



2018-19 & 2019-20 Marshville Elementary School Improvement Plan

Contact Information			
School	Marshville Elementary School	Date Prepared by Committee	9/12/18
Address	515 N. Elm St Marshville, NC 28103	Date Approved by School	9/25/18
		Phone Number	704-296-6340
School Website	https://www.ucps.k12.nc.us/Domain/20	Fax Number	704-624-6946
Principal	Janna Licata	Superintendent	Dr. Andrew Houlihan
School Improvement Team			
Committee Position	Name	Email	Date Elected
Principal	Janna Licata	janna.Licata@ucps.k12.nc.us	
Assistant Principal	Lindsay Merritt	lindsay.merritt@ucps.k12.nc.us	
Teacher Representative	Erin Kaik	erin.kaik@ucps.k12.nc.us	8/22/2018
Teacher Representative	Linda Davis	linda.davis@ucps.k12.nc.us	8/22/2018
Teacher Representative	Janet Ledermann	janet.ledermann@ucps.k12.nc.us	8/22/2018
Teacher Representative	Katie Blythe	katie.blythe@ucps.k12.nc.us	8/22/2018
Teacher Representative	Julie Trull	julie.trull@ucps.k12.nc.us	8/22/2018
Teacher Representative	Andrew Hellon	andrew.hellon@ucps.k12.nc.us	8/22/2018
Interventionist Representative	Crystle Welsh	crystle.welsh@ucps.k12.nc.us	8/22/2018
Teacher Assistant Representative	Donna Edwards	donna.edwards@ucps.k12.nc.us	8/22/2018
Special Area Representative	Alison Rushing	alison.rushing@ucps.k12.nc.us	8/22/2018
EC Teacher Representative	Elisa Bosworth	elisa.raymond@ucps.k12.nc.us	8/22/2018
Parent Representative	Erica Belk Marsh		9/11/2018
Parent Representative	Nicole Ellis		9/11/2018



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Assessment Data Snapshot

Marshville Elementary has maintained the school performance grade of a C in the 2017-2018 school year. This was achieved last year in the 2016-2017 school year where we saw significant growth in all areas of achievement which advanced Marshville Elementary from a D level performance (2015-2016) grade to the C for two consecutive years.

This year Marshville Elementary performed the following in all tested areas of instruction:

Reading EOG Proficiency: 50.5 %

Math EOG Proficiency: 58.2%

Science EOG Proficiency (5th grade only): 46.2%

Based on the above scoring, Marshville Elementary exceeded growth in Reading for 3rd-5th grade students. Marshville's commitment to focus on guided reading instruction and meeting every child, as well as an effort to incorporate additional layers to math instruction throughout the day focusing on student collaboration, problem solving, and communication of math concepts between students will continue throughout the 2018-2019 school year. Marshville will continue to offer three sessions of extended school day for students who have not yet demonstrated proficiency in content areas. Data from formative and summative assessments throughout the six week units will drive the roster as well as the instruction. In addition, instructional assistants, interventionists and tutors will continue to serve students through math intervention programs, Leveled Literacy Intervention, and research based word study approaches throughout the year based on assessment data brought through the MTSS team.

With an ongoing mindset for growth and a heightened focus on core instruction and interventions, Marshville Elementary will continue to show gains in both proficiency and growth.



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Profile

Marshville Elementary (MVES) is a Pre-K-5 elementary school in eastern Union County with a current enrollment of 432 students. Class size averages are slightly lower than the district average.

Our vision at Marshville Elementary is to create a positive learning environment where our students are respectful to others and are responsible and safe learners. We will do this by continuing to implement PBIS (Positive Behavior Interventions and Support). PBIS is a proactive approach to establishing the behavioral supports and social cultures that are needed for students to be successful in school. It promotes positive social, emotional and academic success for all students. During the 2017-2018 school year, Marshville Elementary School met all necessary requirements and was awarded PBIS Model School Status. Throughout the 2018-19 school year, we will continue to implement PBIS with fidelity to work toward our PBIS Exemplar School Status.

