

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 Union Elementary School

Vision:

- Union Elementary School parents will advocate for students by effectively communicating and collaborating with staff through their involvement in school activities and by promoting all students' success.
- Union Elementary School students will take ownership of their learning while reaching beyond what is expected. As critical thinkers, they will set goals and attain 21st Century skills. Students will become contributing citizens, demonstrating respect for themselves and others.
- Union Elementary School Staff will promote ownership, pride, and self-confidence. Within a nurturing, safe environment, staff will actively collaborate to set high expectations and communicate them effectively.

Mission:

The Union Elementary School community will provide a positive environment where every student has opportunities to grow academically, socially, and emotionally. Our mission is to help all students become responsible citizens, critical thinkers, and globally competitive life-long learners.

Goals

- UNES staff will foster increased parental communication and involvement.
- UNES will be unified to collaborate and share responsibility for all students' success.



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

School Name/Number:

Union Elementary School - 364

School Address: 5320 White Store Rd Wingate, NC 28174

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

Date prepared: 9/23/2014

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	Jennifer Deaton		
Assistant Principal Representative	Amy Herlihy		
Kindergarten Rep	Laura Ann Strickland		
1st Grade Rep	Christy Williams		
2nd Grade Rep	Cindy Pope		
3rd Grade Rep	Angela Hill		
4th Grade Rep	Meredith Harwood		
5th Grade Rep	Kristin Marchese		
Teacher Assistant Rep	Wanda Aldridge		
Instructional Support Rep	Barbara Simpson		
Special Areas Rep	Jennifer Williams		
EC Rep	Kelly Sheehan		
Parent Rep	Angela Davis		
Parent Rep	Penelope McClenny		

* 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?

Union Elementary is steadily making positive growth on EOG reading, math, and science scores for grades 3,4,and 5. Students

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

On the 2013 – 2014 EOG's, Union Elementary had an overall composite score of 59.9 % of students being grade level proficient (an increase from 41.3% in 2012-2013). We were #5 out of the 30 UCPS elementary schools in the amount of percentage points that we increased in our performance composite in one year (increase of 18.6 points). Union Elementary also met expected growth. 54.2 % of our students met grade level proficiency in reading, 63.7 % met grade level proficiency in math, and 66.1% met proficiency in science. Reading will continue to be our focus for all grade levels. Emphasis will be placed on continued use and understanding of the MClass assessments, small group instruction through guided reading and strategy groups, and encouraging and monitoring students reading in "just right" books. Union met 18 of 20 target goals for AMO's (90%). The two subgroups that did not meet proficiency goals in reading were "white students" and "all students." In all tested areas with the exception of fourth grade math, the females outperformed the males. Our focus at Union continues to be building our foundational core instruction to ensure the academic needs of students are met in the classroom. In addition, we need to continue to identify students who need additional support, and provide targeted intervention to address areas of academic need. Our grade level PLC's will remain committed to using data to guide their instruction, utilizing small group instruction within the grade level, creating and using common assessments, and maintaining a focus on student learning. We need to work on closing the achievement gap between girls and boys.

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

Union Elementary has a wealth of resources from which to pull data. We need to continue using, reviewing, and interpreting the data we currently have to guide our work in PLC. Each grade level needs to continue to reflect on the four guiding questions of an effective PLC : 1. What do we expect students to learn? 2. How will we know when they have learned it? 3. How will we respond when they don't? 4. How will we respond when they already know it? Additionally, we need to have both staff development and conversations within PLC's regarding the data we collect from reading and math assessments, and ensure that we are administering the assessments properly and consistently among staff, and that teachers know how to target their instruction on the deficits the data reveals.

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. Union Elementary needs to continue to increase growth in reading for all students. Our percentage of students on grade level in reading based on EOG scores is 54. 2% of students meeting grade level proficiency. Continued growth will be made by maintaining a focus on guided reading groups and strategy groups, exposing students to more non-fiction text, requiring and monitoring written comprehension work, and ensuring that all students are reading in just right texts for their independent reading.

2. Union Elementary needs to develop a sense of urgency amongst all stakeholders in remediating student deficits. Administrators, curriculum coordinators, teachers, interventionists and parents need to understand and embrace the importance of Union students developing grade level proficiency skills to ensure their future success in high school, college, and in their future careers. This sense of urgency will be developed through continuous reflection of formative and summative assessments, classroom walk-throughs with specific feedback for teachers from both administrators and curriculum coordinators, conferences and communication with parents to share accurate and data based information concerning their child's individual progress, and continued professional development at Union to address areas of need for staff so that they can in turn effectively meet the needs of their students.

