



## 2018-19 & 2019-20 Western Union Elementary School Improvement Plan

### Contact Information

<b>School</b>	Western Union Elementary	<b>Date Prepared by Committee</b>	9/27/18
<b>Address</b>	4111 Western Union School Rd. Waxhaw, NC 28173	<b>Date Approved by School</b>	10/17/18
		<b>Phone Number</b>	704-843-2153
<b>School Website</b>	<a href="https://www.ucps.k12.nc.us/Domain/58">https://www.ucps.k12.nc.us/Domain/58</a>	<b>Fax Number</b>	704-843-9019
<b>Principal</b>	Kristi Williford	<b>Superintendent</b>	Dr. Andrew Houlihan

### School Improvement Team

Committee Position	Name	Email	Date Elected
Principal	Kristi Williford	<a href="mailto:Kristi.williford@ucps.k12.nc.us">Kristi.williford@ucps.k12.nc.us</a>	Sept. 2013
Assistant Principal Representative	Kate Anderson	<a href="mailto:Kate.anderson@ucps.k12.nc.us">Kate.anderson@ucps.k12.nc.us</a>	Sept. 2013
Teacher Representative / Chair	Cathy Reese	<a href="mailto:Cathy.reese@ucps.k12.nc.us">Cathy.reese@ucps.k12.nc.us</a>	Sept. 2018
Instructional Support Representative	Katie King	<a href="mailto:Katie.king@ucps.k12.nc.us">Katie.king@ucps.k12.nc.us</a>	Sept. 2018
Teacher Assistant Representative	Staci Donaldson	<a href="mailto:Staci.donaldson@ucps.k12.nc.us">Staci.donaldson@ucps.k12.nc.us</a>	Sept. 2018
Teacher Representative	Stephanie Kermes	<a href="mailto:Stephanie.kermes@ucps.k12.nc.us">Stephanie.kermes@ucps.k12.nc.us</a>	Sept. 2018
Teacher Representative	Kathy Bennett	<a href="mailto:Kathy.bennett2@ucps.k12.nc.us">Kathy.bennett2@ucps.k12.nc.us</a>	Sept. 2018
Teacher Representative	Amber Gordon	<a href="mailto:amber.gordon@ucps.k12.nc.us">amber.gordon@ucps.k12.nc.us</a>	Sept. 2018
Teacher Representative	Tabitha Rogers	<a href="mailto:Tabitha.rogers@ucps.k12.nc.us">Tabitha.rogers@ucps.k12.nc.us</a>	Sept. 2018
Teacher Representative	Tracy Vassil	<a href="mailto:Tracy.vassil@ucps.k12.nc.us">Tracy.vassil@ucps.k12.nc.us</a>	Sept. 2017
Humanities Teacher Representative	Pam Gillard	<a href="mailto:Pam.gillard@ucps.k12.nc.us">Pam.gillard@ucps.k12.nc.us</a>	Sept. 2018
Interventionist Representative			
Guidance Representative			
ESL Teacher Representative			
EC Teacher Representative			
Parent Representative	Laura Palmer	Laura_palmer@live.com	Sept. 2018
Parent Representative	Andrea Collins	<a href="mailto:Andreac.msw@gmail.com">Andreac.msw@gmail.com</a>	Sept. 2018



## 2018-19 & 2019-20 Western Union Elementary School Improvement Plan

### Assessment Data Snapshot

Based on EOGs in reading, math, and science for students in grades 3-5 for the 2017 – 18 school year, we had 60.7% of students score college and career ready (CCR) which are levels 4 or 5 and 69.4% of students score grade level proficient which are levels 3, 4, or 5. We exceeded our growth with a **2.18** growth index score which exceeded average growth by .18. We also **scored a B** on our school performance grade with the following overall scores:

Subject	Achievement	Growth	Performance
Reading	67.8%	82.7%	71%
Math	69%	83.5%	72%
Science	78.2%		
Overall	69.7%	85.4%	73%

