



## 2018-19 & 2019-20 Prospect Elementary School Improvement Plan

### Contact Information

<b>School</b>	Prospect Elementary	<b>Date Prepared by Committee</b>	October 1, 2018
<b>Address</b>	3005 Ruben Rd. Monroe, NC 28112	<b>Date Approved by School</b>	October 1, 2018
		<b>Phone Number</b>	704-764-2920
<b>School Website</b>	<a href="https://www.ucps.k12.nc.us/Page/65">https://www.ucps.k12.nc.us/Page/65</a>	<b>Fax Number</b>	704-764-2923
<b>Principal</b>	Dr. Kim Chinnis	<b>Superintendent</b>	Dr. Andrew Houlihan

### School Improvement Team

<b>Committee Position</b>	<b>Name</b>	<b>Email</b>	<b>Date Elected</b>
Principal	<i>Kim Chinnis</i>	Kim.chinnis@ucps.k12.nc.us	
Assistant Principal Representative	<i>Kelly Romanowski</i>	Kelly.romanowski@ucps.k12.nc.us	
Guidance Representative / Chair	<i>Krista Williamson</i>	Krista.williamson@ucps.k12.nc.us	2017
Teacher Assistant Representative	<i>Caitlyn Frys</i>	Caitlyn.frys@ucps.k12.nc.us	2018
Teacher Representative	<i>Tammy Contafio</i>	Tammy.contafio@ucps.k12.nc.us	2018
Teacher Representative	<i>Kelly Gordon</i>	Kelly.gordon@ucps.k12.nc.us	2018
Teacher Representative	<i>Miranda Duany</i>	Miranda.duany@ucps.k12.nc.us	2018
Teacher Representative	<i>Raven Casseus</i>	Raven.casseus@ucps.k12.nc.us	2018
Humanities Teacher Representative	<i>Megan Hill</i>	Megan.hill@ucps.k12.nc.us	2017
Parent Representative	<i>Amber Starnes</i>	Farmerswife09@rocketmail.com	2018
Parent Representative	<i>Sharon Shearin</i>	sharondshearin@gmail.com	2018



## 2018-19 & 2019-20 Prospect Elementary School Improvement Plan

### Assessment Data Snapshot

During the 2018-19 school year, Prospect earned a School Performance Grade of a "C" from the North Carolina Department of Public Instruction. Our correlating School Performance Score was 56. Our Reading Performance Score was 58, Reading Growth score was 78.8, and our Reading Grade was C. Our Math Performance Score was 57, Math Growth score was 69.8, and our Math Grade was C. The achievement percentage for groups calculated in our school's performance grade are: All(53.1%), Hispanic(44%), White(56.1), EDS(37.9%), and SWD(17.1). Prospect met 100% (4/4) of our Participation Targets based on the End of Grade testing. End of Grade testing also reflects our Grade Level Proficiency (Students earning Levels 3, 4, 5) Performance Composite at 52.6% and our College and Career Readiness (CCR) Performance Composite at 41.3%. Our Growth Index used for this measure was -2.42.

According to the 2017-18 End of Grade tests, the following data and trends were noted:

#### EVAAS Growth:

All – Not Met (-2.42)

Reading – Met (-.24)

Math – Not Met (-2.03)

While we did not meet the growth target, our Students with Disabilities area met the long term goal in reading. Data continues to show that we need to focus on the areas of math and 5<sup>th</sup> grade science.

#### Reading

16-17 Grade 3 56.2

17-18 Grade 3 2017 GLP: 55.8

16-17 Grade 4 58.4

17-18 Grade 4 2017 GLP: 61.8

17-18 Grade 5 50.6

17-18 Grade 5 2017 GLP: 43.2

#### Reading and Math Performance Composites:

**Grade 3** 2015-16(51.2%), 2016-17(59.6%), 2017-18(57.1%)

**Grade 4** 2015-16(58.5%), 2016-17(59.0%), 2017-18(57.9%)

**Grade 5** 2015-16(50.2%), 2016-17(47.9%), 2017-18(47.4%)

#### Math

16-17 Grade 3 63.0

17-18 Grade 3 2017 GLP: 58.4

16-17 Grade 4 59.6

17-18 Grade 4 2017 GLP: 53.9

16-17 Grade 5 46.1

17-18 Grade 5 2017 GLP: 49.5

#### Science

16-17 Grade 5 47.2

17-18 Grade 5 2017 GLP: 49.5



## 2018-19 & 2019-20 Prospect Elementary School Improvement Plan

### Profile

Our school has students that fall into the following accountability subgroups: White, Economically Disadvantaged, and Students with Disabilities in the areas of reading, math, and science. More time for PLCs has been needed for planning and reviewing student assessments in order to better shape practices and instruction through targeting gaps and learning deficiencies; therefore, we have added additional time for core teachers and designated PLC days. In the area of student academic performance there is a gap between our EC students and Caucasian students through the analysis of reading and math assessments. There is a gap between our lowest performing group (SWD) and our highest performing subgroup (White). These results show us that we have to focus on differentiating and meeting the needs of all students through small group instruction and gradual release of responsibility framework. To better meet the needs of our students with disabilities, we are utilizing the inclusion framework more and increasing the amount of time that students are served in the regular classroom. We are also continuously analyzing data to make sure that only students that need to be served in the program are served and those that need stronger Tier I and Tier II supports are given those needed supports.