At Marshville Elementary we have a variety of staff to meet the individual needs of the students in grades Kindergarten- 5th grade. Currently we have:

- 37 highly qualified teachers
- 2 EC teachers
- 1 AIG teacher servicing 3rd-5th grade
- 1 ESL teacher
- 1 District Instructional Coach
- 2 Master Teachers: 1 K-2 and 1 3-5
- 3 Interventionists (Reading, MTSS and Math)
- 5 Special Area teachers providing Art, Music, Guidance, Media, PE, and STEM (Science, Technology, Engineering and Mathematics).
- 1 Band Teacher (4 days a week to 5th grade students)
- 12 Instructional Teacher Assistants working with small groups of students daily
- 4 math tutors serving all 4th grade students differentiating instruction to meet student needs
- 1 math tutor serving all 5th grade students differentiating instruction to meet student needs
- K-2 tutor
- 4 Social Emotional support personnel including a full time Social Worker, School Counselor, BMT, and part time Mental Health Therapist and Center for Emotional Health Therapist.
- Pre-K has one full time Teacher Assistant per classroom



Marshville Elementary's Exceptional Children (EC) Program services students through combined resource pull-out model as well as a push in model to implement Individual Education Plans. Marshville Elementary also houses one Adaptive Curriculum Class (ACC) for the Forest Hills Cluster with a full time ACC teacher and Teacher Assistant. One additional Teacher Assistant also supports EC students in general education classrooms.

Our Academically and Intellectually Gifted (AIG) teacher serves students in fourth and fifth grade in math and reading and also pushes into 3rd grade classes for the enrichment of lessons. Students who qualify for AIG are clustered in a teacher's classroom so that the AIG teacher can offer co-taught instruction during core classes and then work with AIG students and other students who have demonstrated advanced proficiency on the standard(s) to be taught. In addition, all 4th and 5th grade students who made a 5 on the NC End of Grade Test in mathematics are taught using an *Advanced Math* curriculum based on *HB 986* given by both classroom teachers and the AIG teacher collaboratively.

One part-time English as a Second Language (ESL) teacher provides instruction to Limited English Proficient (LEP) students.

One UCPS Instructional Coach supports all teachers on our campus through regular coaching and instructional support.

Our K-2 and 3-5 Master Teachers provide classroom support through co-teaching lessons, coaching, instructional support and also teaching a group of students 50% of their day in core content areas. This allows other staff members to conduct classroom "labs" and observe instructional practices.

Using Multi Tiered Systems of Support (MTSS) additional small groups of students are identified and pulled by Marshville Elementary's Reading Interventionist and/or Instructional Assistants who provide push-in support in classrooms as well as pull out small groups in the areas of reading and math. Using current data, these groups are focused on specific areas of student need.

For the second year our school is participating in the Community Eligibility Program (CEP), which provides free breakfast and lunch for all students.

Our overall average daily attendance was 95.1% during the 2017-2018 school year.

Our school discipline data from the 2017-2018 school year reflects that we had 49 occurrences of out-of-school suspension and 174 discipline incidents that resulted in office referrals.



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

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Vision Statement

District:

Preparing All Students to Succeed

School:

Today's Learners Tomorrow's Leaders

Mission Statement

District:

Preparing All Students to Succeed

School:

We believe our focus must be on student learning. Reflective students and staff are vital to our purpose of developing lifelong learners. The goal of our school is for each student to achieve their highest potential.

Shared Beliefs

- All students have the ability to be respectful, responsible and safe
- All students can learn
- All students have the ability to be successful learners
- All students have the ability to make adequate academic growth
- We believe all adults should advocate for student progress
- Parents, students and teachers work together as a team for student success
- We believe that learning is a lifelong ongoing process

Priority Goals

1. Support the growth and development of the whole child through continued implementation of Positive Behavior Intervention Support (PBIS), increased parent involvement and social-emotional support.
2. Research, plan for, create and implement a multi-tiered system of support (MTSS).
3. Design and implement system-wide programs to enhance opportunities for all students to identify career goals and plan for their future.
4. Provide rigorous and relevant core instruction to all students through EmpowerED practices.

