

## **CMS SCHOOL IMPROVEMENT PLAN REPORT**

**School:** Mountain Island

**Principal:** Jeff Ruppenthal

**Title I Specialist:** \_\_\_\_\_

**Address:** 7905 Pleasant Grove

Charlotte, NC 28216

**Courier Number:** 462

**Phone:** 980-343-6948

**Learning Zone:** Northeast

**Zone Superintendent:** Dr. Dawn Robinson

# **CMS School Improvement Plan 2010-12**

## ***Mountain Island Elementary 2011-12***

### **MISSION STATEMENT**

District: *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.*

### **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 students' 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.

### **VISION**

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.*

### **SMART GOALS**

*Based upon analysis of data and Self Evaluation, our focus will be upon the following outcomes:*

- Decrease the achievement gap in proficiency between the lowest performing sub-groups (African American) and highest performing sub-group (W) by 15% based on the NC EOG assessments in reading and math.
- Achieve high growth status in both 4<sup>th</sup> and 5<sup>th</sup> grade for 90% of our students in reading and math; achieve a year's growth for the remaining 10% based on the growth data for EOG's.
- Increase fifth grade science proficiency by 20 percentage points

# CMS School Improvement Plan 2010-12

## *Mountain Island Elementary 2011-12*

### ASSESSMENT DATA SNAPSHOT

		Mountain Island Elementary - 600462											
		2008-2009 School Year				2009-2010 School Year				2010-2011 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	74.3	36.2	-0.209	0.6	74.3				71.4			
Grade 03 Math	Grade Total	81.0	55.7	0.020	1.3	87.2				78.2			
Grade 03 Total	Grade Total	77.7	46.0	-0.094	0.9	80.7				74.8			
Grade 04 Reading	Grade Total	70.4	43.9	-0.058	0.8	79.9	41.0	-0.076	0.7	73.8	50.5	-0.010	1.0
Grade 04 Math	Grade Total	90.5	72.9	0.244	2.7	91.9	83.6	0.411	5.1	88.3	81.3	0.401	4.4
Grade 04 Total	Grade Total	80.4	58.5	0.094	1.4	85.9	62.3	0.168	1.7	81.1	65.9	0.195	1.9
Grade 05 Reading	Grade Total	72.5	57.8	0.082	1.4	81.5	54.0	0.031	1.2	84.4	63.3	0.126	1.7
Grade 05 Math	Grade Total	87.3	58.4	0.125	1.4	85.2	74.6	0.229	2.9	83.5	55.1	0.081	1.2
Grade 05 Science	Grade Total	69.3				80.0				67.9			
Grade 05 Total	Grade Total	76.4	58.1	0.104	1.4	82.2	64.3	0.130	1.8	78.6	59.2	0.103	1.5
Reading Total	Total	72.4	45.8	-0.064	0.8	78.5	47.3	-0.024	0.9	76.4	57.1	0.060	1.3
Math Total	Total	86.3	62.3	0.128	1.6	88.2	79.2	0.323	3.8	83.1	67.7	0.235	2.1
Science Total	Total	69.3				80.0				67.9			
EOG Total	Total	77.9	54.1	0.032	1.2	82.9	63.3	0.149	1.7	78.1	62.4	0.148	1.7
School Composite	Total	77.9	54.1	0.032	1.2	82.9	63.3	0.149	1.7	78.1	62.4	0.148	1.7

## **CMS School Improvement Plan 2010-12**

### ***Mountain Island Elementary 2011-12***

#### **SCHOOL 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 downtown Charlotte, North Carolina. Mountain Island is a neighborhood school serving the surrounding community. Mountain Island has a very diverse population with about 30% White, 54% African American, 6% Hispanic, 4% Multi Racial, and 6% other nationalities. Our current enrollment is 641 students in grades K-5. There are 6 kindergarten classes, 6 first grade classes, 4 second grade classes, 5 third grade classes, 4 fourth grade classes, and 4 fifth grade classes.