#### Reading - Percentage Grade Level Proficient

2016-2017: All(55.0), Female(56.6), Male(53.3), Black(35.7), Hispanic(31.6), White(59.3), EDS(41.3), SWD(20), AIG(>95)

2017-2018: All(52.8), Female(56.3), Male(49.6), Black(21.4), Hispanic(37.0), White(57.8), EDS(37.8), ELS(25), SWD(14.6), AIG (>95)

#### Math – Percentage Grade Level Proficient

2016-2017: All(55.8), Female(51.6), Male(59.7), Black(35.7), Hispanic(21.1), White(60.8), EDS(38), SWD(20), AIG(>95)

2017-2018: All((53.6), Female(51.3), Male(55.8), Black(42.9), Hispanic(44.4), White(54.8), EDS(39.5), ELS(43.8), SWD(19.5), AIG(90.9)

#### Science – Percentage Grade Level Proficient

2016-2017: All(47.2), Female(42), Male(53.8), White(52.7), EDS(39.6), SWD(13.3)

2017-2018: All(49.5), Female(38.1), Male(58.5), White(55.3), EDS(30.6), SWD(16.7), AIG(>95)



## 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>	



## 2018-19 & 2019-20 Prospect Elementary School Improvement Plan

### Vision Statement

**District:** Preparing all students to succeed.

**School:** All students reaching their full potential through a supportive school community, differentiated academic programming and leadership opportunities.

### Mission Statement

**District:** Preparing all students to succeed.

**School:** Our mission is to increase academic growth in all students while developing leadership skills that can be used beyond the classroom.

### Shared Beliefs

- Leader in Me Framework
- Gradual Release of Responsibility
- Community Engagement

### Priority Goals

Measurable Results Targets (Leader in Me):

- Leadership: Student Leadership (Self direction, Interpersonal Effectiveness, Group Leadership)
- Academics: Teaching Efficacy
- Culture: Student Engagement

## Data-Identified Area of Improvement #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>
<b>Supports District Strategic Themes/Objectives:</b>	<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>
<b>Supports State Goals:</b>	<ul style="list-style-type: none"> <li>Every student has a personalized education</li> <li>Every student, every day has excellent educators</li> </ul>
<b>Data and Resources Used:</b>	<p><u>TIM</u> (Consider your school-based assessment)</p> <p><u>Teacher DLCs</u></p> <p><u>Administrator DLCs</u></p> <p><u>EmpowerED Framework</u></p> <p><i>Insert other data and resources used here.</i></p>

<b>Strategies</b>	<b>Point Person &amp; Team Members</b>	<b>Evidence of Success</b>	<b>Resources</b>	<b>Timeline</b>
<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><b>Strategy 1:</b> Peer observations/Self reflections to gauge where teachers are in a specific area of the GRR framework</p>	<p>Administrators ICF K-5 Teachers</p>	<p>Outcomes based on formal and informal observations</p>	<p>Human Time</p>	<p>Within first month (Admn. identified 6 teachers to support based on Get Better Faster Phases 9/19/18)</p>

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<p>Strategy 2:</p> <p>Creating and implementing a walkthrough form in collaboration with teachers to give immediate feedback.</p>	<p>Administration ICF Teachers</p>	<p>Establish expectations and norms</p> <p>Written feedback with evidence of progress as demonstrated on the rubric</p>	<p>Human</p>	<p>First month of school (September)</p>
<p>Strategy 3:</p> <p>Provide coaching to teachers to help support the GRR framework</p>	<p>Administration ICF Counselor</p>	<p>Timely feedback (within the week)</p>	<p>Human Time</p>	<p>Ongoing</p>
<p>Strategy 4:</p> <p>Facilitate peer coaching on or across grade levels to foster collaboration and alignment</p>	<p>Administration ICF Teachers</p>	<p>Increase collaboration and alignment school wide</p>	<p>Human Time</p>	<p>Ongoing</p>

**Potential Barriers:** Factors that will cause resistance will be changing the mindset of some teachers to open their classrooms and use a high level of collaboration during PLC meetings. Change is hard, so it may take longer for some to get on board, however, we have to stay the course and allow for our teacher leaders in this area to help move the school forward; focus on the positive, not the negative. Another factor to consider is providing time for teachers to visit other classrooms and have time for follow-up for colleagues. The time constraints can be managed through a schedule.

