

School Improvement Plan



2013-2014 *through* 2014-2015

School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.



2013-2014 Mountain Island Elementary School Improvement Plan Report

Mountain Island ES Contact Information

| | | | |
|---|---|------------------------|---|
| School: | Mountain Island Elementary | Courier Number: | 462 |
| Address: | 7905 Pleasant Grove Rd Charlotte, NC 28216 | Phone Number: | 980-343-6948 |
| | | Fax Number: | 980-343-6954 |
| Learning Community | North | School Website: | http://schools.cms.k12.nc.us/mountainislandES/Pages/Default.aspx |
| Principal: | Jeffrey Ruppenthal | | |
| Learning Community Superintendent: | Dr. Dawn Robinson | | |

Mountain Island ES [School Improvement Team Membership](#)

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

| Committee Position | Name | Email Address | Date Elected |
|------------------------------------|-----------------|--|--------------|
| Principal | Jeff Ruppenthal | jeffrey.ruppenthal@cms.k12.nc.us | |
| Assistant Principal Representative | Christie Lyles | christie.lyles@cms.k12.nc.us | |
| Teacher Representative | Megan Moore | megan.moore@cms.k12.nc.us | 9-12 |
| Inst. Support Representative | Vicki Douvikas | vicki.douvikas@cms.k12.nc.us | |
| Teacher Assistant Representative | N/A | | |
| Parent Representative | Joel Gilland | joel@tspgroupinc.com | 9-12 |
| Parent Representative | Wes Yount | yountcrew@gmail.com | 9-12 |
| Parent Representative | Oliver Glover | oliver.glover2@wellsfargo.com | 9-12 |
| Parent Representative | Molly Calvella | mollyc@pantherfan.net | 9-19-13 |
| Parent Representative | Geoff Spencer | gspencer@entercom.com | 9-19-13 |



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Vision Statement

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

School: Mountain Island Elementary's vision is to provide an optimal learning environment to best prepare students to become productive participants in an increasingly diverse global community.

Mission Statement

District: The mission of CMS is to maximize academic achievement by every student in every school.

School: Mountain Island Elementary is a school of high expectations that works collaboratively with our families and the community to create lifelong learners and responsible citizens.

Mountain Island Elementary Shared Beliefs

- Curiosity and exploration stimulate innovation and learning.
- Collaborative learning atmosphere.
- Educating the "whole child" by teaching, modeling, and rewarding good character so that each child is prepared to experience success in society.
- Working cooperatively with students, parents, and the community to ensure that all students experience academic and social progress.
- Differentiating instruction to maximize every student's academic potential.
- Recognizing and nurturing the diversity of our school community.
- Challenging, rigorous instruction and expectations for ALL students.
- Relationships between teacher, students, and parents play a vital role in the overall success of the school.
- Every child should be challenged to reach his/her potential.
- Use data to drive instruction.

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Mountain Island Elementary [SMART Goals](#)

- Provide a duty-free lunch period for every teacher on a daily basis.
- Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
- 65% (an increase of 20 percentage points) or more of students will perform at a Level III or IV on the NC EOG Reading test; 100% of students will meet or exceed expected growth as measured by predictive 2014 EVAAS data.
- 65% (an increase of 19 percentage points) or more of students will perform at a Level III or IV on the NC EOG Math test; 100% of students will meet or exceed expected growth as measured by predictive 2014 EVAAS data.
- 65% (an increase of 19 percentage points) or more of students will perform at a Level III or IV on the NC EOG Math test; 100% of students will meet or exceed expected growth as measured by predictive 2014 EVAAS data.



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Mountain Island Elementary [Assessment Data Snapshot](#)

| Mountain Island Elementary School - 600462 | | | | | | | | | | | | | |
|--|----------------------|--------------------------|-------------------|-------------|-------------------|--------------------------|-------------------|-------------|-------------------|--------------------------|-------------------|-------------|-------------------|
| | | 2010-2011 School Year | | | | 2011-2012 School Year | | | | 2012-2013 School Year | | | |
| Subject | Demographic Subgroup | % Prof. | % Met Exp. Growth | Avg. Growth | High Growth Ratio | % Prof. | % Met Exp. Growth | Avg. Growth | High Growth Ratio | % Prof. | % Met Exp. Growth | Avg. Growth | High Growth Ratio |
| Grade 03 Reading | Grade Total | 71.4 | | | | 67.7 | | | | 35.2 | | | |
| Grade 03 Math | Grade Total | 78.2 | | | | 75 | | | | 40.7 | | | |
| Grade 03 Total | Grade Total | 74.8 | | | | 71.4 | | | | 37.9 | | | |
| Grade 04 Reading | Grade Total | 73.8 | 50.5 | -0.010 | 1 | 78.3 | 63.4 | 0.120 | 1.7 | 42.7 | | | |
| Grade 04 Math | Grade Total | 88.3 | 81.3 | 0.401 | 4.4 | 90.8 | 89.3 | 0.614 | 8.4 | 54.4 | | | |
| Grade 04 Total | Grade Total | 81.1 | 65.9 | 0.195 | 1.9 | 84.6 | 76.5 | 0.370 | 3.3 | 48.5 | | | |
| Grade 05 Reading | Grade Total | 84.4 | 63.3 | 0.126 | 1.7 | 75.5 | 64.4 | 0.156 | 1.8 | 28.9 | | | |
| Grade 05 Math | Grade Total | 83.5 | 55.1 | 0.081 | 1.2 | 82.7 | 45.5 | -0.039 | 0.8 | 37.2 | | | |
| Grade 05 Science | Grade Total | 67.9 | | | | 77.3 | | | | 23.1 | | | |
| Grade 05 Total | Grade Total | 78.6 | 59.2 | 0.103 | 1.5 | 78.5 | 55 | 0.058 | 1.2 | 29.8 | | | |
| Reading Total | Total | 76.4 | 57.1 | 0.060 | 1.3 | 74.2 | 63.9 | 0.138 | 1.8 | 35.2 | | | |
| Math Total | Total | 83.1 | 67.7 | 0.235 | 2.1 | 83.4 | 67.6 | 0.290 | 2.1 | 43.8 | | | |
| Science Total | Total | 67.9 | | | | 77.3 | | | | 23.1 | | | |
| EOG Total | Total | 78.1 | 62.4 | 0.148 | 1.7 | 78.6 | 65.8 | 0.215 | 1.9 | 36.9 | | | |
| School Composite | Total | 78.1 | 62.4 | 0.148 | 1.7 | 78.6 | 65.8 | 0.215 | 1.9 | 36.9 | | | |