Grade	Subject	2016 CCR (4's&5's)	2017 GLP	2018 GLP	Based on college and career ready (CCR) proficiency results over the past 3 years, WUES has maintained or increased in the number of students proficient in the areas of math and reading in all grade levels except 4 <sup>th</sup> grade math. While our proficiency still needs to improve, we were able to grow students at or above what was expected. We need to continue to grow in all areas, and increase proficiency in reading and math in all grades. We have a higher percentage of student's grade level proficient (level 3's, 4's and 5's). Moving our students who score level 3 to a level 4 will be beneficial.
<b>3</b>	Reading	53.3%	60.7%	68.3%	
	Math	59%	71.2%	70.4%	
<b>4</b>	Reading	58.3%	60.7%	68.3%	
	Math	68.9%	60.1%	58%	
<b>5</b>	Reading	61.1%	65.4%	68%	
	Math	69%	80.3%	78.6%	



## 2018-19 & 2019-20 Western Union Elementary School Improvement Plan

### Profile

WUES had 329 students in grades 3-5 test in reading & math and 101 fifth graders test in Science.

Based on the students who tested, only 8% of our 25 students with disabilities are considered college and career ready in reading and math. Another gap between our subgroups is between the performance of our black students and our white students. Of our 34 black students only 32.4% are CCR in reading versus 62.3% of our 244 white students. In math, only 38.2% of our 34 black students are CCR versus 63.9% of our 244 white students.

As a school, we need to focus on differentiating and meeting the needs of all students through small group instruction and using data to drive our instruction. Also, we need to continue to strengthen our instructional practices through the Gradual Release of Responsibility and aligning to the district and state requirements.



## 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 Western Union Elementary School Improvement Plan

### Vision Statement

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

**School:** We envision an innovative and inspiring learning environment where all students receive an individualized, quality education which optimizes their gifts while challenging them to succeed. We will cultivate a thriving school where our community has pride and a vested interest in the achievements of all.

### Mission Statement

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

**School:** WUES empowers students to be responsible citizens and life-long learners by providing a nurturing environment that supports creativity, critical thinking and active learning.

### WUES Shared Beliefs

- We believe in individualized, data-driven, rigorous instruction in order to meet the needs of every student.
- We believe in engaging students in quality learning to foster success.
- We believe in creating a positive learning environment where all students feel valued.
- We believe in professional development to ensure highly qualified staff in current best practice.
- We believe in consistent access to quality technology and will integrate technology within our daily instruction.
- We believe partnering with parents and the community to reinforce and support student learning.
- We believe in creating a collaborative community.

### WUES Priority Goals

1. Identify and implement specific research-based instructional strategies that enhance academic rigor, encourage student creativity, and emphasize collaborative problem-solving to improve achievement of all students.
2. Design and implement system-wide programs to enhance opportunities for all students to identify career goals and plan for their future.
3. Research, plan for, create and implement a multi-tiered system of support (MTSS).
4. Formalize and implement with fidelity, system-wide procedures that ensure and support operation as a Professional Learning Community.

## EmpowerED Implementation Plan

### AdvancED Improvement Priority #1

Priority Goal #1:	<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/MTSS Documentation</a> <a href="#">Teacher DLCs</a> <a href="#">Administrator DLCs</a> <a href="#">EmpowerED Framework/GRR</a> <a href="#">Summative and Formative Assessments, Local and State Assessments and Classroom Data</a>

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"> <li>• Action Step</li> <li>• PD Action Step</li> <li>• Reflection/Evaluation Action Step</li> </ul>				

