

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 citizenship

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 educators

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.</i></p> <p><i>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 New Salem Elementary School

Vision:

We believe that in our quest for excellence, EVERY child can succeed in reaching his/her potential and in becoming a responsible citizen.

Mission:

New Salem Elementary school will inspire students to realize their full potential in a 21st century learning environment and to become successful citizens in a global society.



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

School Name/Number: New Salem Elementary

School Address: 6106 Hwy 205 Marshville NC

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

Date prepared: 2014, Reviewed 2015

Principal Signature: Bryan Lynip _____ 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	Bryan Lynip	Administration	
Curriculum Support	Margaret Paladino	Curriculum support	
Teacher Representative	Gina James 2015	Office Staff; Social Committee	
Teacher Representative	Marcie Baucom 2015	3rd Grade	
Teacher Representative	Tammy Parker 2015	Specials Teacher	
Teacher Representative	Kelly Schwieber 2015	2nd Grade; Chair	
Teacher Assistant Representative	Doris Little 2013	TA	
Parent Representative	Jessica Helms 2014	Parent; PTO Board	
Parent Representative	Michelle Felhmen 2015	Parent; PTO Board	
Teacher Representative	Ashton Davis 2015	Graduate Student	

* 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?

New Salem students score well in comparison to other schools in Union County on standardized measures. Union County scores well in comparison with other schools in the state. New Salem met all federal and state AMO targets. Composite scores for the 13/14 school year were higher than the previous year. In 3rd Grade - 71% were considered CCR in Reading compared with 58% the previous year. K-2 Mclass assessments indicate that students are growing in their reading at an appropriate rate. New Salem students score well in comparison to other schools in Union County in math, and Union County scores better than the state average. 3rd Math 88% for 13/14 compared with 80% previous year. 5th math was 84% CCR compared with 73% the previous year. The specific strength is in numbers and operation. New Salem scores 14.2% above average for the state. 5th grade science scores were very high this year. New Salem scored 3rd highest in the school system in the area of science. In terms of New Salem being a Safe, Orderly and Caring environment, teacher, student and parent surveys indicate that New Salem is a good place to work and learn. In all but one or two areas, survey results are considerably higher than the state or local average.

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

End Of Grade (EOG) test data indicated that growth in reading is below the state average. Growth in reading in K-2 appears to have flattened after the mid year assessment. Annual Measurable Objective (AMO) Targets for reading in 3-5 were met for 13/14 with confidence interval.

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

MATH: We do not currently have formative math data in K-2 to use per grading period. 3-5 use classscope to generate formative data. We are aware that this year is the last year we will have access to classscope. We will create aligned 6 week benchmark assessments that are set up to allow us to view them for the purposes of vertical alignment. We do not have sufficient K-4 summative & formative assessment for science. A science committee is organized to suggest to faculty ways to integrate science into literacy. This will take the form, in many cases, of writing about science. We have sufficient data for analyzing reading proficiency but lack experience with new evaluation system (MCLASS) to use it to its full potential.

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.

MATH: We will create aligned 6 week benchmark assessments that are set up to allow us to view them for the purposes of vertical alignment. SCIENCE: We need to focus on vocabulary development and content development to support science units of study in K-5. This will take the form of science integration in literacy and in writing about science. LITERACY: We will focus on growth in the area of reading. This will involve committing to high quality instruction in Shared Reading and giving students opportunities to practice skills taught through guided and independent practice.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

New Salem Elementary will increase the percentage of students in grades 3-5 scoring a level 3, 4, or 5 on End of Grade assessments in reading, math, and science. The composite growth index for student growth at New Salem Elementary will be at 0 or higher in all tested areas.

School Goal 1:	Increase student achievement as measured by proficiency and growth scores on standardized summative assessments.
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Supports this district goal:	High achieving and globally competitive students
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Target:	Increase student achievement as measured by proficiency and growth scores on standardized summative
Indicator:	EOG Proficiency Rate and composite growth rate
Milestone date:	15-Jun