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| Mountain Island Elementary School | | | | | | | | | | | |
|-----------------------------------|---------|------|--------|------|--------|--------|--------|---------|--------|--------|--------|
| Reading | ALL | AMIN | ASIA | BLCK | HISP | MULT | WHTE | EDS | LEP | SWD | AIG |
| Participation Denominator | 315 | 0 | 15 | 176 | 20 | 14 | 90 | 182 | 3 | 40 | 19 |
| Participation Percent | 100 | 0 | 0 | 100 | 0 | 0 | 100 | 100 | 0 | 100 | 0 |
| Participation Status | Met | ~ | Insuf. | Met | Insuf. | Insuf. | Met | Met | Insuf. | Met | Insuf. |
| Proficiency Denominator | 300 | 0 | 15 | 169 | 16 | 14 | 86 | 172 | 2 | 38 | 19 |
| Proficiency Percent | 34.3 | 0 | 0 | 26.0 | 0 | 0 | 52.3 | 19.8 | 0 | 5.3 | 0 |
| Goal Percent | 43.9 | 0 | 61.5 | 25.6 | 28.8 | 45.7 | 56.6 | 28.7 | 9.4 | 12.9 | 90.8 |
| Proficiency Status | Not Met | ~ | Insuf. | Met | Insuf. | Insuf. | Met/CI | Not Met | Insuf. | Met/CI | Insuf. |

| Math | ALL | AMIN | ASIA | BLCK | HISP | MULT | WHTE | EDS | LEP | SWD | AIG |
|---------------------------|------|------|--------|------|--------|--------|------|------|--------|------|--------|
| Participation Denominator | 315 | 0 | 15 | 176 | 20 | 14 | 90 | 182 | 3 | 40 | 19 |
| Participation Percent | 100 | 0 | 0 | 100 | 0 | 0 | 100 | 100 | 0 | 100 | 0 |
| Participation Status | Met | ~ | Insuf. | Met | Insuf. | Insuf. | Met | Met | Insuf. | Met | Insuf. |
| Proficiency Denominator | 300 | 0 | 15 | 169 | 16 | 14 | 86 | 172 | 2 | 38 | 19 |
| Proficiency Percent | 43.3 | 0 | 0 | 30.8 | 0 | 0 | 58.1 | 31.4 | 0 | 13.2 | 0 |
| Goal Percent | 42.3 | 0 | 71.2 | 22.2 | 32.7 | 42.0 | 53.8 | 27.7 | 17.4 | 12.4 | 92.0 |
| Proficiency Status | Met | ~ | Insuf. | Met | Insuf. | Insuf. | Met | Met | Insuf. | Met | Insuf. |

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| Science | ALL | AMIN | ASIA | BLCK | HISP | MULT | WHTE | EDS | LEP | SWD | AIG |
|---------------------------|---------|------|--------|---------|--------|--------|---------|---------|-----|--------|--------|
| Participation Denominator | 121 | 0 | 5 | 64 | 9 | 5 | 38 | 72 | 0 | 13 | 7 |
| Participation Percent | 100 | 0 | 0 | 100 | 0 | 0 | 100 | 100 | 0 | 0 | 0 |
| Participation Status | Met | ~ | Insuf. | Met | Insuf. | Insuf. | Met | Met | ~ | Insuf. | Insuf. |
| Proficiency Denominator | 115 | 0 | 5 | 60 | 8 | 5 | 37 | 67 | 0 | 12 | 7 |
| Proficiency Percent | 24.3 | 0 | 0 | 8.3 | 0 | 0 | 45.9 | 14.9 | 0 | 0 | 0 |
| Goal Percent | 52.2 | 0 | 70.5 | 32.6 | 39.5 | 54.1 | 64.7 | 37.6 | 0 | 20.6 | 93.2 |
| Proficiency Status | Not Met | ~ | Insuf. | Not Met | Insuf. | Insuf. | Not Met | Not Met | ~ | Insuf. | Insuf. |

| Attendance | ALL | AMIN | ASIA | BLCK | HISP | MULT | WHTE | EDS | LEP | SWD | AIG |
|------------|------|------|------|------|------|------|------|-----|-----|-----|-----|
| Rate | 96.0 | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Status | Met | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |

Mountain Island Elementary [Profile](#)

Mountain Island Elementary School is located in the historic Coulwood neighborhood close to Mountain Island Lake in Northwest Mecklenburg County. The school is located off Highway 16 within 10 miles of Uptown Charlotte, North Carolina. Mountain Island is a neighborhood school serving the surrounding community. Mountain Island has a very diverse population with about 33% White, 55% African American, 6% Hispanic, 4% Multi Racial, and 2% other nationalities. Our current enrollment is 688 students in grades Pre-K through 5. There are 2 Pre-K classes, 6 kindergarten classes, 6 first grade classes, 5 second grade classes, 5 third grade classes, 4 fourth grade classes, and 4 fifth grade classes.