Eight teacher assistants support the classroom teachers and assist with our Intensive Reading program in grades K-3. Support staff includes: full-time art, music, media specialist, PE, TD catalyst teacher, one assistant principal, part time PE, art, and music, two EC teachers, one full – time speech pathologists, one part time ESL teacher, reading support teacher, literacy facilitator, math facilitator, science facilitator, school counselor, and a part-time school psychologist.

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, Discovery Place, Lowe's, UNCC, 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, playground equipment, security cameras 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. We will particularly focus on two sub-groups, our African-American students and our Free and Reduced Lunch students in order to make significant academic gains. While focusing on these two distinct sub-groups we also want to maintain our high expectations to all of our distinct populations by making sure that all students are challenged with appropriate academic rigor. We have designated ourselves as a "STEM Focus School" and we will integrate STEM (Science, Technology, Engineering and math) throughout the curriculum. We will

**CMS School Improvement Plan 2010-12**  
***Mountain Island Elementary 2011-12***

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 opportunity to engage our students in the highest thinking levels. Our staff will also continue to create common assessments in both reading and math in order to better gauge student learning as it occurs and be able to adjust instruction when needed.

# CMS School Improvement Plan 2010-12

## *Mountain Island Elementary 2011-12*

**SMART GOAL (1): Decrease the achievement gap in proficiency between the lowest performing subgroups (African American) and the highest performing subgroup (White) by 15% based on the NC EOG assessment s in reading and math.**

**Data Used: EOG, Thinkgate, Common Assessments**

**SP 2014 Tactic: (# 1.D.6 )** – Use professional learning communities throughout CMS. Professional learning communities focus on student learning, working collaboratively and emphasizing results+. 15 Growth for all students

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost and source)	<b>Personnel Involved</b>	<b>Timeline Start–End</b>  • Interim Check Dates
<i>Example:</i> 1. Differentiate instruction for students experiencing target deficit reading skills as determined by 3D assessments <ul style="list-style-type: none"> <li>• Use PALs</li> <li>• Use Orton Gillingham Strategies</li> <li>• Use flexible, small group instruction based upon teacher observations and student work products</li> <li>• Training teachers on Orton Gillingham strategies</li> </ul>	Academic Facil/Smith	-On DIBELS less than 5% of students will be below benchmark by EOY measures -On Running Records all students will be above a level H -On DRA, less than 5% of students will be below a 10	-\$500 training faculty on OG strategies -Source: PD allotment	Faculty	8/1 – 6/10 • 8/1/11 • 11/2/11 • 2/3/12
1. Provide differentiation in content areas for identified students in grade K-5 <ul style="list-style-type: none"> <li>• Analyze and use data to form performance based groups for teachers during workshop as well as direct instruction</li> <li>• Provide onsite professional development for staff members</li> <li>• Provide co-teaching opportunities for teachers to implement best teaching practices</li> <li>• Utilize Kathy Kennedy's strategies on Rigor and Relevance from professional development workshop</li> <li>• Participate in a teacher led book study for The Essentials of Science and</li> </ul>	Admin Team/Ruppenthal, Lyles, Facilitators/ Gust, Douvikas Support Staff EC Team Classroom Teachers	Investigations assessments CMS Formative Assessments NC EOG Assessments DIBELS Assessments DRA Running Records Common Assessments Mini Assessments Study Island Imagine It assessments	School to pay for books for study.	All instructional staff	9-28-11 12-11-11 2-25-12 5-20-12

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.

**CMS School Improvement Plan 2010-12**  
***Mountain Island Elementary 2011-12***

<p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>• Focus instruction on reading informational texts and the components of informational text.</li> <li>• Implementation of Guided Reading using leveled readers in the content areas.</li> </ul>					
<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"> <li>• Create 8-10 common assessment using mini assessments, released EOG's, Study Island, Thinkgate, and teacher created material to assess mastery of essential skills</li> <li>• Provide intensive instruction to identified students in grade 3-5 as part of the Response to Intervention Model</li> <li>• Provide additional intensive instruction in reading and math for students in grades 4-5 by hiring tutors with use of Extended Day allotment</li> </ul>	<p>Admin Team/Ruppenthal, Lyles, Facilitators/ Gust, Douvikas Support Staff EC Team Classroom Teachers</p>	<p>Teacher Observations Intervention Team Investigations assessments CMS Formative Assessments NC EOG Assessments DIBELS Assessments DRA Running Records Common Assessments Mini Assessments Study Island Imagine It</p>	<p>Extended Day allotment</p>	<p>All instructional staff</p>	<p>9-28-11 12-11-11 2-25-12 5-20-12</p>

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.

