



2018-19 & 2019-20 New Salem School Improvement Plan

Contact Information			
School	New Salem Elementary	Date Prepared by Committee	07/24/18
Address	6106 Hwy 205 Marshville, NC 28103	Date Approved by School	10/10/18
		Phone Number	704-296-3175
School Website	www.ucps.k12.nc.us/Domain/26	Fax Number	704-385-8205
Principal	Bryan Lynip	Superintendent	Dr. Andrew Houlihan
School Improvement Team			
Committee Position	Name	Email	Date Elected
Principal	Bryan Lynip	bryan.lynip@ucps.k12.nc.us	2013
Assistant Principal Representative	Wesley Riddle	wesley.riddle@ucps.k12.nc.us	2018
Teacher Representative / Chair	Kelly Schweiber	kelly.schweiber@ucps.k12.nc.us	2013
Teacher Assistant Representative	Jessica O'Malley	jessica.omalley@ucps.k12.nc.us	2018
Teacher Representative	Starla Williams	starla.williams@ucps.k12.nc.us	2016
Teacher Representative	Abby Ring	abby.ring@ucps.k12.nc.us	2018



Teacher Representative	Cheryl Batten	cheryl.batten@ucps.k12.nc.us	2016
Teacher Representative	Valerie Page	valerie.page@ucps.k12.nc.us	2018
Teacher Representative	Marcie Baucom	marcie.baucom@ucps.k12.nc.us	2015
Humanities Teacher Representative	Tammy Parker	tammy.parker@ucps.k12.nc.us	2013
Guidance Representative	Mini D'Rozario	mini.drozario@ucps.k12.nc.us	2017
Parent Representative	Michelle Thomas	michie6701@windstream.net	2017
Parent Representative	Alana Cox	acox21@gmail.com	2018
Support Staff Representative	Gina James	gina.james@ucps.k12.nc.us	2013

Assessment Data Snapshot

Review of 17/18 Data

New Salem achieved an overall level of proficiency of 70.9 percent for the 17/18 school year. New Salem also met expected growth. 63.9 percent of students in grade 3-5 were considered proficient in Reading while 76.1 percent were considered proficient in Math. Overall Reading growth score was an 81.3 and Math growth score was 80.3. Students grew in Reading and in Math just above the state average. 75.4 percent of last year's 5th grade students were proficient in science.

Looking forward

4th grade scores for 17/18 (current 5th grade) were significantly lower (54 percent Reading/62 percent Math) than 5th grade (66 percent Reading 80.6 percent Math) and 3rd grade (78 percent Reading/85.4 percent Math). Our task will be to raise proficiency with current 5th grade cohort who will take Reading, Math, and Science tests this year without losing ground with other grade levels. Current 5th grade cohort also have significant discrepancy between the proficiency of girls and boys. Girls were 50% proficient in Reading while Boys were 57% proficient. In Math, Girls were 55% proficient while boys were 65% proficient.

Profile

New Salem is small community school with a strong sense of history. Students often are attending the school where their parents and even their grandparents attended. There are currently 252 students who attend this k-5 school. There has been a school on the property since 1926. Community support is strong for the school. That is represented in both strong financial (often sacrificial level of support) as well as strong volunteerism of parents' time. Teacher turnover is relatively low. The average years of teaching experience among the staff is above the state average. The school is well-maintained. Most students have intact family structures that include extended family. Most students also have support structures through engagement in the faith community.



State Board of Education Goals	
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

UCPS Strategic Themes Aligned to State Board of Education Goals	
UCPS Strategic Theme	EXPAND opportunities and support all levels for college and career readiness
Supports SBE Goal 1	
<ul style="list-style-type: none"> Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship. 	
UCPS Strategic Theme	ENHANCE academic programs to meet the needs of all students
Supports SBE Goal 2	
<ul style="list-style-type: none"> Every student has a personalized education 	
UCPS Strategic Theme	SUPPORT and develop UCPS employees
Supports SBE Goal 3	
<ul style="list-style-type: none"> Every student, every day has excellent educators 	
UCPS Strategic Theme	ENGAGE parents and community
Supports SBE Goal 4	
<ul style="list-style-type: none"> Every school district has up-to-date financial, business, and technology systems to serve its student, parents, and educators 	
UCPS Strategic Theme	FOSTER positive learning experiences for all students
Supports SBE Goal 5	
<ul style="list-style-type: none"> Every student is healthy, safe, and responsible 	



2018-19 & 2019-20 New Salem School Improvement Plan

Vision Statement

District: Preparing all students to succeed globally in the 21st Century by employing the best technological tools with well-trained educators and administrators in a collaborative and safe environment.

