



SIP Goals for 2021-2022



Data from NWEA, EOG, and teacher analysis were used to create measurable SIP goals.

[20-21 MAP/EOG Data](#)



Goal 1- Reading

Goal	Action Steps	Student Outcomes	Resources	Timeline
<p>By the end of the academic year, 67% or more of students will demonstrate on grade level reading skills as measured by the end of year benchmark assessment.</p>	<ol style="list-style-type: none">1. Access to Reading A-Z for leveled text2. Possible F&P trainings for 4 teachers3. Implementation of F&P word study (consistency in phonics grades 1-4)4. <u>view additional strategies here</u>	<p>As a result of the action steps, by the end of the academic year, 67% or more of students will demonstrate on grade level reading skills as measured by the end of year benchmark assessment (MAP and NC EOGs)</p>	<ul style="list-style-type: none">● Funding● Reader's Workshop (<i>piloting- one kit per grade level</i>)● Letterland● Reading A-Z● Jennifer Servello's Reading Strategies● Discovery Education● F&P Word Study	<p>2021-2022 school year</p>

Goal 2 - Math

Goal	Action Steps	Student Outcomes	Resources	Timeline
<p>By the end of the academic year, 67% or more of students will demonstrate on grade level math skills as measured by the end of year benchmark assessment.</p>	<p><u>2020-2021 Math & ELA Action Steps</u></p>	<p>By the end of the academic year, 67% or more of students will demonstrate on grade level math skills as measured by the end of year benchmark assessment (MAP and NC EOGs)</p>	<ol style="list-style-type: none">1. All teachers will have online access to MIF2. Grades 2-5 will have student accounts for MIF	<p>2021-2022 school year</p>

Goal 3- Science

Goal	Action Steps	Student Outcomes	Resources	Timeline
By end of the academic year, 75% or more of grade 5 and 8 students will demonstrate proficiency as measured by the end of year benchmark.	<ol style="list-style-type: none">1. Create scope and sequence using NC standards2. Use scope and sequence to teach science with fidelity3. view additional strategies here	By end of the academic year, grade 5 students will demonstrate an increase in on grade level science skills from 67% to 75% as measured by the end of grade assessment	<ol style="list-style-type: none">1. NC standards2. DPI Pacing Guide3. Studies Weekly4. Go Open NC5. Discovery Education	2021-2022 school year

School Improvement Team Members

<u>Title</u>	<u>Name</u>	<u>Title</u>	<u>Name</u>
Head of School	Matthew Hamilton	Parent/PA	Jennifer Mrkobrad
Lower Head of School	Sujin Hughes	Parent	Kimberly Barker
K-2 Rep	Ms. Rearick	Parent	Carter Johnson
3-5 Rep	Stacy Corrado	Parent	Becki Kidder
MYP Rep	Graham Foster	MYP Coordinator	Marianne DiMaio
Specialist	Matthew Weldon	LS Curriculum Coordinator	Elizabeth Spinney
EC Coordinator	Mallory Symonds	Counselor	Jenni Allen
Interventionist	Kristin Evans		

School Improvement Team Purpose

School improvement planning provides a mechanism for identifying needs and establishing a common approach to meeting those needs at the school level. Effective school improvement planning contributes to overall school performance by:

- Establishing an understanding of the “big picture” of a school's current state, including student achievement, school environment, teacher community, parent community, and administrative issues;
- Reaching consensus across the school community on which needs represent the highest priorities for action based upon the potential to improve overall student and school performance; and
- Identifying for implementation objectives and tasks, including specific targets, effective practices and milestones required to address the school priorities.

School Improvement Team Legislation

In 1996, the North Carolina General Assembly established the School-Based Management and Accountability Program with the overall purpose of improving student performance (G.S. §115C- 105.20). All school districts in North Carolina are required to participate in the program (G.S. § 115C-105.21 (a)).

[§ 115C-105.27. Development and approval of school improvement plans](#)

Public Record

According to G.S. 115C-105.27 (a2), the school improvement plan, except for the school safety components of the plan, is a public record subject to Chapter 132 of the General Statutes and shall be posted on the school website. The names of the members of the school improvement team, their positions, and the date of their election to the school improvement team shall also be posted on the Web site. The school safety components of the plan are not public records subject to Chapter 132 of the General Statutes.

School Improvement Team

G.S. §115C-47 (38) mandates the duty of local boards to ensure each principal establishes a school improvement team and that the composition of the team complies with G.S.

§115C-105.27 (a). (See also GS §115C-288 (I) – Powers and Duties of Principal.) G.S.

§115C-105.27 (a) directs schools to establish a School Improvement Team (SIT) to develop a plan to improve student performance. School improvement teams shall consist of the following members:

- the principal of the school;
- representatives of the assistant principals;
- representatives of instructional personnel;
- representatives of instructional support personnel;
- representatives of teacher assistants assigned to the building; and
- representatives of parents of children enrolled in the school.

Reference/Guidance

Below is a link to the North Carolina School Improvement Planning and Implementation Guide.

[North Carolina School Improvement Planning Implementation Guide](#)

NCStar & Indistar

NCStar is a web-based school improvement management tool that is used by schools in North Carolina. NCStar guides school teams through a process of charting improvement and managing their continuous improvement process.

[NCStar Quick Reference for School Improvement Teams](#)