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

Plan/Do

Strategy 1: Identify and highlight best practices in reading	Action steps: 1. Imbed assessment into instruction where possible 2. Expose students to high level texts in Shared Reading 3. Research best practice in building and in county 4. Use subject area committees aligned with SIP to facilitate cross grade level alignment and cross grade level support 5. Include rigorous guided reading instruction for students scoring less than O in benchmark assessments/Mclass assessments. Involve students in book clubs when they score higher than level O 6. Implement LLI program for struggling students 7. Use available funds for providing tutoring for students identified as needing remediation.
Strategy 2: Use common assessments to align instruction and	Action steps: 1. Create and review review common assessments at Grading Periods to facilitate decision-making regarding student progress 2. Give attention to the weight of given objectives to identify power objectives 3. Research best practices in building and in the county 4. Provide staff development to increase teacher capacity and comfort with teaching math.
Strategy 3: Embed Science and Social studies instruction into	Action steps: 1. Use Shared Reading and other times where shared text may be used to imbed science and social studies content into instruction. 2. Develop and let science and social studies committees assist in highlighting ways in which content can be delivered during literacy lessons. 3. Ensure that science kits and science inquiry methodology is used to instruct students. 4. Pursue district objectives for global education through integration with social studies objectives that are on the standard course of study.



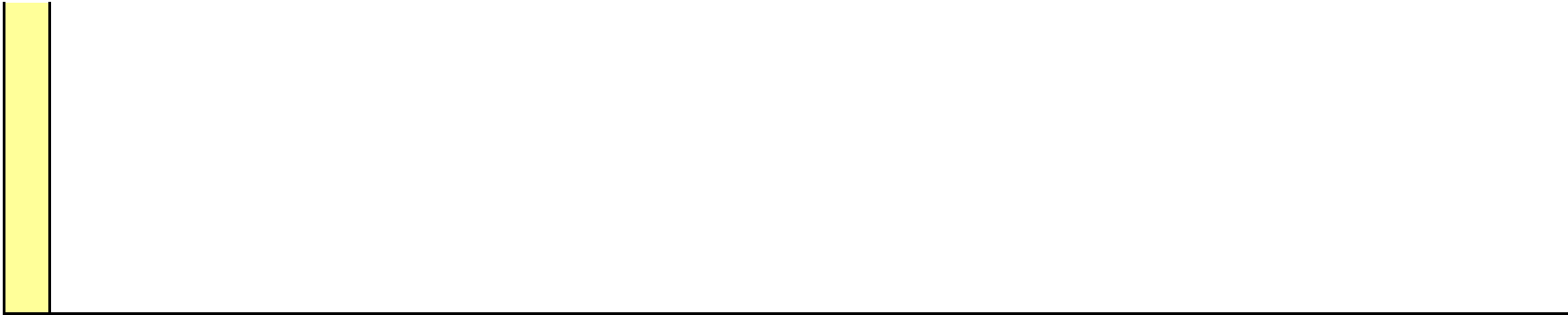
Professional development - Identify the professional development required to successfully implement the strategies above.																											
Staff person or group	Course name/title	Course provider	Date completed																								
Margaret Paladino	Literacy Planning		Ongoing																								
Emily Tucker	Math/Science Planning		Ongoing																								
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		Total initiative funding:	\$12,000																								
<p>What data will be used to determine whether the strategies were deployed with fidelity?</p>																											

Plan/Do

Check



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



Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Continue to ensure that New Salem is a good place to work and learn. Current survey data from students, parents, and teachers indicate that all stakeholders are pleased with school as evidenced by survey data that is higher than district averages.

School Goal 1:	Maintain positive survey data above district averages
Supports this district goal:	Safe, orderly, and caring schools producing healthy and responsible students
Target:	All data points above district averages
Indicator:	Survey Data
Milestone date:	June 10, 2016

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

Plan/Do

Strategy 1: Good place for students to learn	Action steps: 1. Implement "Time to Teach" school wide that emphasizes positive behavior and responsible students 2. Teachers initiate positive contact home within first week. 3. Offer a variety of opportunities for students in after school clubs. 4. Differentiate instruction and engage students in meaningful activities
	Strategy 2: Good place to work
	Action steps: 1. Empower a committee of staff with a budget to assist in making New Salem a good place to work. 2. Give teachers (2) 1/2 day planning sessions per year to assist in planning at crucial points in year.
Strategy 3: Place that develops meaningful partnerships	Action steps: 1 Develop at least one new partnership with the community or business 2. Online gradebook kept up to date. Best practice every week. At least updated every two weeks. 3. Move toward uniformity on grading practices between grade levels - Home Work weighted no more than 15% of total grade



Plan/Do	Professional development - Identify the professional development required to successfully implement the strategies above																					
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Check	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
Act	What does data show regarding the results of the implemented strategies?
	Based upon identified results, should/how should strategies be changed?



