



## 2018-19 & 2019-20 Central Academy of Technology & Arts School Improvement Plan

### Contact Information

<b>School</b>	Central Academy of Technology & Arts	<b>Date Prepared by Committee</b>	9/11/18
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### School Improvement Team

Committee Position	Name	Email	Date Elected
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Teacher Representative	Tawnee Bounds	<a href="mailto:tawnee.bounds@ucps.k12.nc.us">tawnee.bounds@ucps.k12.nc.us</a>	8/2016
Teacher Representative	Kortney Kopchick	<a href="mailto:kortney.kopchick@ucps.k12.nc.us">kortney.kopchick@ucps.k12.nc.us</a>	8/2016
Teacher Representative	Deb Cochran	<a href="mailto:debora.cochran@ucps.k12.nc.us">debora.cochran@ucps.k12.nc.us</a>	8/2016
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### Assessment Data Snapshot

In **2017-2018** CATA demonstrated **Grade Level Proficiency (GLP)** on EOC testing as  $>95$  and **Career and College Readiness (CCR)** decreased from 94.6 to 91.7%. NC School Report Card SPG for 2017-2018 was an 'A' designation which indicates that there are no significant gaps between student subgroups. CATA exceeded growth (+5.45) in 2017-2018 with a decrease from (+10.23) in 2016-2017. **Four year cohort graduation rate** in 2017-2018 rate was  $>95\%$ .

In **2017-2018**, the percentage of students meeting benchmark scoring above state baseline on **ACT** was **94.8%** and on **ACT WorkKeys** was  **$>95\%$** . The Class of 2018 had an ACT Composite Score Average of 23.8. On the ACT males performed lower than females on the English (-8.9) and Reading (-7) subtests, yet higher than females on the Math subtest (+5.5) and significantly higher on the Science subtests (+13.2). Hispanic and Black students performed significantly lower on the Science subtests. CATA has  $>95\%$  Proficient in tested areas of Math 1, Biology and English II (94.5%) and scoring well above the state average in all areas. It should be noted that there was a decrease in Level 5 Achievement Levels in **Biology** (16/17 **58.8%** to 17/18 **45.9%**) and English II (16/17 **16.3** to 17/18 **11.4%**) The 4 year high school graduation rate is  $>95\%$ . In 2017-2018 the graduation rate was 100%.

Central Academy of Technology and Arts has veteran teacher mentors to support beginning teachers and CATA has an Instructional Curriculum Facilitator to support the instructional and technology needs of the instructional staff. All CATA teachers are supported by building administrators that serve as facilitators of county level professional development for teachers. CATA has support from Instructional Content Facilitators in all subject areas and an Instructional Technology Facilitator. The ICF provide feedback on classroom observations to the school administration. There are professional development opportunities through the above staff members at least three times per month.

The **AP Five Year School Summary** shows that in 2017- **230** students scored a 3+ or higher on AP exams. In 2018- **288** students scored a 3+ or higher on AP exams scoring above the state average. The participation rate on the **AP exams** has risen from 18.5% in 2014 to 25.3% in 2016. The rate of test-takers scoring 3 or higher has risen from 63.8% in 2014 to 66.7% in 2016; however the rate of exams with scores of 3 or higher has gone from 64.6% to 59.9% and now to 61% in 2018. Individual teacher data shows that in some courses, the Free-response section scores for the school are out of alignment with global scores.

**CTE End of course** tests show that students at CATA meet performance levels at the same rate or higher than the UCPS average in all courses that are state EOC courses.

Students at CATA meet or exceed state and school system proficiency rates for all state assessments.