**CMS School Improvement Plan 2010-12**  
***Mountain Island Elementary 2011-12***

<p>3. Utilize Thinking Maps to promote integrated thinking and interdisciplinary learning</p> <ul style="list-style-type: none"> <li>• Monitor the use of Thinking Maps during formal and informal observations</li> <li>• Discuss application of appropriate Thinking Maps during PLC planning</li> </ul>	Admin/Rupenthal, Lyles Facil/ Gust and Douvikas	Teacher Observations Intervention Team Mini Assessments Study Island Imagine It Investigations assessments CMS Formative Assessments NC EOG	None	All instructional staff	9-28-11 12-11-11 2-25-12 5-20-12
<p>4. Utilize questioning strategies and other forms of rigor to promote higher order skills/questions</p> <ul style="list-style-type: none"> <li>• Utilize questioning strategies from KKL consulting</li> </ul>	Admin/Rupenthal, Lyles Facil/ Gust and Douvikas	Teacher Observations Intervention Team Mini Assessments Study Island Imagine It Investigations assessments CMS Formative Assessments NC EOG Assessments DIBELS Assessments Common Assessments	None	All instructional staff	9-28-11 12-11-11 2-25-12 5-20-12
<p>5. Utilize skill based lesson plan design to meet the individual needs of students in literacy/workshop</p> <ul style="list-style-type: none"> <li>• Provide professional development during PLC planning</li> <li>• Monitor the effectiveness</li> </ul>	Admin/Rupenthal, Lyles Facil/ Gust and Douvikas	Teacher Observations Intervention Team Mini Assessments Study Island Imagine It Investigations assessments CMS Formative Assessments NC EOG Assessments DIBELS	None	All instructional staff	9-28-11 12-11-11 2-25-12 5-20-12

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.



**CMS School Improvement Plan 2010-12**  
***Mountain Island Elementary 2011-12***

6. Increase vocabulary instruction <ul style="list-style-type: none"> <li>Promote the use of Read Alouds</li> <li>Harvesting Vocabulary Words across the content areas</li> </ul>	Admin/Rupenthal, Lyles Facil/ Gust and Douvikas	Teacher Observations Intervention Team Mini Assessments Study Island Imagine It Investigations assessments CMS Formative Assessments NC EOG Assessments DIBELS Assessments Common Assessments	None	All instructional staff	9-28-11 12-11-11 2-25-12 5-20-12
---	--	--	------	-------------------------	---

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.

**CMS School Improvement Plan 2010-12**  
*Mountain Island Elementary 2011-12*

**SMART GOAL (2): Achieve high growth status in 4<sup>th</sup> and 5<sup>th</sup> grade for 90% of our students; achieve a year's growth for the remaining 10% of students based on the growth data for the EOGs in reading and math.**

**Data Used: EOG, Thinkgate, Common Assessments**

**SP 2014 Tactic: ( # 1!.B.3 ) - \_\_\_\_\_** Develop assessments for all subjects and grade levels that provide measures of teacher effectiveness.

[illegible]

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.

