

ORANGE COUNTY  
BOARD OF EDUCATION

AGENDA ITEM ABSTRACT

Meeting Date: December 9, 2013

AGENDA ITEM No. 13-12-13

ACTION: (Y/N) Y

SUBJECT: School Improvement Plans Review and Approval – Elementary Schools

INFO. CONTACT: Dr. Gerri Martín, Superintendent PHONE: 919-732-8126

- ATTACHMENTS:
1. 2013-2014 School Improvement Plan Executive Summaries
  2. School Improvement Plan Team Signatures
  3. Submission of School Improvement Plan and Staff Vote
  4. School Improvement Plan Budgets
  5. Board Policy #3430 School Improvement Plans
- 

**PURPOSE:** To present to the Board of Education for their review and approval, the 2013-2014 Elementary School Improvement Plans.

**BACKGROUND:** North Carolina statutes require School Improvement Plans be developed on a two-year cycle with annual updates. The School Improvement Plan Team must include administrators as well as elected representatives. Teachers are elected by staff vote and parents by vote of a parent group. The School Improvement Plan must be approved by a majority of the school staff with final approval by the local Board of Education. A copy of Board of Education Policy #3430 School Improvement Plans is attached.

The comprehensive school improvement process incorporates regular monitoring of progress at the building level and district level. The plan is a result of careful examination of existing goals, data, strategies, programs, and resources with appropriate evaluations built into the cycle.

The attached Executive Summaries, budgets, team signatures and staff votes represent the second year in the two-year school improvement cycle. The entire school improvement plan for each school will be posted on the district's website under Curriculum and Instruction, School Improvement Links and Resources and will be available after Board approval.

**FINANCIAL IMPACT:** Each School Improvement Plan team has developed a budget that details how the various sources of revenue that are appropriated to the school will be spent. School budgets are included with each School Improvement Plan. Total allocations for the elementary schools this year are \$1,009,297.90

**RECOMMENDATION:** The Superintendent recommends the Board of Education review and approve the 2013-2014 Elementary School Improvement Plans.



# Orange County Schools

## School Improvement Plan

Executive Summary for 2013-14

Year 2 of 2

(Cameron Park Elementary)

Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")	Present status (score, percentage or other measure of these needs)	Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).	
<b>1. Increase reading proficiency by developing the ability of students to show comprehension of text through verbal and written response.</b>	<b>2012-2013 reading proficiency: 60.6%</b>	<b>The target status for reading proficiency: 63%</b>	a.	<b>Teachers will utilize Common Core language for modeling, turn &amp; talk, sorting concepts, classroom discussions, and exposure to different types of media in order to increase capacity of instruction K-5.</b>
			b.	<b>Effectively use common assessments (MCLASS, Whole to Part Intervention, Teachers College, and Common Formative Assessments) to guide, inform, and refine reading instruction.</b>
			c.	<b>Train teachers on effective grammar instruction in the classroom through district Grammar Moodle.</b>
<b>2. Increase math proficiency by developing the ability of students to explain their thinking through verbal and written response.</b>	<b>2012-2013 math proficiency: 68%</b>	<b>The target status for math proficiency: 70%</b>	a.	<b>Teachers will utilize Common Core language for modeling, turn &amp; talk, sorting concepts, use of manipulatives, classroom discussions, and exposure to different methods to increase capacity of instruction K-5.</b>
			b.	<b>Effectively use common assessments (pre &amp; post tests, Common Formative Assessments, AMC, IXL, Reflex) to guide, inform, differentiate, and refine math instruction.</b>
			c.	<b>Create a team of teachers to develop a list of common terms and math discussion sentence starters for math instruction.</b>