**Academic Year: 2016-2017**

**RDYLEV - Performance Composite by Level**

	L1	L2	L3	L4	L5	CCR	GLP
All Subjects	<5	<5	<5	55.8	38.8	94.6	>95
EOC	<5	<5	<5	55.8	38.8	94.6	>95
Math I	<5	<5	<5	53.6	41.5	>95	>95
Biology	<5	<5	<5	36.1	58.8	94.8	>95
English II	<5	<5	<5	77.7	16.3	94.0	>95

**Academic Year: 2017-2018**

**REPLEV - Achievement Level Drilldown**

	L1	L2	L3	L4	L5	CCR	GLP
All Subjects	<5	<5	<5	58.4	33.2	91.7	>95
Grade 9-12	<5	<5	<5	58.4	33.2	91.7	>95
Math 9-12	<5	<5	<5	53.2	41.1	94.4	>95
Biology	<5	<5	<5	45.9	45.9	91.8	>95
English II	<5	5.5	5.9	77.2	11.4	88.6	94.5



## 2018-2019 & 2019-2020 Central Academy of Technology & Arts School Improvement Plan

### Profile

**2017-2018 Parent Survey** indicates that 94.9% of parents felt that they were keep informed of upcoming school based activities. 85% of parents felt that teachers at my child's school have high expectations for their learning environment. 87.8% of parents felt they were keep informed of their academic progress.

**2017-2018 Student Survey** indicates that 81.9% of students feel safe at their school. 85.5% of students know how to request extra help when they need it. 93.6% of students feel they have a positive relationship with at least one of their teachers.

**2018 Teacher Working Condition Survey** indicates that 69.8% of teachers feel that non-instructional time provided for teachers in school is sufficient and 73.6% of teachers feel that they have sufficient instructional time to meet the needs of all students. 52.8% of teachers feel that they are protected from duties that interfere with their essential role of educating students.

**Technology** -Students and teachers all have access to a laptop (for teachers and Lenovo for students) that they are able to use at school and home. Outside of a few shop suite areas, all CATA classrooms are equipped with SmartBoards. CATA is also supported by an Instructional Technology and Curriculum Facilitator.

100% of teachers are licensed, or in a licensure program and are **highly qualified**.

Central Academy of Technology and Arts mirrors the **diversity** of Union County diversity with 73% white students, 12% African American students, 11% Hispanic students, and 4% of students of other ethnicities.

Central Academy has received the rating of an A school for the 2017-2018 school year by the **North Carolina Department of Public Instruction**.

**CATA organizations are involved in community** events such as Wolfe School Easter Egg Hunt, field day and EOG pep rallies at local elementary schools, CATA Car Show, Monroe Parade, helping families through the Union County Christmas Bureau, Trunk or Treat for community children, Special Olympics, road and stream clean-up, athletic concessions volunteering at our school, fundraiser for Victory Junction (Camp for kids with chronic illnesses, Red Cross Blood Drives, and recycling.

**The CATA athletic program** has won numerous conference and regional championships over the past school year. The school won its first conference Wells Fargo Cup in the 2013-2014 school year. In 2017-2018, 336 student athletes participated in at least one sport, and the majority participated in two or more. In 2017-2018, 18 of our 21 teams received recognition from the NCHSAA for having team GPA's over 3.1.



## State Board of Education Goals

<b>Goal 1 –</b>	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship
<b>Goal 2 –</b>	Every student has a personalized education
<b>Goal 3 –</b>	Every student, every day has excellent educators
<b>Goal 4 –</b>	Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators
<b>Goal 5 –</b>	Every student is healthy, safe, and responsible

## UCPS Strategic Themes Aligned to State Board of Education Goals

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



## 2018-2019 & 2019-2020 Central Academy of Technology & Arts School Improvement Plan

### Vision Statement

**District:** Prepare students to be successful, productive, contributing members of our global society.

**School:** Central Academy of Technology & Arts is a comprehensive magnet high school that incorporates rigorous academic and technical education using an innovative academy concept in a nurturing environment that emphasizes experiential learning, relevant internships, community involvement, technical, artistic, and academic integration. We prepare our students to compete in a global society.

### Mission Statement

**District:** Preparing all students to succeed

**School:** To prepare students for informed decision-making, effective citizenship, personal achievement, higher education, and rewarding careers.