Nine teacher assistants support the classroom teachers and assist with our Intensive Reading program in grades K-3; two teacher assistants support students served along the Exceptional Children's Continuum. Support staff includes the following: 1 full-time teacher each for art, music, media, and PE, an assistant principal, a literacy facilitator, a math facilitator, a science

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facilitator, a reading support teacher, 2 EC teachers, 1 full-time school counselor, 1 full-time speech pathologist, a part-time TD catalyst teacher, a part-time ESL teacher, a part-time school psychologist, and a part-time RTI Coach.

Mountain Island's commitment to parent/community/business partnerships has resulted in a growing number of volunteers and partnerships to support the school. Included in the business partnerships are Duke Power, The Catawba River District, Discovery Place, The US Department of Defense, Lowe's, UNC-C, Appalachian State University, Century 21 Realty, Allen Tate Realty, McDonald's, Chick 'Fil A, Sports Page, Red Bowl, Red Robin, Fox's Pizza Den, Harris Teeter, Bi-Lo, Wachovia, Assurance Methodist Church, and North Point Community Church. Mountain Island has a large, supportive PTA that has been essential in the purchase of our exceptional Accelerated Reader program, Thinking Maps materials, as well as, providing the staff with numerous incentives and classroom materials. Both our PTA and the School Leadership Team reflect the diversity of the school and community.

Our school focus this year is to increase the number of students on or above grade level in all academic areas and to achieve high growth in both reading and math. Last year (2012-2013) we had a composite score of 47.2% of students at or above grade level. We did not meet our growth projections and completed 86% of our AMO goals. We will particularly focus on three sub-groups—African-American students, Economically Disadvantaged, and Students with Disabilities—in order to make significant academic gains. Balanced Literacy—Phase 3 and Response to Instruction—Academic & Behavior are two key district initiatives piloted this year to assist us in identifying and serving the needs of our diverse student population. We will continue to maintain high expectations for our entire population by making sure ALL students are challenged with appropriate academic rigor. Our school's continued designation as a "STEM Focus School" will allow deeper integration of STEM (Science, Technology, Engineering and Math) concepts throughout the curriculum. We will continue our very effective school-wide Accelerated Reader program as a major instructional focus, as well as, the continued use of Thinking Maps as graphical representations of distinct thought-processes. We will continue the use of questioning strategies in order to provide our students with the opportunities to engage in the highest levels of thinking. Our staff will also continue to utilize the Rtl process using district and Kathy Richardson assessments in grades K-1, Reading 3D, Case21 Assessments in both reading and math across grades



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TENTATIVE Revised Strategic Plan Goals

Goal 1: Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready.

Focus Areas: College and Career Readiness, Academic Growth/High Academic Achievement, Access to Rigor, Closing Achievement Gaps

Goal 2: Recruit, develop, and retain a premier workforce.

Focus Areas: Recruitment, Professional Development, Retention, New Career Pathways, Leadership Development

Goal 3: Cultivate partnerships with families, businesses, and faith-based or community organizations to provide a sustainable system of support and care for each child.

Focus Areas: Family Engagement, Communications, Partnership Development, Philanthropic Foundation

Goal 4: Promote a system-wide culture of safety, high engagement, customer service, and cultural competence.

Focus Areas: Physical Safety, Social and Emotional Health, High Engagement, Customer Service, Cultural Competency

Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems.

Focus Areas: Effective & Efficient Processes and Systems, Strategic Management of District Resources, Data Integrity and Utilization, School Performance Improvement, Disproportionality

Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through the expansion of strategic school design.

Focus Areas: Learning everywhere, all the time, Innovation and Entrepreneurship, Strategic School Design

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|--|--|---|---|--|---|
| SMART Goal (1): <i>Duty Free Lunch for Teachers</i> | Provide a duty-free lunch period for every teacher on a daily basis. | | | | |
| Strategic Plan Goal: | Recruit, develop, and retain a premier workforce. | | | | |
| Strategic Plan Focus Area: | Retention | | | | |
| Navigator Pathway: | <input type="checkbox"/> Enter Kindergarten ready | <input type="checkbox"/> Advanced Reading in K-2 | <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3 | <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7 | |
| | <input type="checkbox"/> At/Above Grade Level in Math Grades 3-5 | <input type="checkbox"/> Successful completion of Math I in grade 9 | <input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam | <input type="checkbox"/> Score 1550 on SAT or 22 on ACT | |
| Data Used: | | | | | |
| Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) | Point Person (title/name) | Evidence of Success (Student Impact) | Funding (estimated cost / source) | Personnel Involved | Timeline (Start—End) • Interim Dates |
| 1.Hire lunch monitors in order to provide teachers a duty free lunch. | Jeff Ruppenthal - Principal | Master Schedule | HR | Lunch Monitors | 08/13-06/14 |