EmpowerED Implementation Plan

AdvancED Improvement Priority #1

Priority Goal #1:	<i>Support the growth and development of the whole child through continued implementation of Positive Behavior Intervention Support (PBIS), increased parent involvement and social-emotional support.</i>
Supports District Strategic Themes/Objectives:	<ul style="list-style-type: none"> • Engage parents and the community • Foster positive learning experiences for all students
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 • Every student is healthy, safe, and responsible
Data and Resources Used:	Parent Surveys, School wide Discipline Data, Student Surveys, Safe and Civil Schools (Foundations), Ready Bodies Learning Minds

Strategies	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
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 				

<p>Strategy 1: Maintain a PBIS Core School Leadership Team</p> <ul style="list-style-type: none"> ● Attend Staff Training Year 3 as a PBIS School ● Attend Foundations Training Year 2 (CHAMPS) through Safe and Civil Schools ● Complete Tiered Fidelity Inventory for Exemplar School Status 	<p>Janna Licata/ Principal</p> <p>Lisa Baucom: PBIS Team Leader</p> <p>PBIS Grade Level- Mental Health Representatives</p>	<ul style="list-style-type: none"> ● Completion of PBIS Training ● PD at the school level in PBIS ● Decrease in office referrals and OSS ● PBIS Exemplar Status 	<ul style="list-style-type: none"> ● EPIC Funding - stipends for teachers to attend CHAMPS, CHAMPS books ● PBIS Team 	<p>*August 2018-June 2019</p> <p>*One Wednesday each month for PBIS Meetings</p> <p>*District provided PBIS PD on designated days</p>
<p>Strategy 2: Implement preventative behavior measures to decrease discipline school wide</p> <ul style="list-style-type: none"> ● Hire BMT ● Establish Reflection Room and Ready Bodies Room ● BMT and Social Worker visit and collaborate with staff at other area schools ● Train BMT and necessary personnel to facilitate the Ready Bodies Room ● PBIS team will monitor school wide discipline monthly 	<p>Janna Licata/ Principal</p> <p>Lisa Baucom/ PBIS Team Leader</p> <p>Mental Health Representatives</p> <p>Jaquelle Parker/BMT</p>	<ul style="list-style-type: none"> ● Decrease in office referrals and OSS ● Reflection Room and Ready Bodies Room Log ● Documented Visits and collaboration with other area schools 	<ul style="list-style-type: none"> ● Title I Funding- Ready Bodies Book, Gold Package materials for implementation, sub coverage ● BMT, PBIS Team, other related personnel to support the Ready Bodies Room 	<p>August 2018-June 2019</p>
<p>Strategy 3: Increase parent involvement on campus.</p> <ul style="list-style-type: none"> ● Increase number of volunteers school wide, including Read with U Buddies for first graders ● Increase attendance to school events ● Parent Liaison will attend School Communicators PD 	<p>Janna Licata/ Principal</p> <p>Amy Gaddy/Parent Liaison</p>	<ul style="list-style-type: none"> ● Documented increase in number of volunteers school wide (volunteer system) ● documented increase in parent 	<ul style="list-style-type: none"> ● Title I - Parent Liaison, ● Read with U Kickoff - Super Reader Ceremony 	<p>August 2018-June 2019</p>



<ul style="list-style-type: none"> Parent Liaison will visit parent engagement room in at least one other UCPS School 	Amy Gaddy, Alison Rushing/School Communicators	attendance (sign-ins) <ul style="list-style-type: none"> 100% of first grade students have Read with U Buddies 		
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Potential Barriers: What individuals/ factors may cause resistance? How do you plan to address this?

- Limited ability to accurately account for attendees to school wide events - sign in at one central location at each event, man the station with school staff
- Inconsistent attendance for school wide volunteers - have school staff (TAs, tutors) as “back-up” for volunteers who are unable to continue
- Unreliable communication methods (inaccurate phone numbers or numbers not in service, families without social media accounts) - communicate through multiple modes of communication

District Support: What support do you need from the district departments?