3. Union Elementary needs to ensure students and teachers are 21st Century learners. In grades 3 -5 students have access to net books, which are being used to develop technology skills to effectively integrate the use of technology in developing and enhancing academic skills and knowledge. Grades K -2 have assigned computer lab time each week, and classrooms can check out a laptop cart to support instruction. Our media specialist's schedule allows her to work with grade levels and curriculum coordinators to identify ways to integrate technology with the curriculum. As technology is ever changing, we need to continue to focus on what our students need to be prepared, knowledgeable, and efficient in their use of technology. In addition, continued professional development for staff needs to occur so that they are comfortable with technology and can integrate it effectively within the curriculum and in reaching the needs of all students and parents.

4. Union Elementary needs to continue to increase growth in math for all students. Our percentage of students on grade level in math based on EOG scores was higher than reading, with 63. 7 % of students demonstrating grade level proficiency. We are committed to making continued improvement in math by working with teachers during grade level planning sessions to develop their understanding of the skills that are being taught and how to break the skills down to meet the needs of all learners. In addition, PLC's will continue to focus on developing quality word problems and flip charts to support instruction. The development and use of formative assessments and the understanding of the data they provide will be addressed in PLC's.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

See Question #4 under the Data Summary Analysis tab (EOG scores)

School Goal 1: Increase the percentage of student on grade level in Reading and Math by 5% as compared to 2013-2014 EOG data.

Supports this district goal: High achieving and globally competative students

Target: Increased accountability as measured by ABC's and AMO's

Indicator: EOG, MClass, Fountas & Pinnell Benchmarks, PLC-created assessments, district assessments

Milestone date: 15-Jun-16

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

Plan/Do

Strategy 1: **Action steps: Establish consistent expectations and instructional practices**

1. Grade level teams will meet 3 times per week with curriculum coordinators to discuss curriculum for the upcoming week.
2. Curriculum Staff will model lessons, coach staff, and provide on-going feedback based on Classroom Walkthroughs.
3. CCSS Unpacking Document will be used as the basis for math instruction and for providing examples of what problems should look like or how they should be worded.
4. Staff members will be trained by the state level DPI trainer for MClass / TRC Written Components.

Strategy 2: **Analysis of data**

1. PLC's will analyze unit assessments and county assessments.
2. RTI meetings will be held each grading period.
3. Create fluid groups based on student need in the Intervention/Enrichment Block.
4. LLI Program utilized for at-risk students as determined by PLC's and RTI meetings.

Strategy 3: **Action steps:**

1. Incorporate more use of non-fiction text and reading about other cultures, countries, globalization themes.
2. Use PBIS to create consistent behavior expectations that will lead to more time on task and celebrate student successes.



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
	Curriculum Coordinators	Weekly Team Meetings	Union Elementary	
Check	How will we fund these strategies and associated professional development?			
	Funding source 1:	Federal funds - Title I	Funding amount:	\$5,500
	Funding source 2:	Federal funds - Title I	Funding amount:	\$130,000
Funding source 3:	State funds - DSSF	Funding amount:	\$50,000	
Funding source 4:	Select a funding source	Funding amount:	\$0	
Funding source 5:	Select a funding source	Funding amount:	\$0	
		Total initiative funding:	\$185,500	
	Review frequency: Quarterly			
	Assigned implementation team: Administration, Curriculum Coordinators, Tutors, Literacy Support			
	What data will be used to determine whether the strategies were deployed with fidelity?			
	RTI data, Mclass assessments, unit assessments, district assessments, EOG scores, Fountas & Pinnell benchmarks			



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>EOG scores, Mclass & Fountas and Pinnell benchmarks, use of RTI data, PLC minutes/plans/notes, PLC created assessments, county assessments</p>
	<p>What does data show regarding the results of the implemented strategies?</p> <p>Based on the 2014-2015 EOG scores: Union Elementary met expected growth!</p> <p>For Percentage of students on grade level, Union Elementary was #19 out of the 30 elementary schools.</p> <p>We were #2 out of the 10 Title 1 schools in the county for the percentage of students on grade level.</p> <p>We out performed every school in our cluster including 3 elementary schools, 1 middle, and 1 high school.</p> <p>We were #2 out of 10 Title 1 schools for the amount of growth from the previous school year.</p> <p>We were #3 out of 30 elementary schools for the amount of growth from the previous school year.</p>
Act	<p>Based upon identified results, should/how should strategies be changed?</p> <p>Continue weekly planning sessions with curriculum staff. However, this year there will be more flexibility and collaboration among teachers on the same grade level during planning instead of the curriculum coordinator writing the lesson plans. Curriculum staff will facilitate team planning, help locate resources, and guide teachers in their thinking. All of this is being done to help teachers better understanding the planning process using the CCSS and student data. The two action steps in Strategy #3 are new for the 15-16 school year.</p>





Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:
See Question #4 under the Data Summary Analysis Tab

School Goal 2: Increase student and teacher use of technology

Supports this district goal: High achieving and globally competitive students

Target: Increase student and teacher use of technology
Indicator: participation in training
Milestone date: 15-Jun-16

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

Plan/Do

Strategy 1: **Action steps: Create and implement a school-wide technology plan.**
 1. ITF and media coordinator will work together to develop the plan based on observation and teacher feedback.
 2. Present the plan to the SBMT for feedback, revision, and approval.
 3. ITF to conduct monthly staff development differentiated to the needs of K-2 and 3-5.
 4. Media Coordinator to share technology ideas and reminders once per month at a staff meeting.

Strategy 2: **Action steps: Increased use of technology by teachers with students.**
 1. Discuss in PLC's how technology can be used in various units of study.
 2. PLC's to work together to create Promethean flip charts particularly in Math.
 3. Use County provided resources for Social Studies that can be found on the county website.
 4. Students in grades 3-5 will use Google to share their work with teachers (student electronic portfolios)

Strategy 3: **Action steps:**
1





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>observation and walk-throughs, team meetings with curriculum staff/ITF/ICF, student Google sites, lesson plans</p>
	<p>What does data show regarding the results of the implemented strategies?</p> <p>By the end of the 2014-2015 school year, the teachers had received monthly training in the area of technology.</p>
Act	<p>Based upon identified results, should/how should strategies be changed?</p> <p>Per county requirements, all certified staff will participate in the Canvas Challenge by October 2015 for 1.0 CEU in Technology Professional Development.</p>



Priority Goal 3 and Associated Strategies

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

School Goal 3:	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 15, 2016

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 (horizontal & vertical), 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
	grade level teams			
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: Administrators, Curriculum Coordinators, Team Leaders			
	What data will be used to determine whether the strategies were deployed with fidelity?			
	RTI and PLC meetings, assessment data			



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>increase in percentage of students on grade level</p>
	<p>What does data show regarding the results of the implemented strategies?</p> <p>We increased EOG scores from 13-14 to 14-15.</p>
Act	<p>Based upon identified results, should/how should strategies be changed?</p> <p>Continue to have RTI meetings each grading period. This year (2015-16) we are improving the process by having grade levels fill out a form prior to the RTI meeting. There are questions related to student progress in academics and behavior. This information will be used to guide the RTI meeting so that we are focusing the conversation on particular students and strategies to help them.</p>



Priority Goal 4 and Associated Strategies

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

Plan/Do	School Goal 4:	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.

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



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

Staff person or group	Course name/title	Course provider	Date completed

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: Twice per year

Assigned implementation team: Principal, Leveled Director

Check

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

Results of the SIP Progress Checklist



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> <p>Continue to have peer reviews at elementary principal meetings.</p>



Priority Goal 5 and Associated Strategies

Area for improvement and supporting data:

AdvancEd External Review Required Action #2

School Goal 5	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 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: ITF, Curriculum Staff, Administrators

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
Act	What does data show regarding the results of the implemented strategies?
	improved test scores for the past two years
	Based upon identified results, should/how should strategies be changed?
	For 15-16, curriculum staff will begin classroom walk-throughs in addition to administration. In October 2015, staff will participate in an activity where they discuss attributes of an effective classroom; this will be developed into the CWT form that administration will use the rest of the year.



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 who supports that student's educational experience.
Supports this district goal:	Goal 6 - 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

Plan/Do	Strategy 1:	Strategy: Design a structure that would allow school personnel to build strong relationships with students over time, gain significant insight into the students' needs, and act as an advocate for the students.		
		Action steps:		
		1. Determine the criteria for advocacy.		5.
		2. Determine which student are currently aligned with an advocate.		6.
		3. Discuss possibilities with SBMT for how to meet goal		7.
	4.		8.	
	Strategy 2:	Strategy: Provide the necessary supports to prepare staff to implement the structure.		
		Action steps:		
		1. Participate in district-wide professional learning with Principal Thomas-El on September 23.		5.
		2. Participate in district-wide professional learning for MTSS.		6.
		3.		7.
	4.		8.	
Strategy 3:	Strategy: Implement the structure.			
	Action steps:			
	1. Each grade level will be responsible to advocating for a teammate's students. Discuss students at team planning and RTI. Teachers will push-in to teammate's	2	5.	
	3.		6.	
	4.		7.	
		8.		