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| SMART Goal (2): <i>Duty Free Instructional Planning Time</i> | Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. | | | | |
| Strategic Plan Goal: | Recruit, develop, and retain a premier workforce. | | | | |
| Strategic Plan Focus Area: | Retention | | | | |
| Navigator Pathway: | <input type="checkbox"/> Enter Kindergarten ready | <input type="checkbox"/> Advanced Reading in K-2 | <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3 | <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7 | |
| | <input type="checkbox"/> At/Above Grade Level in Math Grades 3-5 | <input type="checkbox"/> Successful completion of Math I in grade 9 | <input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam | <input type="checkbox"/> Score 1550 on SAT or 22 on ACT | |
| Data Used: | | | | | |
| Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) | Point Person (title/name) | Evidence of Success (Student Impact) | Funding (estimated cost / source) | Personnel Involved | Timeline (Start—End) • Interim Dates |
| 1. Build six 45 minute planning periods into the 2013-2014 master schedule. | Jeff Ruppenthal - Principal | Improved and more effective differentiated instruction for students. | | K-5 teachers | 08/13-06/14 |
| 2. Provide five whole day planning sessions with the Teacher's College | Vicki Douvikas – Literacy Facilitator | Improved and more effective Balanced Literacy instruction. | C and I | K-5 Teachers Literacy Facilitator | 08/13-06/14 |
| 3. Provide one 1/2 day planning session for each grade level each semester. | Vicki Douvikas – Literacy Facilitator | Data driven planning | | K-5 Teachers Special Area Teachers Literacy Facilitator Math Facilitator | 08/13 – 06/14 |



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| SMART Goal (3): <i>Anti-Bullying / Character Education</i> | Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. | | | | |
| Strategic Plan Goal: | Promote a system-wide culture of safety, high engagement, customer service, and cultural competence. | | | | |
| Strategic Plan Focus Area: | Physical Safety, Social and Emotional Health | | | | |
| Navigator Pathway: | <input type="checkbox"/> Enter Kindergarten ready | <input type="checkbox"/> Advanced Reading in K-2 | <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3 | <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7 | |
| | <input type="checkbox"/> At/Above Grade Level in Math Grades 3-5 | <input type="checkbox"/> Successful completion of Math I in grade 9 | <input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam | <input type="checkbox"/> Score 1550 on SAT or 22 on ACT | |
| Data Used: | CMS survey data | | | | |
| Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) | Point Person (title/name) | Evidence of Success (Student Impact) | Funding (estimated cost / source) | Personnel Involved | Timeline (Start—End) • Interim Dates |
| 1. Bully Liaison / Bully-prevention *School Counselor will attend in-service provided by CMS. *Information will be shared with school staff. * PBIS/RTI Committee will review bullying incidents through SWIS data monthly to determine school needs. * School Counselor displays bully prevention links on her school website. * MIE will celebrate Bully Prevention Month as MIE Stands Up Against Bullying. Specific activities and classroom lessons | Counselor, Cook | Decrease in office referrals for bullying behaviors and decrease in repeat offenders. Improved staff and student surveys in the area of safety. | \$25/ PTA | Counselor, Sch. Psych, Classroom Teachers, Admin. | 9/13-11/13 And ongoing |



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| <p>will be conducted in all classrooms. *The Code of Student Conduct will be posted on the CMS internet with a link from the school website and reviewed with students in class.</p> | | | | | |
| <p>2. Character Education *School-wide behavior expectations will be clearly displayed throughout the school. *PBIS lessons will be taught daily for the first 2 weeks of school and refreshers will be conducted specific to classroom needs. *Students of the Week will be recognized on a bulletin board and on closed-circuit school news. *Grades 4-5 males will participate in a school basketball team based on behavior expectations. *Students in grades 3-5 earn game attendance based on positive behaviors. *Do the Right Thing awards are presented quarterly to students exhibiting positive character. *Safety Patrol will be posted throughout the building at the start</p> | <p>Counselor, Cook</p> | <p>Decrease in school-wide data for office referrals. Improved staff and student surveys in the area of safety.</p> | <p>\$25/ PTA</p> | <p>Counselor, Sch. Psych, Teachers, Admin., Literacy Fac</p> | <p>9/13-6/14</p> |



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| and end of the day to promote positive behaviors and ensure student safety. | | | | | |
| <p>3. Healthy Active Child 30 min. *Students will receive 30 minutes per day of physical exercise and will attend PE one day per week for 45 minutes. *Healthy eating is promoted in our cafeteria daily through prepared food options and fun facts on fruits and vegetables advertised on 2 televisions in the cafeteria setting. *The Science curriculum and Science Lab promote healthy eating through lessons on nutrition and self-care. *Girls on the Run program is offered to girls in grades 3-5 and held 2 times per week after school.</p> | PE Teacher, Nels | Increase in students who achieve the President's Physical Fitness status. | None | PE Teacher, Cafeteria Man., Teachers, Admin. | 9/13-6/14 |
| <p>4. School Health Team *Virtual menus are posted on-line. *Carbohydrate and allergen menus are posted daily in the cafeteria with nutritional content above the food choices of the day. *Posters are utilized to advertise healthy lifestyles throughout the cafeteria.</p> | Cafeteria Manager, Corbin | Increase in students who achieve the President's Physical Fitness status. | None | PE Teacher, Cafeteria Manager, School Nurse, Admin., Teachers | 9/13-6/14 |



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| <p>*While eating lunch in the cafeteria, students are asked to return to servers if their selections do not include vegetables/fruits.</p> <p>*Classroom lessons are conducted by kindergarten teachers and Cafeteria Manager to discuss healthy eating choices followed by a healthy snack.</p> <p>*Chefs to Schools Program will be presented on fruits and vegetables.</p> <p>*Universal healthy breakfast will be offered to all students.</p> <p>*Teachers will be encouraged to offer incentives to students that are not candy-based.</p> | | | | | |
|--|--|--|--|--|--|



