

SCHOOL IMPROVEMENT PLAN

2017-2019

SCHOOL NAME: Mountain View Elementary School

OBJECTIVE: Mountain View Elementary School students in 3rd-6th grade reached 64.8% proficiency as evidenced by the North Carolina End-of-Grade Reading Test in May 2016. Mountain View Elementary School students in Kindergarten -3rd grade enrolled in the Reading 3D Assessment Program reached 49% proficiency as evidenced by Reading 3D (TRC) End-of-Year Assessment data in May 2016.

GOAL: By July 2018, Mountain View Elementary School students in 3rd-6th grade will reach 70% proficiency as evidenced by Reading End-of-Grade tests. By July 2018, Mountain View School students enrolled in Reading 3D (students in Kindergarten-3rd grade) will reach 55% proficiency as evidenced by Reading 3D (TRC) Assessment data.

Action Item Number	Action/Strategy	Resources Needed	Person(s) Responsible	Evaluation Measure	Timeline
1	Assess literacy development of all students.	Letterland, iReady, Text Talk (K-2), Sadler Vocabualry Workshop (3-5), Perfection Learning Vocabulit (5-6), Words to Go (6), STAR, AR,	Kim Treadway, Lori Hensley, Susan Greer, Jessica Lyalls, Pachia Brinegar, Sarah Kesterson	Obtain data from various assessment tools such as: Reading 3D (K-3), Beginning of Year Grade 3 Test, EVAAS, Letterland Assessments (K-2), Accelerated Reader, STAR, grade level vocabulary programs, iReady, SchoolNet, and Mock EOG; Provide updated training,	July 2018

		SchoolNet, EVAAS, Reading 3D		<p>monitoring, and coaching of assessments conducted by the Reading 3D Trainer/Literacy Specialist; Hold grade level meetings to discuss progress of all students per grade level (K-6) after each benchmarking period; Complete interventions and progress monitoring at the determined rate for each student's level; Provide students with the correct frequency, duration, and intervention such as RAZKids, Letterland, and iReady at their appropriate instructional level; Coordinate groups of students within the classroom and during Intervention/Enrichment (I/E) time to meet the needs of all learners; Utilize vocabulary programs; Utilize teacher-created Mock EOG assessment from SchoolNet.</p>	
2	Differentiate core reading instruction for all learners.	Core Reading Programs; I/E	Kim Treadway, Lori Hensley,	Monitor the progress of teachers and students by	July 2018

		groups with literacy, EC, and AIG specialists; 80-90 minute literacy block;	Susan Greer, Jessica Lyalls, Pachia Brinegar, Sarah Kesterson	doing walkthroughs, conducting observations, and analyzing assessment data; Use Core Reading Programs mentioned in the Ashe County Reading Plan to fidelity within the regular classroom; Establish reading groups based on assessment data; Implement a master schedule with an 80-90 minute literacy block in the mornings, if possible; Establish I/E groups for grades 1-6; Continue rotations and conduct small group instruction with literacy and EC specialists; Monitor student progress with assessment data and regroup students accordingly; Obtain data following the NC End-of-Grade Reading Test to determine achievement of the SMART goal; Utilize NC Ready Mock EOG materials.	
3	Provide literacy instruction for at-risk students.	Letterland, Reading Mastery,	Kim Treadway, Lori Hensley, Susan Greer,	Identify at-risk populations; use research-based materials, interventions,	July 2018

		Corrective Reading, iReady, HillRap, RazKids	Jessica Lyalls, Pachia Brinegar, Sarah Kesterson	and strategies in the planning of reading instruction; target interventions to the specific needs of at-risk populations; monitor student progress.	

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SCHOOL NAME: Mountain View Elementary School

OBJECTIVE: Mountain View Elementary School students in 3rd-6th grade reached 65.8% proficiency on the North Carolina End-of-Grade Mathematics Test in May 2016.

GOAL: By July 2018, 70% of students in grades 3rd-6th will be proficient as evidenced by at least a score of Level 3 on the North Carolina End-of-Grade Mathematics Test.