- ongoing newsletters and supporting PD through the UCPS Communications Department

Goal 1 Title 1 Compliance Review Checklist				
<ul style="list-style-type: none"> A targeted assistance school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1115 of Title I). Targeted assistance programs must use Title I resources to help a school's most-at-risk children meet State academic achievement standards. Each required component is described below, with an explanation of how each contributes to the creation of a successful targeted assistance program. The goals and strategies you've already developed may fulfill many of these requirements. 				
<p>Please check the box next to each component below that is met by goal #1. (A full description of each component can be found on the last two pages of this plan)</p>				
School wide reform strategies:	<input type="checkbox"/>	Strategies to attract highly qualified teachers to high-need schools:	<input type="checkbox"/>	Measures to include teachers in decisions regarding the use of academic assessments: <input type="checkbox"/>

Instruction by highly qualified teachers:	<input type="checkbox"/>	Strategies to increase parental involvement:	X	Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:	<input type="checkbox"/>
High-quality and ongoing professional development:	X	Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school wide programs:	<input type="checkbox"/>	Coordination and integration of Federal, State, and local services and programs:	<input type="checkbox"/>

AdvancED Opportunity for Improvement #1

Priority Goal #2:	<p><i>Research, plan for, create and implement a multi-tiered system of support (MTSS).</i></p> <ul style="list-style-type: none"> ● 66% of MVES students will reach GLP in the area of reading. ● 76% of MVES students will reach GLP in the area of math. ● 65% of MVES students will reach GLP in the area of science.
Supports District Strategic Theme/Objective:	<ul style="list-style-type: none"> ● Expand opportunities and support all levels for college and career readiness ● Enhance academic programs to meet the needs of all students
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 ● Every student, every day has excellent educators
Data and Resources Used:	School based professional development with reading and math consultant

<p style="text-align: center;">Strategies</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"> ● Action Step ● PD Action Step ● Reflection/Evaluation Action Step 	<p style="text-align: center;">Point Person & Team Members (Name/Title)</p>	<p style="text-align: center;">Evidence of Success (Measures of Student Impact)</p> <ul style="list-style-type: none"> *Benchmarks *Progress Monitoring 	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> *Financial - estimated cost/ source *Human *Time *Political 	<p style="text-align: center;">Timeline (Start-End)</p> <ul style="list-style-type: none"> *BOY Workdays *Early Release Days *Other school-based professional learning
<p>Strategy 1: Weekly MTSS meetings will be held to discuss student intervention data, progress, and instructional decisions.</p> <ul style="list-style-type: none"> ● Schedule weekly MTSS meetings on MVES Calendar ● Provide ongoing PD in the area of data collection and analysis ● School wide adjustments to interventions provided by school staff in response to students' needs 	<p>Janna Licata/Principal</p> <p>Crystle Welsh/MTSS Coordinator</p> <p>Grade Level PLCs</p>	<ul style="list-style-type: none"> ● MVES Calendar - MTSS meetings ● Intervention Tracking Sheet 	<ul style="list-style-type: none"> ● Title I funding for K-2 Tutor ● MTSS Coordinator ● PLC Time ● iReady Diagnostic 	<ul style="list-style-type: none"> ● progress monitoring windows ● August 2018-June 2019
<p>Strategy 2: Provide ongoing professional development in the area of MTSS and Core Subject Areas.</p> <ul style="list-style-type: none"> ● District wide MTSS Modules on Early Release Days ● PD on Data Analysis and Conversations for PLCs ● Site based math PD ● Site based literacy PD 	<p>Janna Licata/Principal</p> <p>Angela Brown/Instructional Coach</p> <p>Outside PD providers</p> <p>Grade Level PLCs</p>	<ul style="list-style-type: none"> ● Walkthrough Evidence ● Benchmark, Unit Assessments ● MVES PD Calendar 	<ul style="list-style-type: none"> ● NC Check-ins ● Atlas Progress Monitoring ● Fountas and Pinnell ● Mclass BOY, MOY, EOY, and progress monitoring 	<ul style="list-style-type: none"> ● progress monitoring windows ● August 2018-June 2019
<p>Strategy 3: Collection and consistent communication of intervention and progress monitoring data</p> <ul style="list-style-type: none"> ● Establish common collaboration time for service providers 	<p>Janna Licata/Principal</p> <p>Crystle Welsh/MTSS</p>	<ul style="list-style-type: none"> ● Data collection tools ● MVES Calendar 	<ul style="list-style-type: none"> ● Staff allotment 	<ul style="list-style-type: none"> ● Progress monitoring windows



<ul style="list-style-type: none"> ● Implement common communication tools for each particular intervention 	<p>MVES Staff</p>			<ul style="list-style-type: none"> ● August 2018-June 2019
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Potential Barriers: What individuals/ factors may cause resistance? How do you plan to address this?

