



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

Contact Information

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|-----------------------|---|-----------------------------------|---------------------|
| School | Sardis Elementary | Date Prepared by Committee | 9/10/2018 |
| Address | 4416 Sardis Church Rd. Monroe, NC 28110 | Date Approved by School | 10/15/18 |
| | | Phone Number | 704-882-4303 |
| School Website | https://www.ucps.k12.nc.us/Domain/41 | Fax Number | 704-882-4305 |
| Principal | Kevin Beals | Superintendent | Dr. Andrew Houlihan |

School Improvement Team

| Committee Position | Name | Email | Date Elected |
|--------------------------------------|--------------------------|---------------------------------|--------------|
| Principal | <i>Kevin Beals</i> | Kevin.beals@ucps.k12.nc.us | Jun 2018 |
| Assistant Principal Representative | <i>Kelly Marks</i> | Kelly.marks@ucps.k12.nc.us | Jun 2018 |
| Teacher Representative / Chair | <i>Lori Stalcup</i> | Lori.stalcup@ucps.k12.nc.us | Aug 2018 |
| Instructional Support Representative | <i>Natalie Brucia</i> | Natalie.brucia@ucps.k12.nc.us | Aug 2018 |
| Instructional Support Representative | <i>Cynthia Efird</i> | Cynthia.efird@ucps.k12.nc.us | Aug 2018 |
| Teacher Assistant Representative | <i>Paula Daniels</i> | Paula.daniels@ucps.k12.nc.us | Aug 2018 |
| Teacher Representative | <i>Nicole Skeen</i> | Nicole.skeen@ucps.k12.nc.us | Aug 2018 |
| Teacher Representative | <i>Lee Hutchinson</i> | Lee.hutchinson@ucps.k12.nc.us | Aug 2018 |
| Teacher Representative | <i>Deanne Cochran</i> | Deanne.cochran@ucps.k12.nc.us | Aug 2018 |
| Teacher Representative | <i>Lee Noles</i> | Lee.noles@ucps.k12.nc.us | Aug 2018 |
| Teacher Representative | <i>Erica Koch</i> | Erica.koch@ucps.k12.nc.us | Aug 2018 |
| Teacher Representative | <i>Blair Austin</i> | Blair.austin@ucps.k12.nc.us | Aug 2018 |
| Interventionist Representative | <i>Debra Ginocchio</i> | Debra.ginocchio@ucps.k12.nc.us | Aug 2018 |
| Guidance Representative | <i>Breanne Villas</i> | Breanne.villas@ucps.k12.nc.us | Aug 2018 |
| EC Teacher Representative | <i>Jennifer M Cooper</i> | Jenniferm.cooper@ucps.k12.nc.us | Aug 2018 |
| Parent Representative | <i>Debra Ford</i> | debbyford1161@gmail.com | Aug 2018 |
| Parent Representative | <i>Jennifer Taylor</i> | Jennileetaylor77@yahoo.com | Aug 2018 |



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

Assessment Data Snapshot

School Performance Grade

| Achievement Indicators | Score |
|-------------------------|-------|
| Reading EOG Proficiency | 67.2 |
| Math EOG Proficiency | 85.4 |
| Science EOG Proficiency | 88.5 |

| Growth Status |
|---------------|
| Met |

| | Score | Grade |
|---------------------------|-------|-------|
| Achievement | 77.6 | |
| Growth | 84.3 | |
| School Performance | 79 | B |
| EOG Reading | 71 | B |
| EOG Math | 83 | B |



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

Profile

Notable Strengths:

- Sardis continues to meet all targets for participation
- When accounting for growth, percentage of students in grades 3-5 on grade level has increased to 79%
- Reading performance increased to 71
- Math performance remained consistent at 83
- Our students have met or exceeded growth for the past four years: 2014-2015 (1.2), 2015-2016 (1.9), 2016-2017 (6.17), and (1.75)

Priorities for Improvement:

- Increase overall performance to 85%
- Continue to work towards increasing Reading/Math/Science EOG scores and mClass Reading Levels by growing our students through metacognitive strategies and accountability
- Integrating STEAM instructional practices into the core content areas

Distinctive Features:

- We embrace cultural diversity
- We promote a cohesive community in our classrooms and neighborhoods
- Professional Learning Communities that focus on data, student conversations, and next steps
- Highly motivated administration and staff with aligned beliefs and vision

Barriers:

- Language
- Situational poverty



State Board of Education Goals

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

UCPS Strategic Themes Aligned to State Board of Education Goals

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



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

Vision Statement

District: To Prepare all students for Success

School: To prepare students to be active productive citizens in the 21st century.

Mission Statement

District: The mission of UCPS is to “Prepare All Student for Success.”