<p>Strategy 1: Increase student engagement through collective EmpowerED best practices and resources.</p> <ul style="list-style-type: none"> <li>Plan lessons that involve the use of digital literacy and high-interest resources.</li> <li>Clarify definition and investigate EmpowerED resources, including digital literacy and disciplinary literature.</li> <li>Student and Teacher Reflective Evaluation</li> </ul>	<p>Administrators</p> <p>Instructional Coach</p> <p>Grade Level Chairs (teacher leaders)</p>	<p>Actively Engaged Students</p> <p>Increase of Independent Reading and Math Levels</p> <p>Increase in Independent Problem Solving and Critical Thinking</p> <p>Reflective Evaluation Results</p>	<p>Discovery ED</p> <p>MyON</p> <p>Chromebooks</p> <p>iPads</p> <p>High Interest Content</p> <p>Rubrics/Look For</p> <p>RAZ- Kids</p> <p>iReady</p> <p>IXL</p> <p>BrainPop</p> <p>Project-Based Learning</p> <p>Explore in 3 E's (math)</p>	<p>*BOY Workdays</p> <p>*Early Release Days</p> <p>*Other school-based professional learning</p> <p>*Grade Level PLC's</p>
<p>Strategy 2: Establish strong relationships to create a positive classroom culture</p> <ul style="list-style-type: none"> <li>Teach positive peer interactions (social/emotional and academic), and regularly create opportunities for students to reflect, practice, and refine social skills.</li> <li>Provide teachers necessary PD to encourage PBIS practices; morning meeting reminders/examples, social story examples, etc.</li> <li>Reduce Guidance Referrals. Increased Morning Meeting Occurrences.</li> </ul>	<p>Guidance Counselor</p> <p>Instructional Coach</p> <p>Grade Level Chairs (teacher leaders)</p> <p>Administrators</p>	<p>Purposeful planning opportunities for students to interact with various members of the class.</p> <p>Morning Meeting Occurrences</p> <p>PBIS Beta Sponsors</p>	<p>Morning Meeting Book</p> <p>Social Stories</p> <p>Guidance Lessons</p> <p>SOAR Cards (rewards and reflections)</p> <p>Junior BETA club</p>	<p>September 2018 - May 2019</p>

<p>Strategy 3: Use Gradual Release as a tool to empower students through collaboration in technology to use a variety of resources and tools to create knowledge.</p> <ul style="list-style-type: none"> <li>Teachers will increase integration of student collaboration through technology.</li> <li>Peer Model/Discuss examples among peers to increase collaboration through technology.</li> <li>Teachers will share examples on shared spreadsheet/staff meetings</li> </ul>	<p>Administrators</p> <p>Instructional Coach</p> <p>Grade Level Chairs (teacher leaders)</p>	<p>NCEES</p> <p>Student End Products</p> <p>Active Engagement Survey</p> <p>Examples shared at staff meetings</p>	<p>TIMs Matrix (Video Examples)</p> <p>Apps available through UCPS teacher resource start up page</p> <p>Google Apps</p>	<p>September 2018 - May 2019</p>
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## AdvancED Opportunity for Improvement #2

Priority Goal #2:	<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"> <li>EXPAND opportunities and support all levels for college and career readiness</li> </ul>
Supports State Goals:	<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>
Data and Resources Used:	Student/Parent/Staff survey

<b>Strategies</b>	<b>Point Person &amp; Team Members</b> (Name/Title)	<b>Evidence of Success</b> (Measures of Student Impact)	<b>Resources</b>	<b>Timeline</b> (Start-End)
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>		<ul style="list-style-type: none"> <li>Benchmarks</li> <li>Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Financial - estimated cost/ source</li> <li>Human</li> <li>Time</li> <li>Political</li> </ul>	<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> All 4 <sup>th</sup> graders will participate in a college visit.	Fourth Grade Team  Kate Anderson	Organizing and planning a beneficial experience for our 4 <sup>th</sup> graders so they see the value and purpose of furthering their education beyond the K-12 experience	Field Trip Fund from County	October 2018 through June 2019