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

Mission Statement

District: Preparing all students to succeed.

School: 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.

Shared Beliefs

- | | |
|---|--|
| <ul style="list-style-type: none">• Students deserve a high quality, rigorous education• Students should have a safe, positive learning environment conducive to learning• Stakeholders should have input into decisions made at the school level | Teachers are professionals who are life-long learners and continue to grow and adapt to the ever changing learning needs of the students |
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Priority Goals

1. Identify and implement specific research-based instructional strategies that enhance academic rigor, encourage student creativity, and emphasize collaborative problem-solving to improve achievement of all students.
2. Design and implement system-wide programs to enhance opportunities for all students to identify career goals and plan for their future.
3. Formalize and implement with fidelity, school-wide procedures that ensure and support operation as a professional learning community
4. Support Science and Social Studies instruction through integration of content into non-fiction Literacy instruction
5. Develop, implement, and evaluate policies in all schools ensuring that each student is well known by at least one adult advocate who supports their educational experience

EmpowerED Implementation Plan

AdvancED Improvement Priority #1

Priority Goal #1:	Identify and implement specific research-based instructional strategies that enhance academic rigor, encourage student creativity, and emphasize collaborative problem-solving to improve achievement of all students.
Supports District Strategic Themes/Objectives:	ENHANCE academic programs to meet the needs of all students
Supports State Goals:	Every student has a personalized education
Data and Resources Used:	TIM Teacher DLCs Administrator DLCs EmpowerED Framework Evaluation Instrument Walk Thru feedback tools



Strategies Research-based strategy and supporting action steps to address data-identified area of improvement. Examples include: <ul style="list-style-type: none"> • Action Step • PD Action Step • Reflection/Evaluation Action Step 	Point Person & Team Members (Name/Title)	Evidence of Success (Measures of Student Impact) *Benchmarks *Progress Monitoring	Resources *Financial - estimated cost/ source *Human *Time *Political	Timeline (Start-End) *BOY Workdays *Early Release Days *Other school-based professional learning
Strategy 1: Strategy 1: Share the EmpowerED framework. Facilitate 4 “stations” in which groups of teachers discuss content from the summer session. Have them create a product using a tool to demonstrate their new knowledge.	Bryan Lynip Cheryl Batten	Kinder First Second Third: Third Fourth/Fifth Special Area Media Tammy Parker - Communicators	Empowered ED Implementation plan	First Faculty Meeting 08/18
Strategy 2: Teachers share ideas in PLC’s about how they are increasing ways in which students are creating unique and relevant content to demonstrate their learning.	Teachers in PLCs	Student Created Products; Phone calls, interviews, commercial, writing opinion EmpowerED walkthru tool Kinder First Second Third Fourth Fifth Special Area	Spot light in Newsletters Shout out’s on social media Agenda Item to bring artifact to November 2018 Faculty Meeting	8/18 – 6/20



<p>Strategy 3:</p> <p>Plan one Field trip per grade level that rather than students “receive” or are consumers of information they are volunteering, creating or otherwise doing something that addresses a real world problem.</p>	<p>Grade Level plans including special area teachers</p>	<p>Kinder First Second Third: Third Fourth/Fifth Special Areas Media Tammy Parker - Communicators</p>	<p>Partnerships with community service providers/businesses</p>	<p>8/18 – 6/20</p>
<p>Strategy 4:</p> <p>Teachers will transfer what they learn about the EmpowerED framework by implementing the strategies they learn and recording themselves demonstrating one module from the framework</p>	<p>teachers</p>	<p>completion of reflection in Canvas</p>	<p>ipad, access to canvas site, student or staff to record teacher demonstrating learning from module key indicator form for module</p>	<p>10/18 ERday</p>

Potential Barriers: What individuals/ factors may cause resistance? How do you plan to address this? Managing time and breaking large goals into manageable chunks will be a challenge. Communicating how initiatives support individual teachers goals and ambitions will be a challenge to communicate.

District Support: What support do you need from the district departments? District departments can support the vision by consistent messaging and also by listening to unique challenges that each school has and how the mission might be accomplished differently.