School: To provide a safe community where a strong foundation is achieved by nurturing, guiding and challenging our students through a balanced academic and arts education

Shared Beliefs

- All students can be successful when they are actively engaged in the thinking process.
- Every student is valued, whose self-worth is enhanced by positive relationships and mutual respect.
- Students are reflective in their own practice with attainable goals to ensure growth throughout the school year.
- Our school community is a safe learning environment that promotes values and celebrates students and teachers.
- Teachers are highly qualified and reflective educators.

Priority Goals

1. Identify and implement specific research-based instructional strategies that enhance academic rigor, encourage student creativity, and emphasize collaborative problems-solving to improve achievement of all students.
2. Design and implement system-wide programs to enhance opportunities for all students to consider future careers and think about their future.
3. Support classroom teachers by providing diverse opportunities for growth and expand knowledge that will directly impact students, learning, and the school culture.
4. Research, plan for, create and implement a multi-tiered system of support (MTSS).

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"> • ENHANCE academic programs to meet the needs of all students • SUPPORT and develop UCPS 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 (Consider your school-based assessment) Teacher DLCs Administrator DLCs EmpowerED Framework |

| Strategies | Point Person & Team Members (Name/Title) | Evidence of Success (Measures of Student Impact) | Resources | Timeline (Start-End) |
|--|---|--|--|--------------------------------|
| 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 | | *Financial - estimated cost/ source *Human *Time *Political | *BOY Workdays *Early Release Days *Other school-based professional learning | |
| Strategy 1: To grow teachers through Professional Development opportunities aligned with UCPS initiatives and school-based data. | K.Beals/Principal K.Marks/AP N.Brucia/Instructional Coach C.Efird/MTSS Coordinator | -Administration -Observations -Lesson Plans -Student work -Data -Survey | -Book study <u>Engaging Children: Igniting a Drive for Deeper Learning</u> by Ellin Keene -Incorporate ideas from book study from | August 2018- May 2019 |



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|---|---|---|---|-----------------------|
| | | -85% Overall performance | <u>Empower</u> by John Spencer and A.J. Juliani. -Early Release Day PD content | |
| Strategy 2: Collaborative planning through productive PLC's. | K.Beals/Principal K.Marks/AP N.Brucia/Inst. Coach C.Efird/MTSS Coordinator Various Teachers and Support Staff | -Survey & feedback from teachers -All assessment Data -Alignment of lessons | -Utilizing planning time in the schedule -Meeting with coaches | August 2018- May 2019 |
| Strategy 3: Partnering with Defined STEM for training and implementation of Problem Based Learning. | David Reese, Chief Academic Officer of Defined STEM | -Lesson Plans -Student work | -Onsite professional development (EPIC) -Time during BOY Kickoff, and future early release/work days | August 2018- May 2019 |
| Strategy 4: Use of teacher leaders to offer professional development. | Various Teachers | -Lesson plans -Survey of teacher needs | -Model lessons throughout the day -After school PD -Classroom Labs -Bloom Board | August 2018- May 2019 |

Potential Barriers: What individuals/ factors may cause resistance? How do you plan to address this? Funding and Time are the biggest potential barriers. We will utilize EPIC funding, whenever possible, to support the professional development. We will also devote one staff meeting per month to the Book Study and to improving student engagement through EmpowerED.

District Support: What support do you need from the district departments? Continued support from Innovation and EdTech Coordinator and College Readiness and Innovation Director.

Goal 1 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 #1.

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

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|---|-------------------------------------|--|--------------------------|---|--------------------------|
| School wide reform strategies: | <input checked="" 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 checked="" 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: | <input checked="" type="checkbox"/> | 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: | <i>Design and implement system-wide programs to enhance opportunities for all students to consider future careers and think about 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 Goals: | <ul style="list-style-type: none"> Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship |
| Data and Resources Used: | |

| 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: Students will participate in lessons and work-based learning activities that promote future goals and careers.</p> | <ul style="list-style-type: none"> -K-5 grade level teachers -Related Arts teachers -Support personnel -Natalie Brucia/Instructional Coach -Cynthia Efird/MTSS coach | <ul style="list-style-type: none"> -Student surveys and feedback -Observations -Student work -Rubric Data | <p>(Utilize allotment funding to offset cost of trip for our students.)</p> <ul style="list-style-type: none"> -4th grade college visit -Morning broadcast team's TV News Station visit -Individual grade level Economic Unit -Innovators Showcase | <p>August 2018-May 2019</p> |

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| <p>Strategy 2: Staff and students will participate in a whole-school Career Day to spotlight different jobs within the Indian Trail community.</p> | <p>K.Beals/Principal K.Marks/AP N.Brucia/Inst. Coach C.Efird/MTSS Coordinator Various Teachers and Support Staff</p> | <p>-School-wide feedback from students, teachers, and community members -Survey -Student work</p> | <p>-Defined STEM resources -Design and organization of place for Career Day -Voluntary participation from local business and organizations</p> | <p>August 2018-May 2019</p> |
|---|--|---|--|-----------------------------|

Potential Barriers: What individuals/ factors may cause resistance? How do you plan to address this? Funding for field trips, including college visit, can be difficult for our families. We will utilize allotment funding to offset costs and individual sponsorships to allow more students access to the trips.