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| SMART Goal (4): | 65% (an increase of 20 percentage points) or more of students will perform at a Level III or IV on the NC EOG Reading test; 100% of students will meet or exceed expected growth as measured by predictive 2014 EVAAS data. | | | | |
| Strategic Plan Goal: | Goal 1: Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready. | | | | |
| Strategic Plan Focus Area: | Academic Growth/High Academic Achievement | | | | |
| Navigator Pathway: | <input type="checkbox"/> Enter Kindergarten ready | <input type="checkbox"/> Advanced Reading in K-2 | <input checked="" type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3 | <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7 | |
| | <input checked="" type="checkbox"/> At/Above Grade Level in Math Grades 3-5 | <input type="checkbox"/> Successful completion of Math I in grade 9 | <input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam | <input type="checkbox"/> Score 1550 on SAT or 22 on ACT | |
| Data Used: | Reading3D; 2013 EVAAS Results; Case21 Formative Assessments; MS2013 EVAAS Results; Case21 Formative Assessments; Discovery Education Formative Assessments; MAP Data | | | | |
| Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) | Point Person (title/name) | Evidence of Success (Student Impact) | Funding (estimated cost / source) | Personnel Involved | Timeline (Start—End) • Interim Dates |
| 1. Provide differentiation in reading and writing for all students in grades K-5 <ul style="list-style-type: none"> • Analyze and use data to instruct students at their guided reading level and/or their RIT level • Provide co-teaching opportunities for teachers to implement best teaching practices in general and inclusive settings | Admin Team/ Ruppenthal and Lyles Douvikas Support Staff EC Team Classroom Teachers | MAP Assessments Reading 3D Common Assessments RAZ Kids Case 21 NC EOG Assessments | School to use resources provided through district for CCSS & Balanced Literacy, RTI | All Instructional Staff | 8/26/2013-6/10/2014 |



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| <ul style="list-style-type: none"> • Provide teachers with on-site professional development from Teachers College at Columbia University • Focus instruction on the four components of balanced literacy • Utilize the workshop model in reading and writing as a launching point for differentiated learning opportunities | | | | | |
| <p>2. Analyze formative and summative assessments to determine strengths and weaknesses in student performance by grade level and sub-group</p> <ul style="list-style-type: none"> • Provide intensive instruction to identified students in grade 3-5 as part of the Response to Intervention Model • Provide additional intensive instruction in reading for students in grades 3-5 through a “Lab” | <p>Ruppenthal and Lyles Douvikas Support Staff EC Team Classroom Teachers RTI Coach/Hendershot Cook</p> | <p>Balanced Literacy Initiative Teacher Observations 3 Minute Walk Through RTI & Intervention Team MAP Case 21 RAZ Kids Reading 3D Assessments NC EOG Assessments</p> | <p>School to use resources provided through district for CCSS & Balanced Literacy, RTI</p> | <p>All Instructional Staff</p> | <p>8/26/2013-6/10/2014 MAP & Reading3D BOY Window MOY Window EOY Window CASE: 11/18/2013</p> |



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| <ul style="list-style-type: none"> Provide daily opportunities for identified children to be challenged through project based learning | | | | | 1/27/2014 4/7/2014 |
| <p>3. Allow teachers to observe other teachers in the building who have demonstrated academic success with their students.</p> <ul style="list-style-type: none"> Provide coverage for observing teacher and time for debriefing | Instructional Staff Douvikas Dolan Lyles | Implementation of observed lessons/behaviors Increase in formative test scores | None | Instructional Staff Douvikas Dolan Lyles | 8/26/2013-6/10-2014 (as needed, quarterly) |
| <p>4. Professional Learning Community to be utilized to plan instruction centered around units of study, teaching points, disaggregating data, and how to increase student achievement in Reading</p> | Classroom Teachers Douvikas Ruppenthal & Lyles Support Staff EC Staff Lindsay Hendershot | MAP Assessments Reading 3D Common Assessments Walk-throughs Lesson plans RAZ Kids Case 21 NC EOG Assessments | School to use resources provided through district for CCSS & Balanced Literacy, RTI | All Instructional Staff | 8-26/2013-6/10-2014 (weekly) |



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| <p>5. Provide communication to the school community about Balanced Literacy, NC EOGs, and the Read to Achieve mandate</p> | <p>Ruppenthal and Lyles Douvikas SLT Classroom Teachers</p> | <p>Sign in sheets from general meetings Parent-teacher conferences NC EOG Assessments Reading 3D</p> | <p>School to use resources provided through district</p> | <p>Classroom Teachers Ruppenthal and Lyles Douvikas</p> | <p>8/26/2013-6/10/2014 Curriculum Night Monthly SLT meetings General 3rd Grade Parent Meeting CMS Letters Sent Home BOG Data Sheets</p> |
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2013-2014 Mountain Island Elementary School Improvement Plan Report