Advanced Opportunity for Improvement #1

Priority Goal #2:	Design and implement system-wide programs to enhance opportunities for all students to identify career goals and plan for their future.
Supports District Strategic Theme/Objective:	<ul style="list-style-type: none"> EXPAND opportunities and support all levels for college and career readiness
Supports State Goals:	<ul style="list-style-type: none"> Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship
Data and Resources Used:	Survey

Strategies Research-based strategy and supporting action steps to address data-identified area of improvement. Examples include: <ul style="list-style-type: none"> Action Step PD Action Step Reflection/Evaluation Action Step 	Point Person & Team Members (Name/Title)	Evidence of Success (Measures of Student Impact) *Benchmarks *Progress Monitoring	Resources *Financial - estimated cost/ source *Human *Time *Political	Timeline (Start-End) *BOY Workdays *Early Release Days *Other school-based professional learning
Strategy 1: All 4 th graders will participate in a college visit.	Nancy Whitley	Schedule for College Visit	\$2000 to provide transportation to ensure no cost to parents for this	Spring 19,
Strategy 2: Students will be exposed to possible careers with a career fair on 03/07 Early Release Day	SIT	Schedule for Career day	\$1000 max	03/07 Early Release Day is scheduled for this event



Strategy 3: 5 th grade students participating in an interest survey to help guide them toward possible careers	Mini D'Rozario	Completion of Interest survey	\$0	Spring 2018 prior to career day on 03/07
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Potential Barriers: What individuals/ factors may cause resistance? How do you plan to address this? Guidance department which is important to this particular goal also teaches several days per week and is involved with multi-tiered system of support which is a significant pull on time to support college and career readiness.

District Support: What support do you need from the district departments? Continue financial support to implement the mission of all 4th graders visiting a college site.





Priority Goal #3:	Formalize and implement with fidelity, school-wide procedures that ensure and support operation as a professional learning community
Supports District Strategic Theme/Objective:	SUPPORT and develop UCPS employees
Supports State Goal:	Every student, every day has excellent educators
Data and Resources Used:	<i>PLC checklist, Benchmark/Common Assessment Results, Agenda for PLC and Team Meetings, Faculty Mtg Agendas, PD credit awarded</i>

Strategies Research-based strategy and supporting action steps to address data-identified area of improvement. Examples include:	Point Person & Team Members (Name/Title)	Evidence of Success (Measures of Student Impact) *Benchmarks *Progress Monitoring	Resources *Financial - estimated cost/ source *Human *Time *Political	Timeline (Start-End) *BOY Workdays *Early Release Days *Other school-based professional learning
Strategy 1: Increase staff involvement in and effectiveness of multi-tiered system of support(MTSS). <ul style="list-style-type: none"> ● Increase size of team to include classroom teachers ● Use universal screeners along with classroom teachers to identify Tier 2(20%) and Tier 3(5%) students ● Identify New Salem specific data decision rules and protocols to address ● Review Tier2/Tier3 plan 	Mini D'Rozario Bryan Lynip Starla Williams Edd Musgrave Renay Maulden Grade Level PLC's	Train additional staff Tier 2/Tier 3 students identified Developed protocols	PD on MTSS Notebook Resource for each Grade Level	09/18 08/18 – 10/19 Bi - Monthly Mtgs
Strategy 2: Establish and prepare a School Leadership Team and grade-level/departmental PLC's <ul style="list-style-type: none"> ● Select and organize team members ● Build shared knowledge ● Compile and analyze school data ● Review the school improvement plan ● Establish a structure and purpose for PLC meetings 	Bryan Lynip Grade Level Chairs	Development of SIP Review of School data Minutes from Meetings	Data Dashboard Data Decisions Rules Tier 2 /3 standard protocols	07/18 09/18 11/18 01/19 03/19 05/19

<ul style="list-style-type: none"> Teach collaboration strategies Build trust 				
Strategy 3: Carry out the tasks of a PLC <ul style="list-style-type: none"> Address the most pressing instructional challenges by studying the standards, selecting research based strategies and assessment techniques, plan and implement lessons, agree on and collect evidence o student learning, analyze the data, reflect and adjust teaching Be continuous learners Focus on student success 	Bryan Lynip Wesley Riddle Grade level chairs	Minutes from PLC minutes Evidence of data collected and reviewed Plans developed to address Tier 1; Tier 2; Tier 3 instruction	Access and Use of Curriculum tools Attendance at PD offered by school or county	8/18 – 6/20 8/18 – 6/20 One Wed PM per month designated to address Tiered instruction
Strategy 4: Support and value the work of PLCs <ul style="list-style-type: none"> Provide enough time regularly throughout the year for teams to do their work Monitor and give feedback on the work of the PLC in meetings and while implementing in the classroom 	Bryan Lynip Wesley Riddle Grade Level chairs	Agenda Plan to Address Target Standards	Substitutes for double planning or use of Special Area Teachers creatively	10/18 12/18 02/18 04/18

Potential Barriers: What individuals/ factors may cause resistance? How do you plan to address this? NSES has not had district curriculum support for several years to help facilitate more formal PLC structures. In the past there has been significant freedom for grade levels to organize their own meetings without formal structures. It will be a transition to establish more formal procedures.