### Shared Beliefs

- Academy-based learning
- Every student needs an advocate and learn to self-advocate
- All students should be challenged to learn and can be career and college ready
- Experiential learning is key to success
- Teachers as leaders and learners brings about improved learning
- Continuous focus on students, stakeholders, and operational results
- Community responsibility and citizenship is part of our curriculum and necessary for a culture of respect
- Improvement is part of our daily work
- Communication with all stakeholders is key

### Priority Goals

1. As a PLC 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 through Naviance for all students to identify career goals and plan for their future.
3. Promote college/career readiness for all students by engaging students in academy-based learning and providing experiential learning.
4. Continue to train teachers on disciplinary literacy and continue to provide students multiple opportunities to develop complex communication skills within all content areas.
5. Provide professional development and training on leading EmpowerED classrooms and using disciplinary and digital literacy in instruction that allows students to Connect, Collaborate and Create.

**EmpowerED Implementation Plan**  
**AdvancED Improvement Priority #1**

<b>Priority Goal #1:</b>	<i>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.</i>
Supports District Strategic Themes/Objectives:	<ul style="list-style-type: none"> <li>• Provide equitable high quality core instruction to all students to create independent learners</li> <li>• Provide differentiated, relevant training opportunities for all employees</li> </ul>
Supports State Goals:	<ul style="list-style-type: none"> <li>• Every student has a personalized education</li> <li>• Every student, every day has excellent educators</li> </ul>
Data and Resources Used:	<a href="#">TIM</a> (Consider your school-based assessment) <a href="#">Teacher DLCs</a> <a href="#">Administrator DLCs</a> <a href="#">EmpowerED Framework</a>

<b>Strategies</b>	<b>Point Person &amp; Team Members</b>	<b>Evidence of Success</b>	<b>Resources</b>	<b>Timeline</b>
Research-based strategy and supporting action steps to address data-identified area of improvement. Examples include: <ul style="list-style-type: none"> <li>• Action Step</li> <li>• PD Action Step</li> <li>• Reflection/Evaluation Action Step</li> </ul>	Administrative Team, and ICF	(Common Assessment Data, Teacher-Made Assessments, Accountability Data, 3-Minute Walkthrough Data, EVAAS and NCEES Reports)	School Funding	(Start-End) *BOY Workdays *Early Release Days *Other school-based professional learning

<p><b>Strategy 1: Establish and prepare a School Leadership Team and grade-level/departmental PLCs</b></p> <ul style="list-style-type: none"> <li>Organize team members – designate PLC roles</li> <li>Assess staff using TIM</li> <li>Build shared knowledge</li> <li>Compile and analyze school data at the school level and within department/academy</li> <li>Review the School Improvement Plan</li> <li>AP teachers will be connected with other course-similar</li> <li>AP teachers to develop strategies to improve learning.</li> </ul>	<p>Department Chairpersons for each department/academy Principal for AP teacher PLC</p>	<p>PLC roles designated</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> increase in student performance.</li> <li><input type="checkbox"/> Students will increase in course mastery as demonstrated on EOC, CTE, PLTW, local courses</li> <li><input type="checkbox"/> AP exam scores will increase and participation rate will continue to increase.</li> </ul>		<p>2018-2019</p>
<p><b>Strategy 2: Carry out the tasks of a PLC</b></p> <ul style="list-style-type: none"> <li>Address the most pressing instructional challenges by studying the standards, selecting research-based strategies and assessment techniques, plan and implement lessons, develop formative/summative assessments, analyze the data, reflect and adjust teaching</li> <li>Focus on student success</li> <li>Teachers work collaboratively to decrease the number of non-proficient students in any subgroup not meeting 90% proficiency.</li> </ul>	<p><b>Point Person</b> Administration over department/academy, Department/academy chairs</p>	<p><b>Evidence of Success</b></p> <p>Student impact increase in student performance on benchmark assessments.</p> <p>Students will increase in course mastery on EOC, CTE, PLTW, local courses.</p> <p>AP exam scores will increase: AP participation rate will continue to increase.</p> <p>Decrease the number of non-proficient students by 10% in identified subgroups.</p>	<p><b>Funding</b></p>	<p><b>Timeline</b></p> <p>2018-2019</p>