- limited time for interventions due to maximizing instruction in core subject areas - stagger some grade level schedules, increase proximity of intervention rooms to classrooms

District Support: What support do you need from the district departments?

- Training on NC Check-ins, MTSS modules on Early Release Day

Goal 2 Title 1 Compliance Review Checklist

- A targeted assistance school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1115 of Title I). Targeted assistance programs must use Title I resources to help a school's most-at-risk children meet State academic achievement standards. Each required component is described below, with an explanation of how each contributes to the creation of a successful targeted assistance program. The goals and strategies you've already developed may fulfill many of these requirements.

Please check the box next to each component below that is met by goal #2.

(A full description of each component can be found on the last two pages of this plan)

<p>School wide reform strategies:</p>	<p>X</p>	<p>Strategies to attract highly qualified teachers to high-need schools:</p>	<p><input type="checkbox"/></p>	<p>Measures to include teachers in decisions regarding the use of academic assessments:</p>	<p>X</p>
<p>Instruction by highly qualified teachers:</p>	<p>X</p>	<p>Strategies to increase parental involvement:</p>	<p><input type="checkbox"/></p>	<p>Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:</p>	<p>X</p>
<p>High-quality and ongoing professional development:</p>	<p>X</p>	<p>Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school wide programs:</p>	<p><input type="checkbox"/></p>	<p>Coordination and integration of Federal, State, and local services and programs:</p>	<p><input type="checkbox"/></p>

Priority Goal #3:	<i>Design and implement system-wide programs to enhance opportunities for all students to identify career goals and plan for their future.</i>
Supports District Strategic Theme/Objective:	<ul style="list-style-type: none"> Expand opportunities and support all levels for college and career readiness
Supports State Goal:	<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:	Advancement Via Individual Determination (AVID) Assessments (BOY, MOY, EOY), AVID monthly check ins, AVID Handbook and Site Plan

Strategies	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
<p>Research-based strategy and supporting action steps to address data-identified area of improvement. Examples include:</p> <ul style="list-style-type: none"> Action Step PD Action Step Reflection/Evaluation Action Step 				
<p>Strategy 1: Implement AVID (Advancement Via Individual Determination) year one for grades 3-5</p> <ul style="list-style-type: none"> Introduce WICOR strategies to certified staff Provide differentiated PD on AVID for certified staff members PLC meetings to disaggregate the AVID Assessment data with AVID Site Team Leader (grade level specific) Provide opportunities for parent resources and information on AVID. 	<p>AVID Site Team</p> <p>Certified Staff (overview)</p> <p>3-5 PLCs</p>	<ul style="list-style-type: none"> Classroom walkthroughs AVID quarterly assessments PD Outcomes Parent Surveys Marshville Madness Sign In AVID Monthly Update in Beaver Bulletin 	<ul style="list-style-type: none"> AVID Binders for students AVID Summer Institute AVID Handbook AVID Pathways PD 	<p>Quarterly Assessments (Fall, Winter, Spring)</p> <p>Yearlong August 2018-July 2019</p>