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| <u>SMART Goal (5):</u> | 65% (an increase of 19 percentage points) or more of students will perform at a Level III or IV on the NC EOG Math test; 100% of students will meet or exceed expected growth as measured by predictive 2014 EVAAS data. | | | | |
| <u>Strategic Plan Goal:</u> | Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready. | | | | |
| <u>Strategic Plan Focus Area:</u> | Academic Growth/High Academic Achievement | | | | |
| <u>Navigator Pathway:</u> | <input type="checkbox"/> Enter Kindergarten ready | <input type="checkbox"/> Advanced Reading in K-2 | <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3 | <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7 | |
| | <input checked="" type="checkbox"/> At/Above Grade Level in Math Grades 3-5 | <input type="checkbox"/> Successful completion of Math I in grade 9 | <input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam | <input type="checkbox"/> Score 1550 on SAT or 22 on ACT | |
| <u>Data Used:</u> | 2013 EVAAS Results; Case21 Formative Assessments; MS2013 EVAAS Results; Case21 ; Discovery Education Formative Assessments; MAP Data; Dreambox | | | | |
| <u>Strategies</u> (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) | <u>Point Person</u> (title/name) | <u>Evidence of Success</u> (Student Impact) | <u>Funding</u> (estimated cost / source) | <u>Personnel Involved</u> | <u>Timeline</u> (Start—End) <ul style="list-style-type: none"> • Interim Dates |
| 1. Provide MAP professional development to interpret MAP data and engage in effective differentiated instruction practices | Ruppenthal and Lyles Douvikas Puckett | MAP Assessments Dreambox Formal Assessments Common Assessments NC EOG Assessments Case 21 | Provided by district | Ruppenthal/Lyles Puckett Douvikas Some Classroom Teachers Grade Level Leaders | Various Dates between BOY and EOY regulated by the district |



2013-2014 Mountain Island Elementary School Improvement Plan Report

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| <p>2. Continue to fully implement the Math Investigations Curriculum for K-5</p> <ul style="list-style-type: none"> • Provide differentiation and classroom discussions to promote higher level of learning • Utilize Math Stars and Math Olympiad (grades 3-5) to promote problem solving • Use Case 21 and MAP Assessments to monitor student performance and make adjustments to instruction • Integrate components of DPI Math Strategies and Week by Week Essentials in daily math lessons K-5 where needed • Utilize the NC Mathematics Unpacking document to increase achievement and better understand the Common Core Standards | <p>Puckett</p> | <p>MAP Assessments</p> <p>Dreambox</p> <p>Formal Assessments</p> <p>Common Assessments</p> <p>NC EOG Assessments</p> <p>Case 21</p> <p>Observations</p> | | <p>Math Instructional Teams</p> <p>Classroom Teachers</p> <p>EC Team</p> <p>Ruppenthal/Lyles</p> | <p>8/26/13-6/10/14</p> |
| <p>3. Allow teachers to observe other teachers in the building who have demonstrated academic success with their students.</p> <ul style="list-style-type: none"> • Provide coverage for | <p>Puckett</p> <p>Dolan</p> <p>Ruppenthal/</p> | <p>Implementation of observed lessons/behaviors</p> <p>Increase in formative test scores</p> | <p>None</p> | <p>Puckett/Lyles</p> <p>Classroom Teachers</p> | <p>8/26/13-6/10/14 (quarterly as needed)</p> |



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| observing teacher and time for debriefing | Lyles | | | Puckett | |
| <p>4. Professional Learning Community to be utilized to plan instruction centered around common core standards, standards of mathematical practices, disaggregating data, and how to increase student achievement in Math</p> <p>5. Utilize Dreambox on a weekly basis.</p> | <p>Classroom Teachers</p> <p>Douvikas</p> <p>Ruppenthal & Lyles</p> <p>Support Staff</p> <p>EC Staff</p> <p>Lindsay Hendershot</p> | <p>MAP Assessments</p> <p>Reading 3D</p> <p>Common Assessments</p> <p>Dreambox</p> <p>Case 21</p> <p>NC EOG Assessments</p> | <p>School to use resources provided through district for CCSS and RTI</p> | <p>All Instructional Staff</p> | <p>8/26/13-6/10/13 (weekly)</p> |



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| <u>SMART Goal (6):</u> | 70% (an increase of 47 percentage points) or more of students will perform at a Level III or IV on the NC EOG Science test; 100% of students will meet or exceed expected growth as measured by predictive 2014 EVAAS data. | | | | |
| <u>Strategic Plan Goal:</u> | Goal 1: Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready. | | | | |
| <u>Strategic Plan Focus Area:</u> | Academic Growth/High Academic Achievement | | | | |
| <u>Navigator Pathway:</u> | <input type="checkbox"/> Enter Kindergarten ready | <input type="checkbox"/> Advanced Reading in K-2 | <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3 | <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7 | |
| | <input type="checkbox"/> At/Above Grade Level in Math Grades 3-5 | <input type="checkbox"/> Successful completion of Math I in grade 9 | <input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam | <input type="checkbox"/> Score 1550 on SAT or 22 on ACT | |
| <u>Data Used:</u> | 2013 EVAAS Results; Case21 Formative Assessments; Discovery Education Formative Assessments | | | | |
| <u>Strategies</u> (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) | <u>Point Person</u> (title/name) | <u>Evidence of Success</u> (Student Impact) | <u>Funding</u> (estimated cost / source) | <u>Personnel Involved</u> | <u>Timeline</u> (Start—End) <ul style="list-style-type: none"> • Interim Dates |
| 1. Analyze questions from released 2013 Science EOGs, Case21 Science Assessments, and district-made common assessments for use in planning unit lessons and pulling items for exit tickets and comprehensive spiral review; Discovery Education will also be purchased as a formative assessment. | Christie Lyles/ AP | 70% of students will score at mastery level as evidenced by Discovery Education formative assessments. Lesson plans Team warm-ups | \$200/ School Funds | Kathleen Little/5 th grade teacher; Susan Thomasson /5 th grade teacher; Doreen Weese/ Science Facilitator | 10/2013 – 5/2014 |