Plan/Do	How will we fund these strategies?		
	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:	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		
	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 Checklists		
	What does data show regarding the results of the implemented strategies?		
Based upon identified results, should/how should strategies be changed?			



Act



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?

no 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.

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
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	x	x	x		x
	Strategy 2	x	x	x		x
	Strategy 3					

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:

Grade levels meet with curriculum coordinators three times per week to discuss plans for the upcoming week related to Reading, Writing, and Math. Best practices are discussed including balanced literacy approaches and hands-on instruction 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
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	x	x	x		x
	Strategy 2	x	x	x		x
	Strategy 3					

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:

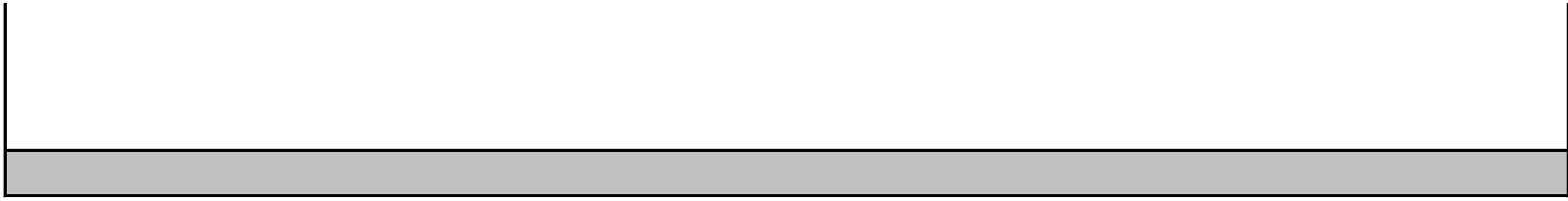
100% of our staff is highly qualified (HQ), use of PLC's, mentor/mentee program for teachers in their first three years of teaching, buddy teachers for experienced teachers that are new to Union Elementary

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
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	x	x	x		x
	Strategy 2		x			x
	Strategy 3					

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:

We have a technology plan that was created by the media specialist and ITF and approved by the SBMT. Technology training is offered each month at Union Elementary. Informal staff development occurs weekly in PLC meetings by the curriculum coordinators modeling examples of best practices.



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
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	x	x	x			x
	Strategy 2	x	x	x			x
	Strategy 3						
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:							
<p>Partner with Wingate University to allow their Education Majors to come to Union for clinicals/observations and student teaching. We will also partner with FHHS for students in the Family and Consumer Science class to complete clinicals at Union. The Social Committee plans celebrations to boost morale.</p>							

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
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1				x	
	Strategy 2		x			
	Strategy 3					

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

teacher websites, school website, postcards, newsletters, PTO meetings, Parent Resource Room, conferences, Curriculum nights



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.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	x		x		
	Strategy 2	x	x			
	Strategy 3					

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

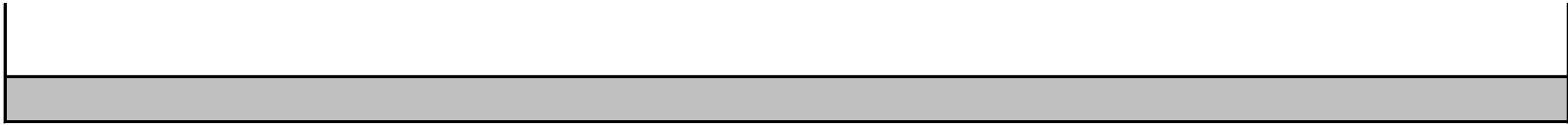
PreK Curriculum Nights, Kindergarten Orientation in the Spring for PreK parents

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.

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	x	x	x			x
	Strategy 2	x	x	x			x
	Strategy 3						

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:

A variety of assessments are analyzed in each classroom and organized into data notebooks by homeroom teachers. This is used to form groups for guided reading and small group remediation. Data is analyzed in PLC's and decisions are made as to how to meet the needs of all students. Being an RTI school, grade level plans are created and monitored each 6 week grading period.



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
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	x				x	
	Strategy 2	x					
	Strategy 3						

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

PLC's hold RTI meetings each grading period to discuss which students need interventions. The 21st Century After School Program targets at-risk students in grades 3-5.

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

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	x		x		
	Strategy 2	x		x		
	Strategy 3					

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:

money to hire tutors, curriculum coordinators, and to purchase resources (books, technology)