**District Support:** ICF support and availability, flexibility on some early release days for school based PD, full time Specials teachers to allow for adequate PLC time for K-5 teachers

## 4th Grade Career Readiness Program

<b>Priority Goal #2:</b>	<i>Design and implement system-wide programs to enhance opportunities for all students to identify career goals and plan for their future.</i>
<b>Supports District Strategic Theme/Objective:</b>	<ul style="list-style-type: none"> <li>EXPAND opportunities and support all levels for college and career readiness</li> </ul>
<b>Supports State Goals:</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>Data and Resources Used:</b>	Student Survey Community Volunteers

<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>				
<b>Strategy 1:</b> All 4 <sup>th</sup> graders and Principal Advisory members will participate in a college visit. Beta Club students will also participate in Academic Signing Day along with other cluster elementary schools.	4 <sup>th</sup> grade Team, Principal, Media Specialist, Counselor, Assistant Principal	Completion of visit and student discussions/reflections	Financial	Spring 2019



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<p>Strategy 2: Provide Career Day for 5<sup>th</sup> grade and Community Helpers Day in Kindergarten</p>	<p>Guidance Counselor, 5<sup>th</sup> grade Team, Kindergarten Team</p>	<p>Increased student motivation, involvement, and discussion Increased community involvement</p>	<p>Human, Time</p>	<p>Spring 2019</p>
<p>Strategy 3: Align systems (MTSS, PBIS) with Leader in Me</p>	<p>Lighthouse Team</p>	<p>Effective systems implemented Increased achievement, behavior expectations, student attendance</p>	<p>Human, Financial</p>	<p>Spring 2019</p>

**Potential Barriers:** Staff resistance to change and financial allocations (school funds) for Leader in Me implementation.

**District Support:** Continued district funding to help with the cost of the college field trip, as well as continued support and training related to MTSS.

Priority Goal #3:	Implementation of Leader in Me framework
Supports District Strategic Theme/Objective:	Enhance academic programs to meet the needs of all students Engage parents and community Foster positive learning experiences for all students
Supports State Goal:	Every student has a personalized education Every school district has up-to-date financial, business, and technology systems to serve its student, parents, and educators Every student is healthy, safe, and responsible
Data and Resources Used:	<i>Leader in Me parent survey</i> <i>Faculty and Staff Reflections</i> <i>Lighthouse Data and Priorities</i>

<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>				
Strategy 1:  Establish Lighthouse Team and priorities (Leadership, Culture, Academic)	Principal Lighthouse Team	Team established with shared goals	All faculty, staff, community	October 2018

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<p>Strategy 2:</p> <p>Align Leadership framework with other system(s) and frameworks (MTSS, school schedule)</p>	<p>Lighthouse Team</p>	<p>Streamlined system around the LIM framework</p>	<p>All faculty and Staff</p>	<p>January 2019</p>
<p>Strategy 3:</p> <p>Provide staff development for all faculty and staff model and live the 7 Habits</p>	<p>Franklin Covey Consultants Lighthouse Team All Staff</p>	<p>Evidence of 7 Habits in behavior and environment</p>	<p>All faculty and Staff</p>	<p>Ongoing</p>

**Potential Barriers:** Some faculty and staff may become resistant, but we will continue to stay focused and rally around those that are on board and living the Habits. The goal is to stay focused on increased leadership opportunities for faculty and students and increased academic achievement.

**District Support:** Continued support and collaboration from LIM schools and UCPS.

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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	<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 type="checkbox"/>	<input 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	<i>Kristi Williford</i>	Signature	<i>Kristi Williford</i>	Date	10/15/18
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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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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	Dr Jennifer Topper	Signature	<i>Dr. Jennifer Topper</i>	Date	10/19/18
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### 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"/>	• Implement strategies for improving performance of all students?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	• 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"/>	• Plan use of staff development funds?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	• Plan for use of assessments to monitor student progress?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	• Provide daily duty-free lunch to teachers?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	• Provide at least five hours of planning time for teachers each week?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	• Implement strategies for involving parents and the community in the educational program?
Yes <input checked="" 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	• Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?
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**School Improvement Plan Approval**

<b>Committee Position</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
Principal	Kim Chinnis	<i>Kim Chinnis</i>	10/1/18
Assistant Principal Representative	Kelly Romanowski	<i>Kelly Romanowski</i>	10/1/18
Teacher Representative	Krista Williamson	<i>Krista Williamson</i>	10/1/18
Teacher Representative	Megan Hill	<i>Megan Hill</i>	10/1/18
Teacher Representative	Tammy Contafio	<i>Tammy Contafio</i>	10/1/18
Teacher Representative	Kelly Gordon	<i>Kelly Gordon</i>	10/1/18
Teacher Representative	Raven Cassues	<i>Raven Casseus</i>	10/1/18
Teacher Representative	Miranda Duany	<i>Miranda Duany</i>	10/1/18
Instructional Support Representative	Caitlyn Frys	<i>Caitlyn Frys</i>	10/1/18
Parent Representative	Amber Starnes	<i>Amber Starnes</i>	10/1/18
Parent Representative	Sharon Shearin	<i>Sharon Shearin</i>	10/1/18