<p><b>Strategy 3: Support and value the work of PLCs</b>  <b>Facilitate teams to meet at least 2 times</b></p> <ul style="list-style-type: none"> <li>Facilitate teams to meet at least 2 times Monthly and provide PLC time on teacher workdays.</li> <li>Monitor and give feedback on the work of the PLC in meetings and while implementing in the classroom.</li> <li>Empower teacher to be decision makers.</li> <li>Nurture innovation</li> <li>Evaluate PLC and adjust accordingly.</li> </ul>	<p>Administration over department/academy</p>	<p>PLC meeting minutes, Increase in teacher effectiveness as shown through evaluations, EVAAS scores, and other student testing data.            Teacher involvement in budget process.            Student engagement            Celebrate innovation through Facebook, Twitter, Cougar Chronicle, personal notes, evaluations</p>	<p><b>Timeline</b> 2018-2019</p>
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**Potential Barriers:** What individuals/ factors may cause resistance? How do you plan to address this? None at this time.

**District Support:** What support do you need from the district departments? None at this time.

<b>AdvancED Opportunity for Improvement #1</b>	
<p><b>Priority Goal #2:</b></p>	<p><i>Design and implement system-wide programs to enhance opportunities for all students to identify career goals and plan for their future.</i></p>
<p>Supports District Strategic Theme/Objective:</p>	<ul style="list-style-type: none"> <li>EXPAND opportunities and support all levels for college and career readiness</li> </ul>
<p>Supports State Goals:</p>	<ul style="list-style-type: none"> <li>Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship</li> </ul>
<p>Data and Resources Used:</p>	<p>Naviance</p>

<p style="text-align: center;"><b>Strategies</b></p> <p>Research-based strategy and supporting action steps to address data-identified area of improvement. Examples include:</p> <ul style="list-style-type: none"> <li>• Action Step</li> <li>• PD Action Step</li> <li>• Reflection/Evaluation Action Step</li> </ul>	<p style="text-align: center;"><b>Point Person &amp; Team Members</b> (Name/Title)</p>	<p style="text-align: center;"><b>Evidence of Success</b> (Measures of Student Impact)</p> <ul style="list-style-type: none"> <li>*Benchmarks</li> <li>*Progress Monitoring</li> </ul>	<p style="text-align: center;"><b>Resources</b></p> <ul style="list-style-type: none"> <li>*Financial - estimated cost/ source</li> <li>*Human</li> <li>*Time</li> <li>*Political</li> </ul>	<p style="text-align: center;"><b>Timeline</b> (Start-End)</p> <ul style="list-style-type: none"> <li>*BOY Workdays</li> <li>*Early Release Days</li> <li>*Other school-based professional learning</li> </ul>
<p><b>Strategy 1:</b> Prepare staff to implement Naviance and implement all of its components through College and Career Readiness activities during Cougar Time-ACT Prep and Advisory Time- Naviance Scope and Sequence.</p>	<p>Administration and Guidance Department</p> <p>ICF Support</p>	<p>Increase in student participation through the Naviance Portal.</p>		<p style="text-align: center;"><b>Timeline</b> 2018-2019</p>
<p><b>Strategy 2:</b> All students will complete their grade level activities on the <a href="#">UCPS Naviance Scope and Sequence</a> for 2018-19.</p>	<p style="text-align: center;">School Naviance Leadership Team</p>	<p style="text-align: center;">95% of students completing tasks</p>	<p style="text-align: center;">Naviance</p>	<p style="text-align: center;"><b>Timeline</b> 2018-2019</p>

**Potential Barriers:** What individuals/ factors may cause resistance? How do you plan to address this? None at this time