## Orange County Schools

### School Improvement Plan

Executive Summary for 2013-14

Year 2 of 2

Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")	Present status (score, percentage or other measure of these needs)	Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need)
			<p>d. Teachers will utilize math notebooks and math journaling to increase math language, learn multiple ways to solve a problem, and implement strategies.</p>
<p>3. Increase growth scores for ELL, Hispanic, Black, Students with Disabilities, and Economically Disadvantaged subgroups.</p>	<p><b>2012-2013 Subgroup data:</b>  <b>Reading – ELL:</b>            5.9% Hispanic:            22.2% Black: 23.8            SID: 11.5%  <b>Economically Disadvantaged:</b>            20.9%</p> <p><b>Math- ELL: 17.6%</b>  <b>Hispanic: 44.4%</b>  <b>Black: 28.6% SID:</b>  <b>17% Economically Disadvantaged:</b>            34.2%</p>	<p>The target status for reading proficiency- ELL:  <b>18.5% Hispanic:</b>  <b>35.9% Black 33% SID: 21.6%</b>  <b>Economically Disadvantaged:</b>            35.8%</p> <p><b>Math- ELL: 25.7%</b>  <b>Hispanic: 46.4%</b>  <b>Black: 30% SID:</b>  <b>21.2%</b>  <b>Economically Disadvantaged:</b>            34.9%</p>	<p>a. Explore data (EOG, MCLASS, TCRA, EVAAS, AMC, CFA, WTP, Powerschool) to determine: positive co-teaching partnerships, most effective programs &amp; interventions, inclusion model, and best practices.</p> <p>b. Provide structured vocabulary instruction through different methods in a vocabulary-rich environment including kinesthetic, visual, auditory, and applied practice.</p> <p>c. Implement a systematic word study approach (Words Their Way or Phonics Lessons by Fountas and Pinnell) with fidelity using formal and informal progress monitoring tools to monitor growth.</p>

**SCHOOL IMPROVEMENT BUDGET 2013-2014**  
**CAMERON PARK ELEMENTARY SCHOOL**

<b>Category</b>	<b>At Risk Student Funding</b>	<b>Instructional Supplies/ Materials</b>	<b>Media</b>	<b>Title I</b>	<b>Disadvantaged Student Supplemental Funding</b>	<b>Local Technology</b>	<b>Total</b>
Projected Allotment	\$29,615.69	\$20,610.30	\$4,655.00			\$9,870.00	\$64,750.99
Travel/ Subsistence/ Registration							\$0.00
Stipends							\$0.00
Substitutes							\$0.00
Salaries Including Benefits							\$0.00
Non-capitalized equipment						\$9,870.00	\$9,870.00
Capitalized equipment							\$0.00
Materials and Supplies	\$915.69	\$19,410.30	\$4,655.00				\$24,980.99
Tutoring	\$25,000.00						\$25,000.00
Professional Development							\$0.00
Other: SCIENCE LAB CONSUMABLES		\$1,200.00					\$1,200.00
Other: Staff Development	\$700.00						\$700.00
Other: Technology	\$3,000.00						\$3,000.00
<b>Totals</b>	<b>\$29,615.69</b>	<b>\$20,610.30</b>	<b>\$4,655.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$9,870.00</b>	<b>\$64,750.99</b>

## 2013-2014 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

LEA Name/Number: Orange County Schools/580 School Name: Cameron Park Elementary  
 Plan Year(s): 2012 - 2014 Date Prepared: October 14, 2013

### 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	TYPE/PRINT NAME	SIGNATURE
Principal	Dr. Julie Vandiver	<i>Dr. Julie Vandiver</i>
Assistant Principal Representative	Fran Hall	<i>Fran Hall</i>
Teacher Representative - Kindergarten	Rachel Roberson	<i>Rachel Roberson</i>
Teacher Representative - 1 <sup>st</sup> grade	Sheri Calligan	<i>S Calligan</i>
Teacher Representative - 2 <sup>nd</sup> grade	Martha Brown	<i>MBrown</i>
Teacher Representative - 3 <sup>rd</sup> grade	Kelly Lazarus	<i>Kelly Lazarus</i>
Teacher Representative - 4 <sup>th</sup> grade	Carrie Feehan	<i>Carrie E Feehan</i>
Teacher Representative - 5 <sup>th</sup> grade	Celine Stinnett	<i>Celine R Stinnett</i>
Inst. Support Representative - EC	Cheryl Mitchell	<i>Cheryl Mitchell</i>
Inst. Support Representative - School Counselor	Rebecca Atkins	<i>R. Atkins</i>
Inst. Support Representative - Literacy Coach	Sandy Lindley	<i>Sandy Lindley</i>
Inst. Support Representative - Art Teacher	Laura Casey	<i>Laura E Casey</i>
Teacher Assistant Representative	Erma Jones	<i>Erma Jones</i>
Parent Representative	Rob Cardone	<i>Rob Cardone</i>
Parent Representative	Lin Kerns	<i>Lin Kerns</i>
Parent Representative	Chiara Melloni	<i>Chiara Melloni</i>
Parent Representative	Karen Coulombe	<i>Karen Coulombe</i>