<p>Strategy 2: Provide leadership based opportunities for students (i.e. safety patrol, broadcast team, principal's advisory council)</p> <ul style="list-style-type: none"> <li>- Create Principal's advisory council with representatives from grades 3-5.</li> <li>- Maintain other leadership positions (ex: Junior Beta club, safety patrol, clubs, etc.)</li> <li>- Discuss and collaborate on leadership examples with the classroom and through school broadcast.</li> </ul>	<p>School administration</p> <p>Guidance Counselor</p> <p>Media Coordinator</p> <p>Lead teachers</p>	<p>Student based leadership and decision making teams.</p> <p>Student motivation to take a leading role within the school.</p> <p>Student accountability to others and school.</p>	<p>School members</p>	<p>October 2018 through June 2019</p>
<p>Strategy 3: Provide classroom integration of 21<sup>st</sup> century skills and STEM class as a special in order to expand on future careers and areas of educational development aligned with real-world occupations and positions.</p> <ul style="list-style-type: none"> <li>- STEM class added to schedule for students to attend at least once a week</li> <li>- Focus on a variety of jobs that students might be interested in and discussing ways to get there.</li> </ul>	<p>School administration</p> <p>STEM teacher</p>	<p>-STEM added in the schedule</p> <p>-Students understanding of a variety of jobs and opportunities</p> <p>-Passion Projects</p> <p>-Career Day</p>	<p>Master Schedule</p> <p>STEM classroom resources</p> <p>Community members for career day</p>	<p>October 2018 through June 2019</p>

Priority Goal #3:	Research, plan for, create and implement a multi-tiered system of support (MTSS)
Supports District Strategic Theme/Objective:	Every student has a personalized education. Every student is healthy, safe, and responsible.
Supports State Goal:	High achieving and globally competitive students. Safe, orderly, and caring schools producing healthy and responsible students.
Data and Resources Used:	Office referral/EOG/EOY Benchmark, Canvas supported PD, MTSS resources and materials

<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>
Strategy 1: Establish an MTSS school leadership team <ul style="list-style-type: none"> <li>Define roles and responsibilities of members</li> <li>Create calendar for committee meetings</li> </ul>	School Administration  School Counselor  School Psychologist	Leadership team determined and roles have been defined	All school stakeholders	September 2018 through June 2019

<p>Strategy 2: Research and plan for the implementation of MTSS</p> <ul style="list-style-type: none"> <li>• Conduct a core instruction needs assessment and data analysis</li> <li>• Use a data based problem solving approach to make educational decisions</li> <li>• Solicit stakeholders' input</li> </ul>	<p>School Administration</p> <p>School Counselor</p> <p>School Psychologist</p>	<p>Conduct school core instructional needs assessment and request data.</p> <p>Work with PLC committee to determine needs and assist with making educational decisions.</p>	<p>All school stakeholders</p>	<p>September 2018 through June 2019</p>
<p>Strategy 3: Implement MTSS with fidelity</p> <ul style="list-style-type: none"> <li>• Continue to integrate school-wide PBIS model</li> <li>• Student data will be analyzed and used to drive Tier I and Tier II.</li> </ul>	<p>School Administration</p> <p>School Counselor</p> <p>School Psychologist</p>	<p>Analyze PBIS Tier I &amp; II implementation and student behavior progress.</p> <p>Tier I &amp; II data will be collected through a data dashboard to measure progress.</p>	<p>All school stakeholders</p> <p>Data Dashboard</p>	<p>September 2018 through June 2019</p>
<p>Strategy 4: Evaluate the effectiveness and fidelity of the implementation of MTSS</p> <ul style="list-style-type: none"> <li>• Utilize the Self-Assessment of MTSS Implementation (SAM)</li> <li>• Utilize the Tiered Fidelity Inventory (TIF)</li> </ul>	<p>School Administration</p> <p>School Counselor</p> <p>School Psychologist</p>	<p>Make necessary instructional, behavioral and intervention changes based on the needs assessment and inventories.</p> <p>Celebrate successes and focus on areas of improvement and provide timelines for fidelity.</p>	<p>All school stakeholders</p>	<p>September 2018 through June 2019</p>

