Goal 1:
By 2018-2019, all students and subgroups will meet adequate progress toward proficiency on state assessments.

Performance Measure:
The percentage of students performing at the proficient level on state assessments will increase by 15% for students in grades 3 and 4.

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<tr>
<th>Strategy</th>
<th>Specific evidence</th>
<th>Persons Responsible</th>
<th>Timeline</th>
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</table>
| **1.1 – Academic Needs Assessment**  
Conduct a comprehensive academic needs assessment through collecting, analyzing formative and summative assessment data to determine the individual student needs for growth in the areas of reading and math. | -SchoolNet MOY and EOY Assessment  
Individual Reading Inventories  
- QRI-6  
- Primary/Elementary Spelling Inventory  
- Direct Instruction Reading Assessment  
- AMC Assessments  
- Diagnostic Interviews  
- Problem Solving Assessments (NCDPI assessment tasks)  
- EOG tests for reading and math | Principal  
Classroom Teachers  
ECU Curriculum Support Faculty | Middle of the Year  
Quarterly  
End of Year |
| **1.2 – Implement ECU Lab School Curriculum**  
Utilizing data from the student academic needs assessment, implement innovative instruction through a variety of modalities. | -Lesson plans  
-Curriculum Trajectory Guides  
-SeeSaw Portfolio student work samples  
-Lesson videos  
-Observations of Teaching  
-Student Progress Reports  
-Student Report Cards | Principal  
Classroom Teachers  
ECU Curriculum Support Faculty | Weekly staff meetings  
ECU Director’s Meetings – every 3 weeks  
Ongoing |
| **1.3 – Extended Day/Year Programming**  
Provide additional time for learning through extending the school day and year. | -Schedules of extended day activities to included targeted research-based interventions for reading and math | Principal  
Extended Day Teacher/Coordinator  
ECU Extended Day Support Staff  
Extended Day Staff | August 28 – July 6 |
Goal 2:

By 2018-2019, students and their families within the lab school will utilize a variety of wrap-around services to include counseling, social work, healthcare, behavioral health and other support services to address social-emotional and physical/wellness needs such that academic behaviors are positively impacted.

Performance Measure: Students and families will demonstrate engagement in Tier I traditional student support services to include mental health, adult/family education, and academic enrichment to include provision of school counseling, social work, and school nursing activities. Students and families will demonstrate engagement in Tier II support services which will focus upon innovation and enhanced integration of health support services to support the students at the ECULS and the partnering school of South Greenville Elementary and the surrounding community. Both Tier I and II wrap around services will be documented with both quantitative and qualitative measures.

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| **2.1 Traditional Support Services**  
Provide individual and classroom guidance sessions; offer individualized social-emotional support; engage in family connection in support of social-emotional and physical health and wellness needs; coordinate services across disciplines to address individual needs of students | - List of services provided  
- # of students served  
- # of families served  
- Behavior/Discipline referrals  
- Health factor data  
- Referral numbers  
- Service utilization numbers | Principal  
Classroom Teachers  
Integrated Health Navigator  
Integrated Health Collaborative Members  
Integrated Health Room Staff | Daily |
| **2.2 Integrated Health Collaborative**  
Develop a designated space for onsite service provision; create user-friendly intake process | - Health factor data  
- Referral numbers  
- Service utilization numbers | Principal  
Integrated Health Navigator  
Integrated Health Collaborative Members  
Integrated Health Room Staff | 1st Semester – designate space/processes; begin asset mapping |
### Goal 3:

By 2018-2019, teachers within the ECU Lab School will participate in a professional learning community where they will engage in a Research Practice Partnership/Designed-Based Implementation Research with ECU faculty focused on examining the best approaches to teaching underperforming students and students of poverty.

**Performance Measure:**

Teachers will complete a series of professional development modules related to implementation of curriculum within the RPP/DBIR framework with emphasis on examining strategies on working with at-risk students of poverty.

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<tbody>
<tr>
<td>3.1 – Teaching Students in Poverty: The CESPR Model</td>
<td>- workshop/seminar agendas&lt;br&gt;- Educator CESPR Survey&lt;br&gt;- Integration of strategies within planning documents&lt;br&gt;- Observations of utilization of strategies</td>
<td>Principal&lt;br&gt;Classroom Teachers&lt;br&gt;ECU Curriculum Support Faculty</td>
<td>Beginning of the Year&lt;br&gt;Mid Year&lt;br&gt;End of Year</td>
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poverty; develop understanding of the characteristics of poverty and its impact on learning; utilize the components of the CESPR Model.

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<tr>
<th>3.2 Research Practice Partnership/Design-Based Implementation Research</th>
<th>Meeting agendas/notes Portfolio of Effective Practices</th>
<th>Principal Classroom Teachers ECU Curriculum Research/Support Faculty</th>
<th>1st Semester – introduce RPP/DBIR to stakeholders; set up process/protocols; vet research proposals 2nd Semester – begin setting up RPP projects in collaboration with ECULS teachers</th>
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</table>

**Goal 4: Parent and Family Engagement**

By 2018-2019, the ECU Lab School seeks to establish a baseline for parent and family engagement with the future goal of increasing that engagement by 5% in order to cultivate a community of learners and a growth mindset for all stakeholders.

**Performance Measure:**

The ECU Lab School students and their families will participate in a series of activities in collaboration with the ECU school staff and university partners to foster engagement of all stakeholders in the culture of the school and specific learning goals included within our comprehensive plan for school improvement.

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<tbody>
<tr>
<td>4.1 – Family Communication</td>
<td>-Newsletters -Remind and RAVE Announcements</td>
<td>Principal Classroom Teachers Integrated Health Room Staff</td>
<td>Ongoing Mid-marking period progress reports Quarterly: report cards</td>
</tr>
</tbody>
</table>
academic, social-emotional, and physical well-being.

- LiveSchool data (parent access information)
- SeeSaw data (parent engagement data)
- Home/school folders
- Progress reports
- Competency-based Report Cards

### 4.2 Family Engagement Activities

Establish a Parent Advisory Council to gain input and insight about family needs and ideas for collaboration at the school; Offer a series of family engagement activities focused upon student learning and curriculum outcomes.

- Meeting agendas/minutes
- Event invitations/announcements
- Event sign-in sheets
- Photographs/artifacts gathered at events

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<td>Classroom Teachers</td>
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<td>University Partners</td>
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2017:

- July – Family Picnic
- August – Family Open House
- October – Spellings Tour
- November – Curriculum Conferences
- December – Holiday Curriculum Night

2018:

- January/February – Mid-Year Curriculum Event
- April – Curriculum Conferences
- May/June – End of Year Curriculum Event

**Ongoing** – Family Documentary activities