# 2013-2014 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

\*Add to list as needed. Each group may have more than one representative.

## A. School Approval

This school improvement plan has been developed in accordance with all statutory and local board requirements. This plan includes *Advanced School Improvement Plan, Title I, Safe Schools and Title II*. The school staff approved the plan by a vote of 60-1.

Principal Dr. Julia Vandiver Date 11/26/13

School Improvement Team Chair Fran Hall Date 11/26/13

## B. Superintendent's Recommendation

The plan meets all State requirements and is recommended for Board approval

The plan as submitted is recommended for Board rejection based upon the following reasons:

Superintendent's Signature Dr. Ben Martin Date 12/4/13

## C. Board Action

The plan is accepted

The plan is accepted with the following modifications

The plan is rejected based upon the following reasons

Board Chair Signature \_\_\_\_\_ Date \_\_\_\_\_



**Orange County Schools**  
**School Improvement Plan**  
 Executive Summary for 2013-14  
 Year 2 of 2

**Central Elementary School**

Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")		Present status (score, percentage or other measure of these needs)	Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).	
1.	Central Elementary School will increase student achievement in reading.	38.2%	Target Goal: 49.5%	a.	Maximize intervention programs (i.e WTP, Young Scholars and Junior Achievers).
				b.	Utilize school-wide reading incentive programs.
				c.	Administer and analyze benchmark assessments.
2.	Central Elementary School will use data for instructional grouping and progress-monitoring.	Individual growth data all students	At least 1 year of growth over the course of the school year.	a.	Meet with UNC partners to analyze intervention data- WTP and Assessing Math Concepts (AMC).
				b.	Utilize data from mCLASS, EVAAS, and other local and state databases.
				c.	Common formative assessments (CFAs) and benchmark assessments.
3.	Central Elementary School will improve the home-school connections to build true partnerships for student learning.	Teacher Working Conditions Survey 58.8% for parent support	At least 75%	a.	Family nights and events focusing on academic rigor.
				b.	Build and nurture existing community partnerships.
				c.	4 Title 1 family events.

SCHOOL IMPROVEMENT BUDGET 2013-2014  
CENTRAL ELEMENTARY SCHOOL

Category	At Risk Student Funding	Instructional Supplies/ Materials	Media	Title I	Disadvantaged Student Supplemental Funding	Local Technology	Total
Projected Allotment	\$32,653.20	\$10,711.60	\$2,030.00	\$220,890.27	\$85,931.44	\$5,190.00	\$357,406.51
Travel/ Subsistence/ Registration	\$2,500.00						\$2,500.00
Stipends							\$0.00
Substitutes	\$2,680.00			\$6,000.00			\$8,680.00
Salaries Including Benefits				\$122,058.70	\$85,931.44		\$207,990.14
Non-capitalized equipment				\$6,000.00		\$5,190.00	\$11,190.00
Capitalized equipment							\$0.00
Materials and Supplies	\$4,000.00	\$9,511.60	\$2,030.00	\$73,187.67			\$88,729.27
Tutoring	\$14,309.90						\$14,309.90
Professional Development	\$8,163.30			\$2,300.00			\$10,463.30
Other: CONTRACTED SERVICES	\$1,000.00			\$4,843.90			\$5,843.90
Other: SCIENCE LAB CONSUMABLES		\$1,200.00					\$1,200.00
Other:				\$6,500.00			\$6,500.00
Totals	\$32,653.20	\$10,711.60	\$2,030.00	\$220,890.27	\$85,931.44	\$5,190.00	\$357,406.51



