



**2016-2018 School Improvement Plan
for**

Mt. Ulla Elementary School

Brenda Sokolowski, Principal

School Address: 13155 NC Hwy 801

Mt. Ulla, NC 28125M

**School Improvement Plan
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School Improvement Team

Team Role	Name	Role
SIT Chairperson:	Tammy Thompson	5 th Grade teacher
Principal:	Brenda Sokolowski	Principal
SIT Member:	Jan Goforth	Kindergarten teacher
SIT Member	Lisa Burns	1 st Grade teacher
SIT Member	Cynthia White	2 nd Grade teacher
SIT Member	Lisa Eagle	3 rd Grade teacher
SIT Member	Desirae Fesperman	4 th Grade teacher
SIT Member	Stacey Webb	Teacher Assistant representative
SIT Member	Greg Kuhn	Assistant Principal
SIT Member	Susan McLaughlin	Technology Facilitator
SIT Member	Julie Heilig	Media Coordinator
SIT Member	Miranda Sigmon	Reading Design Coach
SIT Member	Flora Calderon-Steck	Parent
SIT Member		

School Improvement Plan Assurances

STATEMENT OF ASSURANCES:

Our signatures below serve as the assurance that these steps took place during the development, discussion, and approval of our 2016-2018 school improvement plan.

The school improvement plan submitted for approval to the Rowan-Salisbury School System Board of Education has been developed in accordance with Public Law 115C-105.27. In the development of this plan, be assured that:

- representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected to serve on the school improvement team by their respective groups by secret ballot;*
- parents were elected to serve on the school improvement team by the parent/teacher organization of the school (or if none exists, by the largest organization of parents formed for this purpose);*
- parents serving on the school improvement team reflect the racial and socio-economic composition of the students enrolled in this school and shall not be members of the building-level staff;*
- school improvement team meetings were held at a convenient time to assure substantial parent participation;*
- notice of time, date and location of school improvement team meetings were posted according to public meeting guidelines;*
- the principal presented the proposed school improvement plan to all assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for review and vote; and*
- the vote for approval of the school improvement plan was by secret ballot.*

This school improvement plan represents goals and strategies for addressing improvement of student performance, and includes components that focus on: an inviting and nurturing school climate; a safe learning environment; rigorous curriculum; relevant instruction; preparing students to be globally competitive; recruitment and retention of quality staff; training for highly qualified professionals; internal and external communications; partnerships with parents; partnerships with the school community; physical and financial resources; and people and time resources.

School Principal’s Signature

Date: _____

School Improvement Team Chairperson’s Signature

Date: _____

School Vision and Mission

School Vision:	A school community that is committed to excellence for every child every day
School Mission:	To create an engaging atmosphere where collaborating, communication, and innovation thrive
School Beliefs:	MONARCHS - Motivation, Ownership, Nurturing environment, Achievement, Relationships, Community, High expectations, Student-centered
School Motto:	Motivation Ownership Nurturing environment Achievement Relationships Community High expectations Student-centered

Overview of School Performance Data - ELEMENTARY

Using your school’s 2015-2016 Reading 3D DIBELS and TRC data, enter the percent of students performing at the various levels by grade.

ASSESSMENT	WELL BELOW BENCHMARK	BELOW BENCHMARK	BENCHMARK	
DIBELS, Grade K	53%	26%	21%	
DIBELS, Grade 1	26%	13%	61%	
DIBELS, Grade 2	21%	8%	71%	
DIBELS, Grade 3	24%	9%	67%	
ASSESSMENT	FAR BELOW PROFICIENT	BELOW PROFICIENT	PROFICIENT	ABOVE PROFICIENT
TRC, Grade K	63%	20%	17%	0%
TRC, Grade 1	21%	11%	13%	55%
TRC, Grade 2	31%	32%	24%	13%
TRC, Grade 3	31%	17%	26%	26%

Using your school’s Internal Ready Review Reports for the past three years, enter the appropriate overall performance information below.

MEASURE	2013-2014	2014-2015	2015-2016	2016-2017
Performance Composite CCR	42.6%	45.3%	54.0%	
Performance Composite GLP	55.0%	59.6%	64.6%	
School Performance Grade	C	C	C	
EVAAS Growth Status	Met	Exceeded	Met	
EVAAS Growth Index		3.64	1.37	

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CCR – College/Career Ready

GLP – Grade Level Proficient

Using your school’s 2015-2016 Internal Ready Review Report, enter the appropriate performance information for subjects and grade levels below.

ASSESSMENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	CCR	GLP
EOG Reading, Grade 3	23.4%	23.4%	10.6%	27.7%	14.9%	42.6%	53.2%
EOG Reading, Grade 4	28.3%	23.9%	8.7%	34.8%	<5%	39.1%	47.8%
EOG Reading, Grade 5	17.2%	28.1%	9.4%	40.6%	<5%	45.3%	54.7%
EOG Mathematics, Grade 3	6.4%	10.6%	14.9%	48.9%	19.1%	68.1%	83.0%
EOG Mathematics, Grade 4	19.6%	30.4%	8.7%	23.9%	17.4%	41.3%	50.0%
EOG Mathematics, Grade 5	<5%	14.1%	7.8%	53.1%	21.9%	75.0%	82.8%
EOG Science, Grade 5	<5%	21.9%	14.1%	54.7%	<5%	59.4%	73.4%

CCR – College/Career Ready

GLP – Grade Level Proficient

Using your school’s 2015-2016 Internal Ready Review Report, enter the appropriate performance information for subjects, grade levels, and subgroups below.

MEASURE	ALL	FEMALE	MALE	AMIN	ASIAN	BLACK	HISP	MULTI	WHITE	EDS	LEP	SWD	AIG
Reading, Grade 3	53.2%	60.9%	45.8%				30.0%		61.5%	42.3%			
Reading, Grade 4	47.8%	52.2%	43.5%				30.8%		63.0%	38.7%			
Reading, Grade 5	54.7%	60.6%	48.4%				33.3%		65.1%	44.4%			>95%
Math, Grade 3	83.0%	82.6%	83.3%				>95%		73.1%	76.9%			
Math, Grade 4	50.0%	47.8%	52.2%				53.8%		55.6%	45.2%			
Math, Grade 5	82.8%	84.8%	80.6%				77.8%		86.0%	75.0%			>95%
Science, Grade 5	73.4%	78.8%	67.7%				61.1%		83.7%	58.3%			>95%

Analysis of School Performance Data

What parts of this data catch your attention?

- 3rd grade EOG math (current 4th graders) - Hispanic students scored >95%
- percent of proficient Hispanic students is approximately half that of white students in reading - the gap is not evident in math
- females are outperforming males in reading; not a noticeable difference in math between males and females
- over half of students are proficient in Dibels in grades 1 & 2 starting the school year
- there is a significant percentage of students that are well above in 1st Grade TRC
- there isn't a significant change in Dibels or TRC from EOY 2016 to BOY 2016
- Hispanic students show the largest regression from EOY 2016 to BOY 2016

What does the data tell us? What does the data NOT tell us?

Math is stronger than reading; current 5th grade students are the weakest in grades 3-5; measure of comprehension drops from K-3 based on TRC and EOG scores and then proficiency hovers around 50-55%; measured growth can be seen in reading and math over the past three years

The data does not tell us where the breakdown is for our students in reading.

What good news is there to celebrate?

- Kindergarten instruction is showing definite measurable growth
- proficiency in 3rd and 5th grade math is outstanding
- good proficiency percentage for 5th grade science

What are the problems of practice suggested by the data?

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-Hispanic percentages are low in reading

-males are performing approximately 10% lower than females in reading

-overall proficiency in reading is stagnant from 2nd grade through 5th grade based on 2015 EOY TRC data and 2015-2016 EOG data

What are our key conclusions? What recommendations does the team have for addressing the problems of practice?

Based on data reviewed for the plan, comprehension continues to be a weakness for our students. In order to address this issue, professional development and individual coaching sessions from the reading coach are going to be focused on comprehension, vocabulary, and writing as it relates to the thinking component of text read. The literacy block for all classrooms will contain the following components: guided reading, independent reading and conferring, literacy stations, interactive read alouds, direct instruction, and phonics (K-2). PLCs will also be used to regularly analyze student data to determine areas of need and focus and implement appropriate next steps.

In math, our students have shown measureable growth the last three years. In order for this proficiency to be maintained and for additional growth to occur, digital prescriptive math applications will be used K-5. A daily spiral review will be used in all K-5 classrooms. Differentiated instruction with guided math groups will take place in classrooms on a regular basis.