District Support: What support do you need from the district departments? Help and assistance from our Communications Department with contacts for local news stations, etc. for Broadcast Team field trip.

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)

| | | | | | |
|---|-------------------------------------|--|-------------------------------------|---|--------------------------|
| School wide reform strategies: | <input checked="" 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 checked="" type="checkbox"/> | Strategies to increase parental involvement: | <input checked="" 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: | <input type="checkbox"/> | 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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| Priority Goal #3: | <i>Support classroom teachers by providing diverse opportunities for growth and expand knowledge that will directly impact students, learning, and the school culture.</i> |
| Supports District Strategic Theme/Objective: | <ul style="list-style-type: none"> SUPPORT and develop UCPS employees |
| Supports State Goal: | <ul style="list-style-type: none"> Every student, everyday has excellent educators |
| Data and Resources Used: | |

| Strategies Research-based strategy and supporting action steps to address data-identified area of improvement. Examples include: <ul style="list-style-type: none"> Action Step PD Action Step Reflection/Evaluation Action Step | Point Person & Team Members (Name/Title) | Evidence of Success (Measures of Student Impact) <ul style="list-style-type: none"> *Benchmarks *Progress Monitoring | Resources <ul style="list-style-type: none"> *Financial - estimated cost/ source *Human *Time *Political | Timeline (Start-End) <ul style="list-style-type: none"> *BOY Workdays *Early Release Days *Other school-based professional learning |
|---|---|--|---|--|
| Strategy 1: Build awareness regarding the well-being of students and engaging students through building lasting relationships. | K.Beals/Principal K.Marks/AP | -Teacher feedback -Educators handbook -Data | -Professional Development conducted by Dr. Barnes, UCPS Superintendent of HR- <u>Crisis Management</u> | August 2018-May 2019 |
| Strategy 2: Provide professional development to all staff members during PLC meetings, during instructional time, and after school sessions. | K.Beals/Principal K.Marks/AP N.Brucia/Inst. Coach C.Efird/MTSS Coordinator Various Teachers and Support Staff | -Teacher feedback -School-wide data | -Early Release Day PD -Class Labs -Bloom Board -Mentors -Reading buddies -\$3,000 EPIC grant - Helen Giles consulting (SIOP in Literacy) -EPIC grant monies for substitute coverage | August 2018-May 2019 |



Potential Barriers: What individuals/ factors may cause resistance? How do you plan to address this? Availability of coverage to allow for teachers to observe other classroom and to attend PD sessions can be difficult. EPIC funding for substitutes can be used to ensure all classrooms are covered.

District Support: What support do you need from the district departments? Presentation by Dr. Barnes to staff regarding Crisis Management, support from EPIC staff.

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: | <input checked="" 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 checked="" type="checkbox"/> |
| Instruction by highly qualified teachers: | <input checked="" 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 checked="" type="checkbox"/> |
| High-quality and ongoing professional development: | <input checked="" type="checkbox"/> | 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"/> |

| | |
|--|--|
| | |
| Priority Goal #4: | <i>Research, plan for, create and implement a multi-tiered system of support (MTSS).</i> |
| Supports District Strategic Theme/Objective: | <ul style="list-style-type: none"> • ENHANCE academic programs to meet the needs of all students • FOSTER positive learning experiences for all students |
| Supports State Goals: | <ul style="list-style-type: none"> • Every student has a personalized education plan • Every student is healthy, safe, and responsible |
| Data and Resources Used: | / |

| 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 | | | | |
| Strategy 1: Utilize MTSS Coach to grow teachers and intervention strategies across all K-5 content areas. | Cynthia Efird/MTSS Coach K.Beals/Principal K.Marks/AP | -Assessment data: mClass, F&P's, iReady, NC Check-ins, common assessments, Practice EOGs | -Dr. Todd/UCPS personnel -UCPS professional development -F&P Continuum -Educator's Handbook -Helen Giles/SIOP Consultant (EPIC monies) | August 2018-May 2019 |
| Strategy 2: Use school-wide assessment data to make decisions about K-5 students. | Cynthia Efird/MTSS Coach K.Beals/Principal K.Marks/AP Natalie Brucia/IC | -Assessment data: mClass, F&P's, iReady, NC Check-ins, common | -Online tools to display data for mClass, F&P's, iReady, NC Check-ins, common assessments, Practice EOGs | August 2018-May 2019 |

| | | | | |
|--|---|-------------------------------|---|----------------------|
| | | assessments, Practice EOGs | | |
| Strategy 3: MTSS Team meet monthly to discuss and make decisions about students performing below grade level. | Cynthia Efird/MTSS Coach K.Beals/Principal K.Marks/AP MTSS Committee | MTSS Dashboard | MTSS Grade level representative Formal data points | August 2018-May 2019 |

Potential Barriers: What individuals/ factors may cause resistance? How do you plan to address this? Shift in focus from the IT process to MTSS. MTSS Coordinator will meet with the staff to discuss steps being taken and the process to ensure that tiers of support are in place for students depending on their needs.