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 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, 2016

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

**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.

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:**
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																					
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<p>What data will be used to determine whether the strategies were deployed with fidelity?</p>																						



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



Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:
 AdvancEd External Review Required Actions #4

School Goal:	Develop, implement, and evaluate policies to ensure that each student is well known by at least one adult advocate in the school educational experience.
Supports this district goal:	Goal 3 - Safe, orderly, and caring schools producing healthy and responsible students.

Target:	100% of students
Indicator:	Each student shall have an advocate who knows them well and supports their education
Milestone date:	January 2016 & June 2016

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

Plan/Do

Strategy 1:	Strategy: Design a structure that would allow school personnel to build strong relationships with students over time, students' needs, and act as an advocate for the students.		
	Action steps:		
	1. Determine the criteria for advocacy.		5.
	2. Determine list of students who meet		6.
	3. Develop a pool of mentors to align		7.
4. Determine which student are		8.	
Strategy 2:	Strategy: Provide the necessary supports to prepare staff to implement the structure.		
	Action steps:		
	1. Participate in district-wide		5.
	2. Participate in district-wide		6.
	3.		7.
4.		8.	
Strategy: Implement the structure.			

Plan/Do	Strategy 3:	Action steps:	
		1.	5.
		2.	6.
		3.	7.
		4.	8.

How will we fund these strategies?

Funding source 1:	Select a funding source	Funding amount:	\$0
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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 fund	\$0

Review frequency: Twice per year

Assigned implementation team:

Check	What data will be used to determine whether the strategies were deployed with fidelity?
	Results of the SIP Progress Checklists
Check	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative)
	Results of the SIP Progress Checklists

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

Act

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

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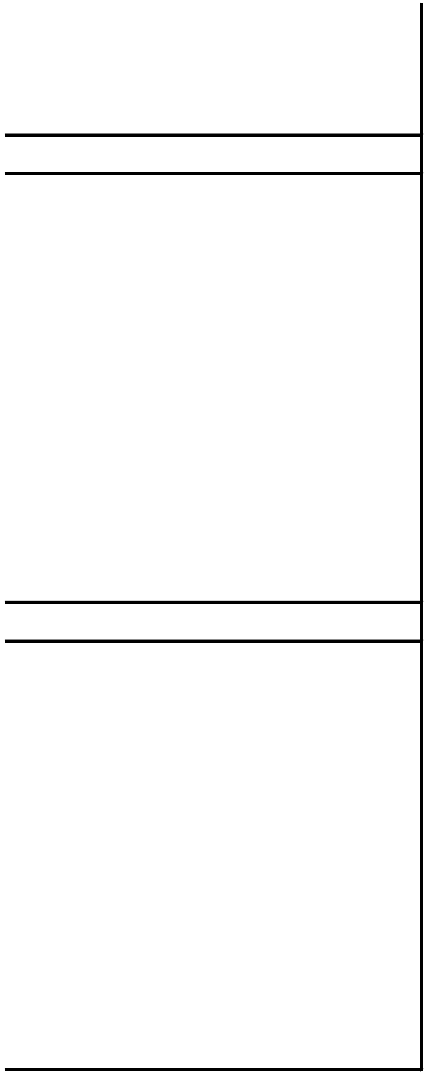
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ive data as appropriate.)



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, 2016
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 	



Plan/Do	Professional development - Identify the professional development required to successfully implement the strategies above																					
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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 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, 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 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:

- 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.

Safe School Plan for (insert school name)

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

Statement of Responsibility for the School District Superintendent

In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: **(INSERT APPROPRIATE INFORMATION HERE)**



Statement of Responsibility for the School Principal

In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION HERE)

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s):

Teachers:

Teacher Assistants:

Other School Staff:

Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.



Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.

In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. *(Copy as needed depending upon number of goals.)*

Goal:

Target:

Indicator:

Milestone Date:

Goal:

Target:

Indicator:

Milestone Date:

In accordance with General Statute §115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs).

Target:

Indicator:

Milestone Date:

Target:

Indicator:

Milestone Date:

Target:

Indicator:

Milestone Date:

In accordance with General Statute §115C-105.47 (b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed				

Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.

Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.



Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs

Program or Strategy Being Funded

Amount of Funding

Source of Funding