District Support: What support do you need from the district departments? NSES needs more than 1 day per week of curriculum support despite the school's small size.

Priority Goal #4:	Support Science and Social studies instruction through integration of content into non-fiction units of Literacy instruction.
Supports District Strategic Theme/Objective:	EXPAND opportunities and support all levels for college and career readiness
Supports State Goals:	Every student in the NC public school system graduates from high school prepared for work, further education, and citizenship
Data and Resources Used:	<i>Science EOG scores, Non-fiction scores of Reading EOG, Alignment of reading material in nonfiction units with Science and SS standards by grade level</i>

Strategies Research-based strategy and supporting action steps to address data-identified area of improvement. Examples include:	Point Person & Team Members (Name/Title)	Evidence of Success (Measures of Student Impact) *Benchmarks *Progress Monitoring	Resources *Financial - estimated cost/ source *Human *Time *Political	Timeline (Start-End) *BOY Workdays *Early Release Days *Other school-based professional learning
Strategy 1: <ul style="list-style-type: none"> Use units of study provided by the county for integration of science and social studies into literacy Adjust units to North Carolina standards 	Nancy Whitley Grade Level PLC's	Emphasis on content instruction in Science and Social studies evident Continued improvement	none	8/18 – 6/20

		in Science scores		
Strategy 2: <ul style="list-style-type: none"> Organize books in the book room by science units of study to facilitate content rich shared reading instruction Post Units of Study K-% in planning room and discuss monthly in grade level planning meetings how social studies and science instruction is being implemented to make educational decisions. 	Nancy Whitley Grade Level PLC's	Emphasis on content instruction in Science and Social studies evident Continued improvement in Science scores	Some book bins/labeling for organization \$100-\$200	8/18 – 6/20

Potential Barriers: What individuals/ factors may cause resistance? How do you plan to address this? Science and Social studies are pushed to the side often times because they are not as directly connected to both positive and negative consequences related to growth and proficiency. Tying science and social studies content to thinking skills and literacy skills that carry over to standardized measures will address some of these concerns. Imbedding disciplinary literacy across content areas will also help address this.

District Support: What support do you need from the district departments? District departments can continue to gain efficiency with consistent messaging about how various initiatives support each other. Implementing less initiatives more deeply will also be helpful.

Priority Goal #5:	Develop, implement, and evaluate policies in all schools ensuring that each student is well known by at least one adult advocate who supports their educational experience
Supports District Strategic Theme/Objective:	FOSTER positive learning experiences for all students
Supports State Goals:	Every student is healthy, safe, and responsible
Data and Resources Used:	Survey Data; system and school survey administered by Guidance department

Strategies Research-based strategy and supporting action steps to address data-identified area of improvement. Examples include: <ul style="list-style-type: none"> Action Step PD Action Step Reflection/Evaluation Action Step 	Point Person & Team Members (Name/Title)	Evidence of Success (Measures of Student Impact) *Benchmarks *Progress Monitoring	Resources *Financial - estimated cost/ source *Human *Time *Political	Timeline (Start-End) *BOY Workdays *Early Release Days *Other school-based professional learning
Strategy 1: <ul style="list-style-type: none"> Communicate a positive message home in 1st 10 days Survey students and respond to survey to target students who do not feel connected to school or to people at the school 	Classroom Teachers Mini D'Rozario	First 10 days checklist complete Completed Survey	Student Survey	08/18, 08/19 10/18



<p>Strategy 2:</p> <ul style="list-style-type: none"> Organize a curriculum night for parents to come to school and hear from teachers about how they can help their child. Encourage home/school communication by way of a weekly newsletters with resources for parent/students to access Elicit feedback from parents on effectiveness of curriculum night. 	Bryan Lynip Wesley Riddle Grade Chairs	Student Survey results indicating connection to at least 1 staff member	Childcare for school age students (TA provided and earned time)	09/18, 09/19
	Grade Chairs	Levels of satisfaction with school higher than district average		8/18 – 6/20
	Bryan Lynip			10/18
<p>Strategy 3:</p> <ul style="list-style-type: none"> SAFE SCHOOL PLAN IS A SEPARATE DOCUMENT NOT POSTED TO SCHOOL WEBSITE 				

Potential Barriers: What individuals/ factors may cause resistance? How do you plan to address this? Weekly newsletters have been completed by some grade levels for others it is a new expectation school wide. Posting newsletters allow teacher teams to view other newsletters to get ideas. Staff newsletter out on a timely basis with as much notice as possible will help teachers write their newsletters.