**District Support:** What support do you need from the district department? None at this time



<b>Priority Goal #3:</b>	Promote college/career readiness for all students by engaging students in academy-based learning and providing informed sessions for incoming students.
Supports District Strategic Theme/Objective:	High achieving and globally competitive students
Supports State Goal:	Every student has a personalized education
Data and Resources Used:	AP, PLTW, EOC, CTE and NCF Exam Scores, and Certification Exams

<b>Strategies</b>	<b>Point Person &amp; Team Members</b> (Name/Title)	<b>Evidence of Success</b> (Measures of Student Impact) *Benchmarks *Progress Monitoring	<b>Resources</b> *Financial - estimated cost/source *Human *Time *Political	<b>Timeline</b> (Start-End) *BOY Workdays *Early Release Days *Other school-based professional learning
Research-based strategy and supporting action steps to address data-identified area of improvement. Examples include: <ul style="list-style-type: none"> <li>Action Step</li> <li>PD Action Step</li> <li>Reflection/Evaluation Action Step</li> </ul>				
<b>Strategy 1: Best match student to Academy-Based program</b> <ul style="list-style-type: none"> <li>- Continue middle school visits to explain academies to 8<sup>th</sup> graders</li> <li>- Invite middle school counselors to tour CATA, meet academy teachers and learn about programs</li> <li>- Continue CATA Crawl experience for prospective families</li> <li>- Match first choice selections in academies prior to reviewing second choices</li> <li>- Promote certifications and internship possibilities</li> <li>- Permit in-house academy change after 9<sup>th</sup> grade year if space opens in academy</li> </ul>	Guidance Department          Ashley Lawson/ Guidance Counselor	- Continuous progress monitoring	All teachers and all administration	2018-2019
<b>Strategy 2: Support Academy learning</b> <ul style="list-style-type: none"> <li>- Experiential learning</li> <li>- Support continued teacher PD in academy area</li> <li>- Facilitate mastery of knowledge and skills to obtain certifications based on area of study</li> </ul>	Vicki Merritt/ Administrator    Academy Chairs and teachers	- Increase in the number of and variety of certifications, internships and academy-related	All teachers and all administration	2018-2019



<ul style="list-style-type: none"> <li>- Analyze AP data and implement supports to increase student learning in AP courses related to or in academy study</li> <li>- Analyze incoming 9<sup>th</sup> grade data and work with teachers to set up support plans for success</li> <li>- Align Academy based formative assessments with summative assessments</li> </ul>	<p>Ashley Lawson/ Guidance Counselor</p> <p>Adrian Cain/CDC</p>	<p>work options obtained per academy</p> <ul style="list-style-type: none"> <li>- Increase composite ACTscore and increase percent of students meeting state and ACT benchmarks</li> </ul>		
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**Potential Barriers:** What individuals/ factors may cause resistance? How do you plan to address this? None at this time

**District Support:** What support do you need from the district departments? None

<b>Priority Goal #4:</b>	Train teachers on disciplinary literacy and continue to provide students multiple opportunities to develop complex communication skills within all content areas.
Supports District Strategic Theme/Objective:	High achieving and globally competitive students
Supports State Goals:	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship <b>OR</b> Every student has a personalized education
Data and Resources Used:	

<b>Strategies</b>	<b>Point Person &amp; Team Members</b>	<b>Evidence of Success</b>	<b>Resources</b>	<b>Timeline</b>
Research-based strategy and supporting action steps to address data-identified area of improvement. Examples include: <ul style="list-style-type: none"> <li>• Action Step</li> <li>• PD Action Step</li> <li>• Reflection/Evaluation Action Step</li> </ul>	(Name/Title)	(Measures of Student Impact) *Benchmarks *Progress Monitoring	*Financial - estimated cost/ source *Human *Time *Political	(Start-End) *BOY Workdays *Early Release Days *Other school-based professional learning