School Improvement Plan Goals
Goal #1 - Literacy

LITERACY GOAL	Increase literacy proficiency in grades K-5.			
Measureable Objective	Students will grow in their proficiency by 20% over the next two years based on EOG scores.			
Strategy #1	Utilize Reading Design Coach to provide individualized coaching and professional development based on components of reading and writing as it relates to current data			
Activities Needed to Accomplish Strategy #1				
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Monthly professional development centered around comprehension, vocabulary, and writing	October 2016	June 2018	Reading Design Coach	Reading Design Coach Teacher Leaders Administrative Staff
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Coach teachers based on individual needs	October 2016	June 2018	Reading Design Coach, Fountas and Pinnell texts	Reading Design Coach Teacher Leaders Administrative Staff
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Strategy #2	Implementation of required elements of the literacy block: guided reading, independent reading and conferring, literacy stations, read alouds, direct instruction, and phonics (K-2)			
Activities Needed to Accomplish Strategy #2				
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Staff Development in PLC's	September 2016	June 2018	various texts, Reading Design Coach	Administrative Staff, Reading Design Coach, teacher leaders
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible

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Model Lessons	October 2016	June 2018	SCOS/Common Core	Administrative Staff, Reading Design Coach, teacher leaders
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Provide Teachers with Lesson Plan Feedback	September 2016	June 2018	SCOS/Common Core, Unpacking Documents, Lesson Plan Feedback Form	Administrative Staff, Reading Design Coach
Strategy #3	Regular data analysis to determine areas of literacy focus			
Activities Needed to Accomplish Strategy #3				
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Regular Grade Level Data Meeting	August 2016	June 2018	TRC, Achieve, Reading 3D, EOG data	All staff
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Formative Assessments	September 2016	June 2018	SCOS/Common Core, assessments	All staff
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
PROGRESS NOTES FOR LITERACY GOAL – YEAR 1				
January 2017 Progress Report				
March 2017 Progress Report				
June 2017 Progress Report				
PROGRESS NOTES FOR LITERACY GOAL – YEAR 2				
January 2018 Progress Report				

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March 2018 Progress Report	
June 2018 Progress Report	

**School Improvement Plan Goals
Goal #2 – Other Academic Area(s)**

OTHER ACADEMIC AREA(S) GOAL	Increase math proficiency in grades K-5			
Measureable Objective	Students will grow 10% over the next two years in math based on EOG scores.			
Strategy #1	Implementation of prescriptive math applications in grades K-5			
Activities Needed to Accomplish Strategy #1				
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Implement IXL in grades 3-5.	October 2016	June 2018	iPads, IXL subscription	Teachers, Administrative Staff, Tech Facilitator
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Implement Dreambox in grades K-2.	September 2016	June 2018	iPads, Software	Teachers, Administrative Staff, Tech Facilitator
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Implement TenMarks where necessary.	October 2016	June 2018	iPads, Computers	Teachers, Administrative Staff, Tech Facilitator
Strategy #2	Utilize daily spiral reviews in all grade levels.			
Activities Needed to Accomplish Strategy #2				
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Train new staff in Brain Breakfast.	September 2016	June 2018	SCOS/Common Core	Teacher Leaders
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Observe model lessons.	September 2016	June 2018	SCOS/Common Core	Administrative Staff, Teacher Leaders

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Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Teachers create new daily spiral math reviews	September 2016	June 2018	SCOS/Common Core, Formative Assessments	Teachers
Strategy #3	Implement Differentiated Instruction with guided math groups across grades K-5.			
Activities Needed to Accomplish Strategy #3				
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Collaborative Lesson Planning	September 2016	June 2018	SCOS/Common Core	Teachers, Reading Design Coach
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Model Lessons	September 2016	June 2018	SCOS/Common Core	Teacher Leaders
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Attend Professional Development Conferences	October 2016	June 2018	Title 1 Funds	Administrative Team
PROGRESS NOTES FOR MATHEMATICS/OTHER CONTENT AREA GOAL – YEAR 1				
January 2017 Progress Report				
March 2017 Progress Report				
June 2017 Progress Report				
PROGRESS NOTES FOR MATHEMATICS/OTHER CONTENT AREA GOAL – YEAR 2				
January 2018 Progress Report				
March 2018 Progress Report				
June 2018 Progress Report				