**CMS School Improvement Plan 2010-12**  
*Mountain Island Elementary 2011-12*

<p>2. Implement CMS Comprehensive Reading Model</p> <ul style="list-style-type: none"> <li>Utilize the Imagine It reading program along with other materials to provide instruction</li> <li>Train and monitor selected personnel to use interventions including Imagine It, Early Reading Tutor, Corrective Reading, PALS, etc.</li> <li>Utilize William &amp; Mary curriculum resources and strategies to promote higher level comprehension skills for all grades</li> <li>Implement and monitor Accelerated Reader. Provide resources, use the STAR assessments to establish baseline</li> <li>Incorporate Guided Reading and leveled readers into daily reading instruction.</li> <li>Focus professional development and instruction on informational text</li> </ul>	Facilitators – Douvikas	<p>Assessments</p> <p>DIBELS Data, Growth Running Records</p>	None	Reading instructors	<p>9-28-11 12-11-11 2-25-12 5-20-12</p>
<p>3. Provide Differentiation in Math and Reading for Students in Grades K-5</p> <ul style="list-style-type: none"> <li>Analyze various forms of data to determine strengths and weaknesses in student performance</li> <li>Use data to form Performance Based groups for instruction in grades 3-5</li> <li>Analyze DIBELS data and Running Records to place students within the Intensive Reading Program</li> <li>Continue implementing common</li> </ul>	Facilitators – Gust, Douvikas	<p>Formative Assessments</p> <p>DIBELS Data, Growth</p>	None	Math and Reading instructors	<p>9-28-11 12-11-11 2-25-12 5-20-12</p>

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.

**CMS School Improvement Plan 2010-12**  
***Mountain Island Elementary 2011-12***

<p>assessments and use the data to adjust and individualize instruction</p> <ul style="list-style-type: none"> <li>• Plan for time during instructional blocks to provide remediation to students that are not performing at grade level on specific skills</li> <li>• Provide tutoring through the extended day money for identified students in grades 4-5</li> <li>• Utilize Study Island, First In Math and Orchard to assist in acceleration/remediation of reading and math skills</li> <li>• Implement a support team for providing immediate classroom feedback to classroom teachers</li> </ul>		<p>Study Island Data Orchard Data</p> <p>Walk-Thru Documentation</p>	PTA		
<p>4. Utilize Kathy Kennedy's professional development workshop to provide rigorous and complex learning opportunities for all students across the curriculum</p> <ul style="list-style-type: none"> <li>• Focus planning around creating rigorous activities</li> <li>• Participate in teacher led book study on <u>The Essentials of Science and Literacy</u></li> </ul>	Admin/Ruppenthal, Lyles Facil/Douvikas, Gust	Walk thru and formal observations	Cost of books	All instructional staff	9-28-11 12-11-11 2-25-12 5-20-12

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.

# CMS School Improvement Plan 2010-12

## *Mountain Island Elementary 2011-12*

**SMART GOAL (3): Increase fifth grade science proficiency by twenty percentage points**

**Data Used: Science formatives, EOG scores**

**SP 2014 Tactic: (#1.D.2 ) -** Train all teachers in the effective use of data to monitor student learning

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost and source)	<b>Personnel involved</b>	<b>Timeline</b> Start–End  • Interim Check Dates
1. Increase the use of STEM concepts across the curriculum • Hire a science facilitator to teach weekly inquiry based science labs • Monthly professional development to focus on STEM related concepts and inquiry lesson design • 45 minute “overtime” to be utilized for STEM extensions • Book study – <u>The Essentials of Science and Literacy</u> • Train teachers and staff on Engineering is Elementary modules	Facilitator/ Weese	Science formatives 5 <sup>th</sup> Grade Science EOG	School to pay  PTA	5 <sup>th</sup> grade teachers	9-28-11 12-11-11 2-25-12 5-20-12
2. Increase STEM opportunities for students to engage in critical thinking • Form competitive robotics teams • Science Olympiad Team • Math Olympiad Teams	Facilitator/ Gust	Science formatives 5 <sup>th</sup> Grade Science EOG	Corporate donor  School to pay	Hess, Jay Moore, Weese, Allen, Gust, Mehldau, Bass, Phillips	9-28-11 12-11-11 2-25-12 5-20-12

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.

**CMS School Improvement Plan 2010-12**  
***Mountain Island Elementary 2011-12***

<p>3.</p> <ul style="list-style-type: none"> <li>Utilize Inquiry Teaching Model to promote learning across the curriculum</li> </ul>	<p>Facilitators</p> <p>Weese, Gust, Douvikas</p>	<p>Science Formatives 5<sup>th</sup> Grade Science EOG</p>	<p>None</p>	<p>5<sup>th</sup> Grade Teachers</p>	<p>9-28-11 12-11-11 2-25-12 5-20-12</p>
--	--	--	-------------	--	---

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.