Priority Goal #4:	All students will become greater global citizens through integration of cultural awareness, creative thinking, and problem solving with a global integration and perspective.
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.
Data and Resources Used:	Participate Modules, Culture Kits, Parent/Student/Staff survey,

<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
<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>Kristi Williford Principal</p> <p>Kate Anderson Assistant Principal</p> <p>Global Committee</p>	<p>Increased global resources available</p>	<p>Participate modules</p> <p>PTO funding</p> <p>Global committee</p>	<p>September 2018 – June 2019</p>

<ul style="list-style-type: none"> <li>• Use online resources such as Participate or Culture kits</li> </ul>				
<p>Strategy 2: Increase global awareness through globally integrated, content-based lesson plans.</p> <ul style="list-style-type: none"> <li>• Plan lessons that integrate global elements with the content</li> <li>• Complete PD to gain additional ideas and resources</li> <li>• Skype with students from other countries, bring in community speakers</li> <li>• Partner with a school from another country and learn about their needs and how we can support them</li> </ul>	<p>Kristi Williford Principal</p> <p>Kate Anderson Assistant Principal</p> <p>Global Committee</p>	<p>Lessons plans</p> <p>Completion of PD</p> <p>School Partner</p> <p>Global Venture Projects</p>	<p>School partner</p> <p>Global Committee</p>	<p>September 2018 – June 2019</p>
<p>Strategy 3: Create an International Family Night to increase community involvement and awareness and showcase student learning</p> <ul style="list-style-type: none"> <li>• Staff and students will create and implement a family international night to show off the global content learned as well as learn about the continents studied by other grades.</li> <li>• Staff will use Participate PD site as a resource to help integrate family-oriented ideas.</li> </ul>	<p>Kristi Williford Principal</p> <p>Kate Anderson Assistant Principal</p> <p>Global committee</p>	<p>Family attendance at event</p> <p>International family event agenda</p> <p>Projects shared</p>	<p>Teachers</p> <p>Parents</p> <p>Students</p>	<p>January 2019 – June 2019</p>



**School Improvement Plan Peer Review Form (Year 1 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" 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	Eric Doan	Signature	<i>Eric Doan</i>	Date	10/13/18
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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
<b>Meets all requirements</b>	<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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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	Jessica Garner	Signature	<i>Jessica Garner</i>	Date	10/24/18
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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
<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 #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
<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)

Large empty rectangular area for providing 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 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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**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:		

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Goal 2:				
Goal 3:				
Goal 4:				
Goal 5:				
<b>Principal's Signature</b>				



## School Improvement Plan Report

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

#### All Schools

Does this school:

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

#### K-8 Schools Only

Does this school:

Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?</li> </ul>
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School Improvement Plan Approval

Committee Position	Name	Signature	Date
Principal	Kristi Williford	<i>Kristi Williford</i>	10-10-18
Assistant Principal Representative	Kate Anderson	<i>Kate Anderson</i>	10-10-18
Teacher Representative	Cathy Reese	<i>Cathy Reese</i>	10-10-18
Teacher Representative	Katie King	<i>Katie King</i>	10-10-18
Teacher Representative	Staci Donaldson	<i>Staci Donaldson</i>	10-10-18
Teacher Representative	Stephanie Kermes	<i>Stephanie Kermes</i>	10-10-18
Teacher Representative	Kathy Bennett	<i>Kathy Bennett</i>	10-10-18
Teacher Representative	Jennifer Deering	<i>Jennifer Deering</i>	10-10-18
Instructional Support Representative	Tabitha Rogers	<i>Tabitha Rogers</i>	10-10-18
Parent Representative	Tracy Vassil	<i>Tracy Vassil</i>	10-10-18
Parent Representative	Pam Gillard	<i>Pam Gillard</i>	10-10-18
Parent Representative	Laura Palmer	<i>Laura Palmer</i>	10-10-18
Parent Representative	Andrea Collins	<i>Andrea Collins</i>	10-10-18
Parent Representative			
Parent Representative			