**School Improvement Plan Goals
Goal #3 – Engaging Student Work**

ENGAGING STUDENT WORK GOAL	Create PLCs where teachers are empowered to implement the components of the RSS Mindset: PBL, CCRP, Guided Instruction, Blended Learning, Balanced Literacy, Data, Rigor			
Measureable Objective	Teachers will show an increase in their knowledge and frequency of usage of the RSS Mindset components based on survey results.			
Strategy #1	Provide professional development opportunities for staff focused on elements of the RSS mindset			
Activities Needed to Accomplish Strategy #1				
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Weekly grade level PLC meetings	September 2016	June 2018	professional articles/texts, data, SCOS/Common Core	all staff
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Monthly professional development sessions	October 2016	June 2018	professional articles/texts, data, SCOS/Common Core	all staff
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Send teachers to RSS staff development offerings from the district	October 2016	June 2018	RSS district sessions	Teacher leaders throughout RSS
Strategy #2				
Activities Needed to Accomplish Strategy #2				
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible

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Strategy #3				
Activities Needed to Accomplish Strategy #3				
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
PROGRESS NOTES FOR ENGAGING STUDENT WORK GOAL – YEAR 1				
January 2017 Progress Report				
March 2017 Progress Report				
June 2017 Progress Report				
PROGRESS NOTES FOR ENGAGING STUDENT WORK GOAL – YEAR 2				
January 2018 Progress Report				
March 2018 Progress Report				
June 2018 Progress Report				

**School Improvement Plan Goals
Goal #4 – Parental Involvement**

PARENTAL INVOLVEMENT GOAL	Improve parental involvement at MUES			
Measureable Objective	Parent involvement at extracurricular school events with at least 50% of students' attending with a family member			
Strategy #1	Improve parent understanding of student curriculum			
Activities Needed to Accomplish Strategy #1				
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Grade Level Curriculum Nights	October 2016	June 2018	Staff, take home materials	all staff
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
ESL Nights	October 2016	June 2018	Translator	ESL teacher
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Food Lion Math Night	October 2016	June 2018	Food Lion, lessons	all staff, Food Lion staff
Strategy #2	Provide at least four opportunities for community building with all stakeholders			
Activities Needed to Accomplish Strategy #2				
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Partner with restaurants for fundraising	October 2016	June 2018	local restaurants partnerships	administrative staff, PTA officers
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
School Bowling Night	October 2016	June 2018	partnership with local bowling alley	all staff, PTA officers
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Partner with PTA for social activities	October 2016	June 2018	PTA funds	all staff, PTA officers

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Strategy #3				
Activities Needed to Accomplish Strategy #3				
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
PROGRESS NOTES FOR PARENTAL INVOLVEMENT GOAL – YEAR 1				
January 2017 Progress Report				
March 2017 Progress Report				
June 2017 Progress Report				
PROGRESS NOTES FOR PARENTAL INVOLVEMENT GOAL – YEAR 2				
January 2018 Progress Report				
March 2018 Progress Report				
June 2018 Progress Report				

School Improvement Plan Goals
Goal #5 – School Safety

SCHOOL SAFETY GOAL	Improve student attendance			
Measureable Objective	Improve students' attendance by decreasing students' tardiness by 25%			
Strategy #1	Reward students with exemplary attendance and no tardies			
Activities Needed to Accomplish Strategy #1				
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Honors Assembly	October 2016	June 2018	Money/rewards	all staff
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Weekly Prize Drawings on Announcements	October 2016	June 2018	Money/rewards	Data Manager, Tech Facilitator
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Strategy #2	Communication			
Activities Needed to Accomplish Strategy #2				
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Call parents of frequently tardy students	October 2016	June 2018	Information from Data manager	Data Manager and administrative staff
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
ConnectEd message when necessary	October 2016	June 2018	School calendar	administrative staff
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
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Strategy #3				
Activities Needed to Accomplish Strategy #3				
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
Activity Name	Start Date	End Date	Resources Needed	Staff Responsible
PROGRESS NOTES FOR SCHOOL SAFETY GOAL – YEAR 1				
January 2017 Progress Report				
March 2017 Progress Report				
June 2017 Progress Report				
PROGRESS NOTES FOR SCHOOL SAFETY GOAL – YEAR 2				
January 2018 Progress Report				
March 2018 Progress Report				
June 2018 Progress Report				

School Improvement Plan Goals – Other Required Components

Component #1 – Plan to Improvement the 95% Participation Rate

- Our school is not required to develop a plan to meet the 95% participation rate for state testing.
 - Our school’s plan for meeting the 95% participation rate for state testing is attached to the 2016-2018 School Improvement Plan.
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Component #2 – NC STAR Improvement Plan Goals

- Our school is not required to complete a plan in the NC STAR system.
- Our school has completed the required components in the NC STAR system.