<p>Strategy 2: Exposure to college and career opportunities for students:</p> <ul style="list-style-type: none"> ● Field trip scheduled for 4th grade to UNC ● Field trips to Wingate University for 5th grade students ● College information and admission packets located in Guidance Counselor's office ● Virtual Job Shadow Jr. 	<p>Janna Licata Principal Lindsay Merritt Assistant Principal 3rd, 4th and 5th Grade teachers Lucia Rodriguez Guidance Counselor</p>	<ul style="list-style-type: none"> ● Student college/ career interest surveys ● Inventory of college materials being distributed 	<ul style="list-style-type: none"> ● Transportation cost ● Food/Activity cost ● Chaperones ● Virtual Job Shadow membership 	<p style="text-align: center;">October 2018- April 2019</p>
<p>Strategy 3: Students will write and track personal academic goals with teacher monitoring.</p> <ul style="list-style-type: none"> ● Goal setting time built into the master schedule for grades K-5 for writing and monitoring goals ● Goal setting days once per grading period for students to set goals ● Professional Development on Individual Goal Setting for Staff ● Instructional Assistants distributed amongst grades K-5 to support goal writing times for additional support. 	<p>Principal Janna Licata</p> <p>MTSS Coordinator/Interventionist Crystle Welsh</p> <p>Goal Setting Team Becky Phifer and Andrew Hellon</p> <p>Grade Level PLCs</p>	<ul style="list-style-type: none"> ● Goal Setting Charts ● Reading and Math data supported through MTSS ● Teacher feedback and sign in from pD 	<ul style="list-style-type: none"> ● Master Schedule adjustments ● Personnel ● Goal Setting tracking materials 	<p style="text-align: center;">August 2018-June 2019</p>

Potential Barriers: What individuals/ factors may cause resistance? How do you plan to address this?

- Scheduling conflicts- adjustments in master schedule
- Lack of time for implementation and conferring on the goals- Instructional Assistants Distributed to grade levels to support

District Support: What support do you need from the district departments?

- MTSS support and continued training

Goal 3 Title 1 Compliance Review Checklist

- A targeted assistance school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1115 of Title I). Targeted assistance programs must use Title I resources to help a school's most-at-risk children meet State academic achievement standards. Each required component is described below, with an explanation of how each contributes to the creation of a successful targeted assistance program. The goals and strategies you've already developed may fulfill many of these requirements.

Please check the box next to each component below that is met by goal #3.

(A full description of each component can be found on the last two pages of this plan)

School wide reform strategies:	X	Strategies to attract highly qualified teachers to high-need schools:	<input type="checkbox"/>	Measures to include teachers in decisions regarding the use of academic assessments:	<input type="checkbox"/>
Instruction by highly qualified teachers:	<input type="checkbox"/>	Strategies to increase parental involvement:	<input type="checkbox"/>	Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:	<input type="checkbox"/>
High-quality and ongoing professional development:	X	Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school wide programs:	<input type="checkbox"/>	Coordination and integration of Federal, State, and local services and programs:	X

Priority Goal #4:	<i>Provide rigorous and relevant core instruction to all students through EmpowerED practices.</i>
Supports District Strategic Theme/Objective:	<ul style="list-style-type: none"> ● Provide equitable high quality core instruction to all students to create independent learners ● Provide differentiated, relevant training opportunities for all employees
Supports State Goals:	<ul style="list-style-type: none"> ● Every student has a personalized education ● Every student, every day has excellent educators
Data and Resources Used:	TIM Teacher DLCs Administrator DLCs EmpowerED Framework

Strategies	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
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 	Administration Instructional Coach Master Teachers Teachers	<ul style="list-style-type: none"> ● Purpose statement on each lesson with standard correlation ● Student understands purpose for learning (connect) based on student conversation ● Benchmarks 	<ul style="list-style-type: none"> ● Weekly PLC Planning ● Master Teacher/ Instructional Coach ● PD on State Standards 	<ul style="list-style-type: none"> ● BOY Workday ● Monthly Meeting ● PD