District Support: What support do you need from the district departments? MTSS support from Dr. Todd

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: | <input checked="" 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 checked="" type="checkbox"/> |
| Instruction by highly qualified teachers: | <input checked="" 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 checked="" type="checkbox"/> |
| High-quality and ongoing professional development: | <input checked="" type="checkbox"/> | 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"/> |



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

| | Vision & Mission | Team membership | School Data & Summary Analysis | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 | State-required Checklist | Safe School Plan |
|---------------------------------------|-------------------------------------|-------------------------------------|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|
| Meets all requirements | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 | Eric Doan | Signature | <i>Eric Doan</i> | Date | 10/15/18 |
|------|-----------|-----------|------------------|------|----------|

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 | |
|------|--|-----------|--|------|--|

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 | |
|------|--|-----------|--|------|--|

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 | |
|------|--|-----------|--|------|--|

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 | |
|------|--|-----------|--|------|--|

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)



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| | | | | | |
|------|--|-----------|--|------|--|
| Name | | Signature | | Date | |
|------|--|-----------|--|------|--|

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

| Goals | February 2019 Current Reality & Adjusted Action Steps | | June 2019 Current Reality & Adjusted Action Steps | |
|--------------|--|--|--|--|
| Goal 1: | | | | |



| | | | | |
|---------|--|--|--|--|
| Goal 2: | | | | |
| Goal 3: | | | | |
| Goal 4: | | | | |
| Goal 5: | | | | |

| | |
|------------------------------|--|
| Principal's Signature | |
|------------------------------|--|

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

| Goals | February 2020 Current Reality & Adjusted Action Steps | June 2020 Current Reality & Adjusted Action Steps |
|--------------|--|--|
| Goal 1: | | |



| | | | | |
|---------|--|--|--|--|
| Goal 2: | | | | |
| Goal 3: | | | | |
| Goal 4: | | | | |
| Goal 5: | | | | |

| | |
|------------------------------|--|
| Principal's Signature | |
|------------------------------|--|

School Improvement Plan Report

Checklist of State-required On-going Operational Activities

All Schools

| | |
|---|---|
| Does this school: | |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | • 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 type="checkbox"/> | No <input checked="" 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 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? |

School Improvement Plan Approval

| Committee Position | Name | Signature | Date |
|--------------------------------------|----------------|-----------------------|----------|
| Principal | Kevin Beals | <i>Kevin Beals</i> | 10/15/18 |
| Assistant Principal Representative | Kelly Marks | <i>Kelly Marks</i> | 10/15/18 |
| Teacher Representative/Chair | Lori Stalcup | <i>Lori Stalcup</i> | 10/15/18 |
| Instructional Support Representative | Natalie Brucia | <i>Natalie Brucia</i> | 10/15/18 |
| Instructional Support Representative | Cynthia Efird | <i>Cynthia Efird</i> | 10/15/18 |
| Teacher Assistant Representative | Paula Daniels | <i>Paula Daniels</i> | 10/15/18 |

UCPS

UNION COUNTY PUBLIC SCHOOLS

| | | | |
|--------------------------------|-------------------|--------------------------|----------|
| Teacher Representative | Nicole Skeen | <i>Nocile Skeen</i> | 10/15/18 |
| Teacher Representative | Lee Hutchinson | <i>Lee Hutchinson</i> | 10/15/18 |
| Teacher Representative | Deanne Cochran | <i>Deanne Cochran</i> | 10/15/18 |
| Teacher Representative | Lee Noles | <i>Lee Noles</i> | 10/15/18 |
| Teacher Representative | Erica Koch | <i>Erica Koch</i> | 10/15/18 |
| Teacher Representative | Blair Austin | <i>Blair Austin</i> | 10/15/18 |
| Interventionist Representative | Debra Ginocchio | <i>Debra Ginocchio</i> | 10/15/18 |
| Guidance Representative | Breanne Villas | <i>Breanne Villas</i> | 10/15/18 |
| EC Teacher Representative | Jennifer M Cooper | <i>Jennifer M Cooper</i> | 10/15/18 |
| Parent Representative | Debra Ford | <i>Debra Ford</i> | 10/15/18 |
| Parent Representative | Jennifer Taylor | <i>Jennifer Taylor</i> | 10/15/18 |