacher Working Conditions Survey "Student Conduct" subcategory, *school administrators consistently enforce rules for student conduct and support teachers' efforts* rose from 80.5% in 2012 to 92.7% in 2014 and *school administrators support teachers' efforts to maintain discipline in the classroom* rose from 87.8 % in 2012 to 90% in 2014. Percentages in the following survey categories rose significantly from the 2012 survey to the 2014 survey: Time, Facilities and Resources, Community Support and Involvement, Teacher Leadership and School Leadership. Overall, 88.1% of the teachers felt like Poplin was a good place to work and learn, compared to 78.9% in 2012. Parent survey responses reveal a high level of satisfaction with Poplin Elementary School.

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

One hundred percent of the forty-three (43) certified staff members at Poplin Elementary participated in the 2014 North Carolina Teacher Working Conditions survey. According to the Managing Student Conduct results, 74.4% of teachers felt that students follow rules of conduct compared to 87.8% on the 2012 survey. 82.5% of the teachers felt that policies and procedures about student conduct were clearly understood by the faculty compared to 92.7% in 2012. However, school administrators consistently enforce rules for student conduct and support teachers' efforts rose from 80.5% in 2012 to 92.7% in 2014 and school administrators support teachers' efforts to maintain discipline in the classroom rose from 87.8 % in 2012 to 90% in 2014. Yet, teachers lack trust in each other as evidenced by the response to "teachers consistently enforce rules for student conduct." In 2012, the response was 89.5% and in 2014, the response dwindled to 73.8%. In sum, two areas of need were identified: (1) the need for school-wide discipline plan, and (2) rebuild trust among teachers that each of them would discipline their students consistently.

College and Career Ready End-of-Grade test results reveal that Poplin Elementary ranked 13th out of the 30 UCPS elementary schools with 66.6% on grade level at achievement levels IV and V. Grade level proficiency results reveal that Poplin is ranked 12th out of the UCPS elementary schools with 77.9% on grade level at achievement levels III, IV and V. Poplin Elementary MET expected growth and met all 31 Annual Measurable Objectives (AMO) targets. An in-depth comparison of Poplin to all other elementary schools in the Porter Ridge Cluster shows that Poplin Elementary fourth graders ranked first or second in all tested areas according to both CCR and GLP results while the other two grade levels ranked at or near the bottom of the ranking. An even closer examination of Poplin's fourth grade revealed the daily use of an Intervention and Enrichment block, which that team credits with their success. All fourth grade teachers looped with their students to fifth grade for the 2014-2015 school year.

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

The lack of standardized and formal data sources, save mClass for grades K-2, limits our ability to effectively monitor K-2 progress. As a result, we are implementing monthly data meetings during which mClass data, progress monitoring, common assessments and classroom assessments are reviewed to identify those students at each grade level who need targeted assistance for specific skills. Weekly meetings with administration and curriculum support staff have been implemented for all grade levels and are meant to insure that the curriculum is planned with fidelity.

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.

The top priorities for Poplin Elementary this year are: (1) increase student test scores, (2) implement the curriculum with fidelity within the Professional Learning Community framework, and (3) implement a school-wide behavior plan.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Management of student conduct per North Carolina Teacher Working Conditions Survey Results.

School Goal 1:

Implement school-wide behavior and character education program.

Supports this district goal:

Safe, orderly, and caring schools producing healthy and responsible students

Target:

All students in all subgroups

Indicator:

Discipline data

Milestone date:

End-of-Year

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

Plan/Do

Strategy 1: Create a "Behavior Leadership Team"

Action steps:

1. Review and educate staff on UCPS discipline policy.
2. Set school-wide expectations and procedures
3. Identify weekly leadership traits
4. Identify and/or develop framework for implementing school-wide behavior and character education program

Strategy 2: Use class meetings framework

Action steps:

1. Provide staff development for teachers to use class meetings.
2. Train students on class meeting format.
3. Conduct peer observations during class meetings to assess proper implementation.

Strategy 3: Assess effectiveness of program

Action steps:

1. Conduct quarterly staff surveys using 360 degree feedback.
2. Survey students at end of first semester and end-of-year.
3. Review discipline data each grading period.



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

Staff person or group	Course name/title	Course provider	Date completed
All staff	Class Meetings	Kim Parker	on-going
All staff	UCPS Discipline Policy Review	Administration	on-going

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?

teacher surveys, student surveys, 360 degree feedback

Check	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	teacher surveys and student surveys; 306 degree feedback
Act	What does data show regarding the results of the implemented strategies?
	TBD
Act	Based upon identified results, should/how should strategies be changed?
	TBD

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Increase student achievement per North Carolina End-of-Grade testing results.

School Goal 1:

Implement an Intervention and Enrichment (I/E) block into the master schedule.

Supports this district goal:

High achieving and globally competative students

Target:

All students

Indicator:

Testing results

Milestone date:

End-of-Year

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

Plan/Do

Strategy 1: Form a "Scheduling Committee"

Action steps:

1. Identify grade level, department and administration representatives to create the 2014-2015 master schedule.
2. Assess all staff for input.
3. Assure that UCPS instructional time requirements and North Carolina physical education guidelines are adhered to.
4. Plan daily schedule for each grade level that includes a thirty (30) minute I/E block.

Strategy 2: Use 5th grade I/E structure as school-wide model.

Action steps:

1. Provide staff development on I/E structure.
2. Assign each fifth grade teacher as an I/E mentor for each grade level.
3. Provide opportunities for fifth grade teachers to monitor I/E block for their grade level each six weeks.
4. Provide opportunities for each grade level to observe fifth grade I/E block.

Strategy 3: Benchmark testing

Action steps:

1. Use unit test results to form I/E groups.
2. Use benchmark pre and post test as assessment for student learning.



Professional development - Identify the professional development required to successfully implement the strategies above.			
Staff person or group	Course name/title	Course provider	Date completed
All staff	Intervention and Enrichment	5th Grade Team	on-going
All staff	Creating a Master Schedule	Administration	on-going
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?		
	unit test results, benchmark post-test results		

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

Priority Goal 3 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 operation 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 15, 2015

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

Plan/Do

Strategy 1: Establish School Leadership Team and PLC Teams	<p>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.</p> <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	<p>Action steps:</p> <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



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

Check	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	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 Associated Strategies

Plan/Do	Area for improvement and supporting data: AdvancEd External Review Required Actions #1	
	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 15, 2015
Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.		
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 	



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

Priority Goal 5 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 15, 2015.

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 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 and EOC 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?



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?**

Yes **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?**

N/A **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.