District Support: What support do you need from the district departments? Continue the support on the side of school safety that we have seen (SRO, External door being electronically locked, Volunteer sign in system)



School Improvement Plan Peer Review Form (Year 1 Peer Review #1)										
	Vision & Mission	Team member ship	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State- required Checklist	Safe School Plan
Meets all requirements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Does Not Meet all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments					
(Please provide specific details for each part of the SIP that does not meet all requirements)					
Teachers receive duty free lunch two days a week but not every day. They do receive planning each day.					
Name	Sharyn Vonnannon	Signature	<i>Sharyn Vonnannon</i>		Date 10/12/18



School Improvement Plan Review Form (Year 1 Director Review)

	Vision & Mission	Team member ship	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State- required Checklist	Safe School Plan
Meets all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does Not Meet all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments

(Please provide specific details for each part of the SIP that **does not meet** all requirements)

Name		Signature		Date	
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School Improvement Plan Review Form (Year 1 Peer Review #2)										
	Vision & Mission	Team member ship	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State-requi red Checklist	Safe School Plan
Meets all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does Not Meet all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments (Please provide specific details for each part of the SIP that does not meet all requirements)					
Name			Signature		
				Date	



School Improvement Plan Review Form (Year 2 Peer Review #1)										
	Vision & Mission	Team member ship	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State-requi red Checklist	Safe School Plan
Meets all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does Not Meet all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments (Please provide specific details for each part of the SIP that does not meet all requirements)						
Name				Signature		
				Date		



School Improvement Plan Review Form (Year 2 Director Review)										
	Vision & Mission	Team member ship	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State-requi red Checklist	Safe School Plan
Meets all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does Not Meet all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p style="text-align: center;">Additional Comments</p> <p style="text-align: center;">(Please provide specific details for each part of the SIP that does not meet all requirements)</p>

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Name		Signature		Date	
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School Improvement Plan Review Form (Year 2 Peer Review #2)										
	Vision & Mission	Team member ship	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State-requi red Checklist	Safe School Plan
Meets all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does Not Meet all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments (Please provide specific details for each part of the SIP that does not meet all requirements)						
Name				Signature		
				Date		



2018-19 & 2019-20 School Improvement Plan Annual Review (Year 1)

Goals	February 2019 Current Reality & Adjusted Action Steps		June 2019 Current Reality & Adjusted Action Steps	
Goal 1:				
Goal 2:				
Goal 3:				
Goal 4:				
Goal 5:				
Principal's Signature				



2018-19 & 2019-20 School Improvement Plan Annual Review (Year 2)

Goals	February 2020 Current Reality & Adjusted Action Steps		June 2020 Current Reality & Adjusted Action Steps	
Goal 1:				
Goal 2:				
Goal 3:				
Goal 4:				
Goal 5:				
Principal's Signature				



School Improvement Plan Report

Checklist of State-required On-going Operational Activities

All Schools

Does this school:	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> Implement strategies for improving performance of all students?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> Plan use of staff development funds?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> Plan for use of assessments to monitor student progress?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Provide daily duty-free lunch to teachers?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> Provide at least five hours of planning time for teachers each week?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> Implement strategies for involving parents and the community in the educational program?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> 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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?



School Improvement Plan Approval

Committee Position	Name	Signature	Date
Principal	Bryan Lynip	<i>Bryan Lynip</i>	10/10/18
Assistant Principal Representative	Wesley Riddle	<i>Wesley Riddle</i>	10/10/18
Teacher Representative	Kelly Schweiber	<i>Kelly Schweiber</i>	10/10/18
Teacher Representative	Starla Williams	<i>Starla Williams</i>	10/10/18
Teacher Representative	Abby Ring	<i>Abby Ring</i>	10/10/18
Teacher Representative	Cheryl Batten	<i>Cheryl Batten</i>	10/10/18
Teacher Representative	Valerie Page	<i>Valerie Page</i>	10/10/18
Teacher Representative	Tammy Parker	<i>Tammy Parker</i>	10/10/18
Guidance	Mini D'Rozario	<i>Mini D'Rozario</i>	10/10/18
Instructional Support (TA)	Jessica O'Malley	<i>Jessica O'Malley</i>	10/10/18
Office Support	Gina James	<i>Gina James</i>	10/10/18
Parent Representative	Michelle Thomas	<i>Michelle Thomas</i>	10/10/18
Parent Representative	Alana Cox	<i>Alana Cox</i>	10/10/18