2013-2014 Mountain Island Elementary School Improvement Plan Report

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| <p>2. Strengthen core instruction and efficacy of the 5th grade science PLC with emphasis on alignment of standards and research-based practices supported by intense teacher coaching and support.</p> | <p>Christie Lyles/ AP</p> | <p>70% of students will score at mastery level as evidenced by Discovery Education formative assessments.</p> | <p>N/A</p> | <p>Kathleen Little/5th grade teacher; Susan Thomasson / 5th grade teacher; Doreen Weese/ Science Facilitator</p> | <p>10/2013 – 5/2014</p> |
| <p>3. Compile EVAAS student pattern reports by teacher to help identify effect of instruction among each performance quintiles and student/teacher predictive data to share with teachers and guide progress towards achieving 2013-14 SIP science goals for growth and proficiency.</p> | <p>Christie Lyles/ AP</p> | <p>100% of 5th grade students will set, track and reflect mastery goals for performance on Discovery Education Formative Assessments and EOY Science EOG.</p> | <p>N/A</p> | <p>Kathleen Little/5th grade teacher; Susan Thomasson / 5th grade teacher; Doreen Weese/ Science Facilitator</p> | <p>12/2013 – 5/2014</p> |
| <p>4. Collaborate with schools within the North and Project L.I.F.T. Learning Community to schedule peer observations for instruction and PLC meetings with a focus on planning design and assessment literacy</p> | <p>Christie Lyles/ AP</p> | <p>70% of students will score at mastery level as evidenced by Discovery Education formative assessments.</p> | <p></p> | <p>Kathleen Little/5th grade teacher; Susan</p> | <p>10/2013 – 5/2013</p> |



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| <p>(Ashley Park K-8) and use of formative assessments (Long Creek ES)</p> <p>Partner with Mecklenburg County 4-H / NC Cooperative Extension through NC State University and NC A&T State University for use of instructional kits aligned to 3-5 Common Core Extended Standards and coordination of site-based curriculum extension activities.</p> | | | | Thomasson / 5 th grade teacher; Doreen Weese/ Science Facilitator | |
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2013-2014 Mountain Island Elementary School Improvement Plan Report

Mountain Island Elementary - 600 Waiver Requests

Request for [Waiver](#)

1. Insert the waivers you are requesting

- *Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]*

2. Please identify the law, regulation or policy from which you are seeking an exemption.

- *115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]*

3. Please state how the waiver will be used.

- *Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.*

4. Please state how the waiver will promote achievement of performance goals.

- *This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.*



2013-2014 Mountain Island Elementary School Improvement Plan Report

| Approval of Plan | | | |
|------------------------------------|-----------------|--------------------|----------|
| Committee Position | Name | Signature | Date |
| Principal | Jeff Ruppenthal | <i>[Signature]</i> | 01-09-14 |
| Assistant Principal Representative | Christie Lyles | <i>[Signature]</i> | 1-9-14 |
| Teacher Representative | Megan Moore | <i>[Signature]</i> | 1-9-14 |
| Inst. Support Representative | Vicki Douvikas | <i>[Signature]</i> | 1-9-14 |
| Teacher Assistant Representative | N/A | | |
| Parent Representative | Joel Gilland | <i>[Signature]</i> | 1-9-14 |
| Parent Representative | Jilda Easton | <i>[Signature]</i> | 1-9-14 |
| Parent Representative | Oliver Glover | <i>[Signature]</i> | 1-9-14 |
| Parent Representative | Molly Calvello | <i>[Signature]</i> | 1-9-14 |
| Parent Representative | Geoff Spencer | <i>[Signature]</i> | 1-9-14 |
| Parent Representative | Adrian Pinto | <i>[Signature]</i> | 1-9-14 |

| Quarter 2 Review | | | |
|------------------------------------|---------------------|--------------------|----------|
| Committee Position | Name | Signature | Date |
| Principal | JEFF RUPPENTHAL | <i>[Signature]</i> | 01-09-14 |
| Assistant Principal Representative | Christie Lyles | <i>[Signature]</i> | 1-9-13 |
| Teacher Representative | Wendy McElhinny | <i>[Signature]</i> | 1-9-14 |
| Inst. Support Representative | Jocie Puckett | <i>[Signature]</i> | 1-9-14 |
| Teacher Assistant Representative | | | |
| Parent Representative | Adrienne Ryan Pinto | <i>[Signature]</i> | 1-9-14 |
| Parent Representative | Janelle Gross | <i>[Signature]</i> | 1-9-14 |
| Parent Representative | OLIVER GLOVER | <i>[Signature]</i> | 1-9-14 |
| Parent Representative | Joel Gilland | <i>[Signature]</i> | 1-9-14 |
| Parent Representative | | | |



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Quarter 3 Review

| <u>Quarter 3 Review</u> | | | |
|------------------------------------|------|-----------|------|
| Committee Position | Name | Signature | Date |
| Principal | | | |
| Assistant Principal Representative | | | |
| Teacher Representative | | | |
| Inst. Support Representative | | | |
| Teacher Assistant Representative | | | |
| Parent Representative | | | |
| Parent Representative | | | |
| Parent Representative | | | |
| Parent Representative | | | |
| Parent Representative | | | |

Quarter 4 Review

| <u>Quarter 4 Review</u> | | | |
|------------------------------------|------|-----------|------|
| Committee Position | Name | Signature | Date |
| Principal | | | |
| Assistant Principal Representative | | | |
| Teacher Representative | | | |
| Inst. Support Representative | | | |
| Teacher Assistant Representative | | | |
| Parent Representative | | | |
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| Parent Representative | | | |