<p><b>Strategy 1:</b></p> <ul style="list-style-type: none"> <li>- Identify current literacy reality and teacher strategies</li> <li>- Every classroom will provide regular opportunities for literacy.</li> </ul>	Administration	<ul style="list-style-type: none"> <li>- Students will be seen interpreting and creating within multiple literacies in every classroom on a consistent basis.</li> </ul>		2018-2019
<p><b>Strategy 2:</b></p> <ul style="list-style-type: none"> <li>- Educate teachers on the multiple literacies</li> <li>- Educate teachers on reading strategy instruction within every content area</li> </ul>	Instructional Coaches	<ul style="list-style-type: none"> <li>- Increased observation of literacy within the classroom as evidenced by walkthroughs, observations, PDPs, and lesson plans</li> </ul>		2018-2019
<p><b>Strategy 3:</b></p> <ul style="list-style-type: none"> <li>- Leadership uses site plan to analyze implementation and adjust to improve literacy throughout the school</li> </ul>	Leadership Team	<ul style="list-style-type: none"> <li>- Minutes from leadership meetings</li> <li>- regular revisions of site plan literacy goal</li> </ul>	-	2018-2019

**Potential Barriers:** What individuals/ factors may cause resistance? How do you plan to address this? None at this time.

**District Support:** What support do you need from the district department? None

<b>Priority Goal #5:</b> Provide professional development and training on leading EmpowerED classrooms and using disciplinary and digital literacy in instruction that allows students to Connect, Collaborate and Create.	
Supports District Strategic Theme/Objective:	
Supports State Goals:	
Data and Resources Used:	<i>Insert other data and resources used here.</i>

<b>Strategies</b> Research-based strategy and supporting action steps to address data-identified area of improvement. Examples include: <ul style="list-style-type: none"> <li>Action Step</li> <li>PD Action Step</li> <li>Reflection/Evaluation Action Step</li> </ul>	<b>Point Person &amp; Team Members</b> (Name/Title)	<b>Evidence of Success</b> (Measures of Student Impact) <ul style="list-style-type: none"> <li>Benchmarks</li> <li>Progress Monitoring</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>Financial - estimated cost/ source</li> <li>Human</li> <li>Time</li> <li>Political</li> </ul>	<b>Timeline</b> (Start-End) <ul style="list-style-type: none"> <li>BOY Workdays</li> <li>Early Release Days</li> <li>Other school-based professional learning</li> </ul>
<b>Strategy 1:</b> Provide EmpowerED professional development on Teacher Workdays and during PLC meetings.	Administrative Team	Increased student engagement through greater implementation of EmpowerED: Connect, Collaborate and Create opportunities as measured on walkthroughs and evaluations.		<b>Timeline</b> 2018-2019
<b>Strategy 2:</b> Train teachers on <b>CONNECT (Fall)</b>	Administrative Team, Department Chairs	Increased student engagement through greater implementation of EmpowerED: <b>Connect</b> opportunities increased as measured on	Use of <b>EmpowerED</b> Walkthroughs	<b>Timeline</b> 2018-2019

		walkthroughs and evaluations.		
<b>Strategy 3: Train teachers on COLLABORATE (Winter)</b>	Administrative Team, Department Chairs	Increased student engagement through greater implementation of EmpowerED: <b>Collaborate</b> opportunities increased as measured on walkthroughs and evaluations.	Use of <b>EmpowerED</b> Walkthroughs	<b>Timeline</b> 2018-2019
<b>Strategy 4: Train teachers on CREATE (Spring)</b>	Administrative Team, Department Chairs	Increased student engagement through greater implementation of EmpowerED: <b>Create</b> opportunities increased as measured on walkthroughs and evaluations.	Use of <b>EmpowerED</b> Walkthroughs	<b>Timeline</b> 2018-2019

**Potential Barriers:** What individuals/ factors may cause resistance? How do you plan to address this? None at this time

**District Support:** What support do you need from the district departments? None

## School Improvement Plan Peer Review Form (Year 1 Peer Review #1)

	Vision & Mission	Team membership	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)