## 2013-2014 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

LEA Name/Number: Orange County Schools/680 School Name: Central Elementary School  
 Plan Year(s): 2012-2014 Date Prepared: November 25, 2013

### 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	TYPE/PRINT NAME	SIGNATURE
Principal	Myron Wilson	Myron D. Wilson
Assistant Principal	Jayne Bell-Williams	Jayne S. Bell-Williams
Literacy Coach	Amanda Boleratz	Amanda Boleratz
STEM Coach	Liz Day	Liz Day
Counselor	Jill Lowe	Jill Lowe
Inst. Support Representative	Sharon Whitmore	Sharon Whitmore
Teacher Assistant Representative	Robin Barnhill	Robin Barnhill
Parent Representative	Phyllis Portie-Ascott	Phyllis Portie-Ascott
Parent Representative	Honey Jones	Honey Jones
Teacher Representative	Teresa Milton	Teresa Milton
Teacher Representative	Sarah Roney	Sarah Roney
Teacher Representative	Scarlett Chapman	Scarlett Chapman
Teacher Representative	Brandi Burroughs	Brandi Burroughs
Teacher Representative	Jane McIver	Jane McIver
Teacher Representative	Stephanie Richards	Stephanie Richards
Teacher Representative	Matthew Sullivan	Matthew H. Sullivan
Teacher Representative	Terry Wickwire	Terry Wickwire

\*Add to list as needed. Each group may have more than one representative.

# 2013-2014 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

## A. School Appraisal

This school improvement plan has been developed in accordance with all statutory and local board requirements. This plan includes AdvancedED School Improvement Plan, Title I, Safe Schools and Title II. The school staff approved the plan by a vote of 100%.

Principal Myron D. Wilson Date 11-25-13  
School Improvement Team Chair Jane McTuer Date 11/25/13

## B. Superintendent's Recommendation

The plan meets all State requirements and is recommended for Board approval

The plan as submitted is recommended for Board rejection based upon the following reasons:

\_\_\_\_\_  
Superintendent's Signature Debra Martin Date 12/4/13

## C. Board Action

The plan is accepted

The plan is accepted with the following modifications

\_\_\_\_\_  
 The plan is rejected based upon the following reasons

\_\_\_\_\_  
Board Chair Signature \_\_\_\_\_ Date \_\_\_\_\_



## Orange County Schools

### School Improvement Plan

Executive Summary for 2013-14

Year 2 of 2

#### Effland-Cheeks Elementary School

Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")	Present status (score, percentage or other measure of these needs)	Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).
1. Strengthen early literacy development to ensure students promoted to grade 2 are reading on grade level.	On average, 30% of our students are performing on grade level in the area of reading.	50% of students reading on grade level as measured by the Mclass and End of Grade Tests	<ul style="list-style-type: none"> <li>a. Ensure all students are provided with a predictable and reliable reading and writing workshop.</li> <li>b. Teams will review and select available and appropriate instructional tools to support early literacy needs as indicated by mCLASS screening data.</li> <li>c. Provide staff with ongoing high quality professional development to support an increased awareness of how to use available data to problem solve instructional concerns.</li> </ul>
2. Increase mathematics early number sense and development.	K: 82% on grade level 1: 76% on grade level 2: 72% on grade level At the end of the 2013 school year based on appropriate AMC test data	K-2 goal is 90% for each grade level based on the appropriate AMC assessment and for Grade 2 TE 21 EOG Benchmark	<ul style="list-style-type: none"> <li>a. Teachers will use instructional strategies that align with the Common Core practices of increasing depth of knowledge and understanding by using models, manipulatives, student-created strategies, math questions stems, and cognitively guided instruction.</li> <li>b. Teachers will collaborate within their professional learning communities to analyze student data and determine student needs throughout the grade level.</li> <li>c. Provide staff with ongoing high quality professional development based on instructional needs and requests/surveys of certified staff.</li> </ul>
3. Develop and strengthen student self-responsibility, resilience, and stamina.	46% of students are in tier one as assessed by the Student Risk Screening Scale	75% of students will be in tier 1 based on the Student Risk Screening Scale	<ul style="list-style-type: none"> <li>a. Implementation of the 7 Habits of Highly Effective People using 'The Leader in Me' model developed by Franklin Covey Education.</li> <li>b. Incorporate Positive Behavior Interventions and Supports (PBIS) as our school-wide model for supporting positive student engagement.</li> <li>c. Implement The Peaceful School Bus program in order to decrease bus discipline referrals by creating a sense of community within each bus route.</li> </ul>