2013-2014 Mountain Island Elementary School Improvement Plan Report

Mountain Island ES School Improvement Plan Annual Review

Tentative Due Date June 2014

2013-2014



2013-2014 Mountain Island Elementary School Improvement Plan Report

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| SMART Goal (1): | | | | |
| Strategic Plan Goal: | | | | |
| Strategic Plan Focus Area: | | | | |
| Navigator Pathway: | <input type="checkbox"/> Enter Kindergarten ready | <input type="checkbox"/> Advanced Reading in K-2 | <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3 | <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7 |
| | <input type="checkbox"/> At/Above Grade Level in Math Grades 3-5 | <input type="checkbox"/> Successful completion of Math I in grade 9 | <input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam | <input type="checkbox"/> Score 1550 on SAT or 22 on ACT |
| Data Used: | | | | |

| Strategies (determined by what data) • Task • Task • Task | 2012-2013 Result | 2013-2014 Target | 2013-2014 Current Reality Use quantitative terminology to describe school's progress towards outcome. Describe the effectiveness of each strategy. |
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2013-2014 Mountain Island Elementary School Improvement Plan Report

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| SMART Goal (2): | | | | |
| Strategic Plan Goal: | | | | |
| Strategic Plan Focus Area: | | | | |
| Navigator Pathway: | <input type="checkbox"/> Enter Kindergarten ready | <input type="checkbox"/> Advanced Reading in K-2 | <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3 | <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7 |
| | <input type="checkbox"/> At/Above Grade Level in Math Grades 3-5 | <input type="checkbox"/> Successful completion of Math I in grade 9 | <input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam | <input type="checkbox"/> Score 1550 on SAT or 22 on ACT |
| Data Used: | | | | |

| Strategies (determined by what data) • Task • Task • Task | 2012-2013 Result | 2013-2014 Target | 2013-2014 Current Reality Use quantitative terminology to describe school's progress towards outcome. Describe the effectiveness of each strategy. |
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2013-2014 Mountain Island Elementary School Improvement Plan Report

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| SMART Goal (3): | | | | |
| Strategic Plan Goal: | | | | |
| Strategic Plan Focus Area: | | | | |
| Navigator Pathway: | <input type="checkbox"/> Enter Kindergarten ready | <input type="checkbox"/> Advanced Reading in K-2 | <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3 | <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7 |
| | <input type="checkbox"/> At/Above Grade Level in Math Grades 3-5 | <input type="checkbox"/> Successful completion of Math I in grade 9 | <input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam | <input type="checkbox"/> Score 1550 on SAT or 22 on ACT |
| Data Used: | | | | |

| Strategies (determined by what data) • Task • Task • Task | 2012-2013 Result | 2013-2014 Target | 2013-2014 Current Reality Use quantitative terminology to describe school's progress towards outcome. Describe the effectiveness of each strategy. |
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2013-2014 Mountain Island Elementary School Improvement Plan Report

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| SMART Goal (4): | | | | |
| Strategic Plan Goal: | | | | |
| Strategic Plan Focus Area: | | | | |
| Navigator Pathway: | <input type="checkbox"/> Enter Kindergarten ready | <input type="checkbox"/> Advanced Reading in K-2 | <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3 | <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7 |
| | <input type="checkbox"/> At/Above Grade Level in Math Grades 3-5 | <input type="checkbox"/> Successful completion of Math I in grade 9 | <input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam | <input type="checkbox"/> Score 1550 on SAT or 22 on ACT |
| Data Used: | | | | |

| Strategies (determined by what data) | 2012-2013 Result | 2013-2014 Target | 2013-2014 Current Reality |
|--|------------------|------------------|---|
| <ul style="list-style-type: none"> • Task • Task • Task | | | Use quantitative terminology to describe school's progress towards outcome. Describe the effectiveness of each strategy. |
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2013-2014 Mountain Island Elementary School Improvement Plan Report

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| SMART Goal (5): | | | | |
| Strategic Plan Goal: | | | | |
| Strategic Plan Focus Area: | | | | |
| Navigator Pathway: | <input type="checkbox"/> Enter Kindergarten ready | <input type="checkbox"/> Advanced Reading in K-2 | <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3 | <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7 |
| | <input type="checkbox"/> At/Above Grade Level in Math Grades 3-5 | <input type="checkbox"/> Successful completion of Math I in grade 9 | <input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam | <input type="checkbox"/> Score 1550 on SAT or 22 on ACT |
| Data Used: | | | | |

| Strategies (determined by what data) | 2012-2013 Result | 2013-2014 Target | 2013-2014 Current Reality |
|--|------------------|------------------|---|
| <ul style="list-style-type: none"> • Task • Task • Task | | | Use quantitative terminology to describe school's progress towards outcome. Describe the effectiveness of each strategy. |
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2013-2014 Mountain Island Elementary School Improvement Plan Report

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| SMART Goal (6): | | | | |
| Strategic Plan Goal: | | | | |
| Strategic Plan Focus Area: | | | | |
| Navigator Pathway: | <input type="checkbox"/> Enter Kindergarten ready | <input type="checkbox"/> Advanced Reading in K-2 | <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3 | <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7 |
| | <input type="checkbox"/> At/Above Grade Level in Math Grades 3-5 | <input type="checkbox"/> Successful completion of Math I in grade 9 | <input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam | <input type="checkbox"/> Score 1550 on SAT or 22 on ACT |
| Data Used: | | | | |

| Strategies (determined by what data) • Task • Task • Task | 2012-2013 Result | 2013-2014 Target | 2013-2014 Current Reality Use quantitative terminology to describe school's progress towards outcome. Describe the effectiveness of each strategy. |
|--|------------------|------------------|--|
| 1. | | | |
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