<ul style="list-style-type: none"> Weekly lesson plans will include WICOR strategies and EmpowerED element 		<ul style="list-style-type: none"> Progress Monitoring 		
<p>Strategy 2: Each lesson will include COSTA (Higher Order Thinking through AVID) questions that will support and extend learning.</p> <ul style="list-style-type: none"> PD on COSTA's levels of questioning Backward planning document having a focused section on COSTA's levels of questioning and implementation within the unit Analyze post assessment data to determine questions with adequate responses and those that require additional instruction. 	<p>Administration Instructional Coach Master Teachers Teachers</p>	<ul style="list-style-type: none"> Classroom walkthroughs Empowered elements evident in lesson plans 	<ul style="list-style-type: none"> iPads Chromebooks 	<ul style="list-style-type: none"> ongoing throughout the 2018-19 school year
<p>Strategy 3: Integrate technology resources to facilitate student learning.</p> <ul style="list-style-type: none"> Distribute iPads to all K-2 classrooms, EC teachers and general use. Distribute Chromebooks to all 3-5 classrooms, 4th grade tutor rooms, media center and general use. Add "Technology Corner" to the Weekly Update for teachers to submit and share apps and their uses. Model facilitation of technology through staff development and integration into staff meetings. 	<p>Administration Instructional Coach Master Teachers Teachers Media Coordinator</p>	<ul style="list-style-type: none"> Classroom walkthroughs Empowered elements evident in lesson plans 	<ul style="list-style-type: none"> iPads Chromebooks 	<ul style="list-style-type: none"> ongoing throughout the 2018-19 school year

Potential Barriers: What individuals/ factors may cause resistance? How do you plan to address this?



- Use of PLC Time - Soliciting input from Site Base team regarding PLC schedule.
- Technology issues - encourage regular use of help tickets, but designate points of contact to assist in troubleshooting here on campus.

District Support: What support do you need from the district departments?

- Prompt response time to technical concerns (Help Desk)

Goal 4 Title 1 Compliance Review Checklist

- A targeted assistance school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1115 of Title I). Targeted assistance programs must use Title I resources to help a school's most-at-risk children meet State academic achievement standards. Each required component is described below, with an explanation of how each contributes to the creation of a successful targeted assistance program. The goals and strategies you've already developed may fulfill many of these requirements.

Please check the box next to each component below that is met by goal #4.

(A full description of each component can be found on the last two pages of this plan)

School wide reform strategies:	X	Strategies to attract highly qualified teachers to high-need schools:	<input type="checkbox"/>	Measures to include teachers in decisions regarding the use of academic assessments:	<input type="checkbox"/>
Instruction by highly qualified teachers:	X	Strategies to increase parental involvement:	<input type="checkbox"/>	Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:	<input type="checkbox"/>



High-quality and ongoing professional development:	X	Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school wide programs:	<input type="checkbox"/>	Coordination and integration of Federal, State, and local services and programs:	<input type="checkbox"/>
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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	X	X	X	X	X	X	X	X	<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)

Still need the state checklist completed and send your Safe Schools Plan



Name	<i>Jennifer Deaton</i>	Signature	<i>Jennifer Deaton</i>	Date	10-9-18
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School Improvement Plan Review Form (Year 1 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
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 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 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 2 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 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 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
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 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
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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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
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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 type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> Implement strategies for improving performance of all students?
Yes <input 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 type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> Plan use of staff development funds?
Yes <input type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> Plan for use of assessments to monitor student progress?
Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Yes <input type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> Provide daily duty-free lunch to teachers?
Yes <input 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 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 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 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
Committee Position	Name		
Principal	Janna Licata	<i>Janna Licata</i>	9/26/18
Assistant Principal	Lindsay Merritt	<i>Lindsay Merritt</i>	9/25/18
Teacher Representative	Erin Kaik	<i>Erin Kaik</i>	9/25/18
Teacher Representative	Linda Davis	<i>Linda Davis</i>	9/25/18
Teacher Representative	Janet Ledermann	<i>Janet Ledermann</i>	9/25/18
Teacher Representative	Katie Blythe	<i>Katie Blythe</i>	9/25/18
Teacher Representative	Julie Trull	<i>Julie Trull</i>	9/25/18
Teacher Representative	Andrew Hellon	<i>Andrew Hellon</i>	9/25/18
Interventionist Representative	Crystle Welsh	<i>Crystle Welsh</i>	9/25/18
Teacher Assistant Representative	Donna Edwards	<i>Donna Edwards</i>	9/25/18
Special Area Representative	Alison Rushing	<i>Alison Rushing</i>	9/25/18
EC Teacher Representative	Elisa Bosworth	<i>Elisa Bosworth</i>	9/25/18
Parent Representative	Erika Marsh	<i>Erika Marsh</i>	9/26/18
Parent Representative	Nicole Ellis	<i>Nicole Ellis</i>	9/26/18