Action Item Number	Action/Strategy	Resources Needed	Person(s) Responsible	Evaluation Measure	Timeline
1	Ensure all teachers are equipped to teach, assess, reteach, and monitor students' progress to obtain students' success.	Quarterly pacing guides; iReady, PLC meetings	Kera Rumpfelt, Kelly Lambert, Connie Howell, Jana Baldwin, Amy Bare	Hold meaningful PLC meetings to determine alignment, pace, and student progress. Realign instruction as needed; Follow quarterly pacing guides; Use available iReady program instructional resources and lesson plans to target individual student needs in	July 2018

				<p>math and monitor student progress; Develop interventions for students who are not making progress.</p>	
2	<p>Provide targeted math instruction.</p>	<p>My Math/McGraw-Hill, Glencoe texts; SchoolNet, iReady, EVAAS data;</p>	<p>Kera Rumfelt, Kelly Lambert, Connie Howell, Jana Baldwin, Amy Bare</p>	<p>Provide protected math instructional block within the master schedule; Utilize My Math/McGraw-Hill, ConnectEd, Glencoe, or other research-based math programs within each classroom; Follow pacing guides; Utilize NC READY Mock EOG; Analyze SchoolNet and iReady data to direct instruction; Use EVAAS data to target students; Utilize teacher-created benchmark assessments (SchoolNet).</p>	<p>July 2018</p>

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OBJECTIVE: Last year's (2015-2016) office referral data indicated there were 67 in-school, out-of-school and bus suspensions. Suspensions were decreased by 31.63% (from 98 in 2014-2015 to 67 in 2015-2016). Out-of-school suspensions increased 7.41% (from 27 in 2014-2015 to 29 in 2015-2016).

GOAL: By the end of the 2017-2018school year, Mountain View will have 26 or less out-of-school suspensions.

Action Item Number	Action/Strategy	Resources Needed	Person(s) Responsible	Evaluation Measure	Timeline
1	Teach, model, and encourage positive behaviors.	Positive behavior matrices	Holly Roten, Pam Potter, Megan Young, Melinda Lyons, Jorena Sparks	Post Positive Behavior Matrices throughout the school; Obtain parent and student signatures on Student Code of Conduct and Student Handbook; Provide instruction in classrooms and with small groups regarding positive behavior; Refer students to the office as needed; Refer	2016-2017 School Year

				students to outside agencies as needed.	
2	Acknowledge positive behaviors demonstrated by students in all environments of the school.	Positive behavior slips, Eagle Heads, prizes, awards	Holly Roten, Pam Potter, Megan Young, Melinda Lyons, Jorena Sparks	Acknowledge students regularly (weekly when feasible) for demonstrating positive behaviors via the intercom and a token of appreciation; Hold award ceremonies each semester in which positive behaviors are acknowledged.	2016-2017 School Year

School Improvement Team Members:

Team Member	Role	Signature
David Blackburn	Principal	David R. Blackburn
Lindsey Williams	Assistant Principal	Lindsey Williams
Amy Bare	EC Teacher (Chair)	Amy Bare
Kim Treadway	6 th Grade Teacher (Co-chair)	Kim Treadway
Sarah Kesterson	Pre-K Teacher	Sarah Kesterson
Jana Baldwin	Kindergarten Teacher	Jana C. Baldwin
Connie Howell	1 st Grade Teacher	Connie L. Howell
Jessica Lyalls	2 nd Grade Teacher	Jessica Lyalls
Lori Hensley	3 rd Grade Teacher	Lori G. Hensley
Kelly Lambert	4 th Grade Teacher	Kelly Lambert
Susan Greer	5 th Grade Teacher	Susan Greer
Kera Rumpfelt	6 th Grade Teacher	Kera Rumpfelt
Pachia Brinegar	EC Teacher Assistant	Pachia Brinegar
Jorena Sparks	Art Teacher	Jorena Sparks
Megan Young	EC Teacher	Megan Young
Holly Roten	Literacy Specialist	Holly Roten
Melinda Lyons	Speech/Language Pathologist	Melinda Lyons
Pam Potter	Teacher Assistant	Pam Potter
Jodie Lemly	Parent Representative	Jodie Lemly
Melinda Poe	Parent Representative	Melinda Poe