Name	Donna Cook	Signature	<i>Donna Cook</i>	Date	10/8/18
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**School Improvement Plan Review Form (Year 1 Director Review)**

	<b>Vision &amp; Mission</b>	<b>Team membership</b>	<b>School Data &amp; Summary Analysis</b>	<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>	<b>Goal 4</b>	<b>Goal 5</b>	<b>State-required Checklist</b>	<b>Safe School Plan</b>
<b>Meets all requirements</b>	<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"/>
<b>Does Not Meet all requirements</b>	<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)

<b>Name</b>		<b>Signature</b>		<b>Date</b>	
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**School Improvement Plan Review Form (Year 1 Peer Review #2)**

	<b>Vision &amp; Mission</b>	<b>Team membership</b>	<b>School Data &amp; Summary Analysis</b>	<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>	<b>Goal 4</b>	<b>Goal 5</b>	<b>State-required Checklist</b>	<b>Safe School Plan</b>
<b>Meets all requirements</b>	<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"/>
<b>Does Not Meet all requirements</b>	<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)

<b>Name</b>		<b>Signature</b>		<b>Date</b>	
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**School Improvement Plan Review Form (Year 2 Peer Review #1)**

	<b>Vision &amp; Mission</b>	<b>Team membership</b>	<b>School Data &amp; Summary Analysis</b>	<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>	<b>Goal 4</b>	<b>Goal 5</b>	<b>State-required Checklist</b>	<b>Safe School Plan</b>
<b>Meets all requirements</b>	<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"/>
<b>Does Not Meet all requirements</b>	<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 2 Director Review)**

	Vision & Mission	Team membership	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State-required Checklist	Safe School Plan
<b>Meets all requirements</b>	<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"/>
<b>Does Not Meet all requirements</b>	<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 2 Peer Review #2)**

	Vision & Mission	Team membership	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State-required Checklist	Safe School Plan
<b>Meets</b> 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"/>
<b>Does Not Meet</b> 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)



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Name		Signature		Date	
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**2018-19 & 2019-20 School Improvement Plan Annual Review (Year 1)**

<b>Goals</b>	<b>February 2019 Current Reality &amp; Adjusted Action Steps</b>		<b>June 2019 Current Reality &amp; Adjusted Action Steps</b>	
Goal 1:				



Goal 2:				
Goal 3:				
Goal 4:				
Goal 5:				

<b>Principal's Signature</b>	
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**2018-19 & 2019-20 School Improvement Plan Annual Review (Year 2)**

<b>Goals</b>	<b>February 2020 Current Reality &amp; Adjusted Action Steps</b>	<b>June 2020 Current Reality &amp; Adjusted Action Steps</b>
Goal 1:		

Goal 2:				
Goal 3:				
Goal 4:				
Goal 5:				

<b>Principal's Signature</b>	
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## School Improvement Plan Report

### Checklist of State-required On-going Operational Activities

#### All Schools

Does this school:

**Yes**     **No**

- Implement strategies for improving performance of all students?

**Yes**     **No**

- Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?



Yes <input type="checkbox"/>	No <input type="checkbox"/>	• Plan use of staff development funds?
Yes <input type="checkbox"/>	No <input type="checkbox"/>	• Plan for use of assessments to monitor student progress?
Yes <input type="checkbox"/>	No <input type="checkbox"/>	• Provide daily duty-free lunch to teachers?
Yes <input type="checkbox"/>	No <input type="checkbox"/>	• Provide at least five hours of planning time for teachers each week?
Yes <input type="checkbox"/>	No <input type="checkbox"/>	• Implement strategies for involving parents and the community in the educational program?
Yes <input type="checkbox"/>	No <input type="checkbox"/>	• 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 type="checkbox"/>	No <input type="checkbox"/>	• Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?

**School Improvement Plan Approval**

<b>Committee Position</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
Principal			
Assistant Principal Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			





Teacher Representative			
Teacher Representative			
Instructional Support Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			