Orange County Schools  
 School Improvement Plan  
 School Improvement Budget for 2013-2014  
 Year 2 of 2  
 EFLAND-CHEEKS ELEMENTARY SCHOOL

Category	At Risk Student Funding	Instructional Supplies/ Materials	Media	Title I	Disadvantaged Student Supplemental Funding	Local Technology	Total
Projected Allotment	\$38,004.37	\$14,720.85	\$3,199.00	\$195,269.94	\$85,931.44	\$6,840.00	\$343,965.60
Travel/ Subsistence/ Registration	\$9,620.03						\$9,620.03
Stipends							\$0.00
Substitutes	\$1200			\$3,200.00			\$4,400.00
Salaries Including Benefits				\$164,351.20	\$85,931.44		\$250,282.64
Non-capitalized equipment						\$6,840.00	\$6,840.00
Capitalized equipment							\$0.00
Materials and Supplies	\$6,001.60	\$13,520.85	\$3,199.00	\$27718.74			\$50,440.19
Tutoring	\$7,393.40						\$7,393.40
Professional Development							\$0.00
Other: Bus Transportation							\$0.00
Other: CONTRACTED SERVICES	\$13,789.34						\$13,789.34
Other: SCIENCE LAB CONSUMABLES		\$1,200.00					\$1,200.00
Totals	\$38,004.37	\$14,720.85	\$3,199.00	\$195,269.94	\$85,931.44	\$6,840.00	\$343,965.60

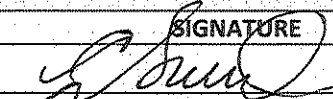
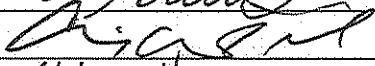
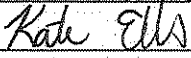


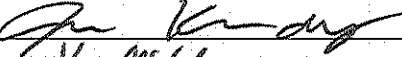

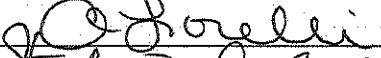
## 2013-2014 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

LEA Name/Number: Orange County Schools/680 School Name: Efland-Cheeks Elementary

Plan Year(s): 2012-2014 Date Prepared: 12/2/13

### 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	TYPE/PRINT NAME	SIGNATURE
Principal	Crystal Scillitani	
Assistant Principal Representative	Craig Paul	
Teacher Representative 3-5	Kate Ellis	
Inst. Support Representative/Literacy Coach	Jennifer Litwa	On maternity leave
Teacher Assistant Representative	Tracy Smith	
Parent Representative	Ron Sheehee	
AIG Teacher	Kristin Bedell	
Teacher Representative K-2	Jennifer Kennedy	
Inst. Support Representative/Math Lead Teacher	Kim McColman	
Inst. Support Representative/Instructional Facilitator	Andrea Lorelli	
Media Specialist	Stephanie McMullen	

# 2013-2014 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

*\*Add to list as needed. Each group may have more than one representative.*

## A. School Approval

*This school improvement plan has been developed in accordance with all statutory and local board requirements. This plan includes AdvancED School Improvement Plan, Title I, Safe Schools and Title II. The school staff approved the plan by a vote of 100%.*

Principal  Date 12/2/13

School Improvement Team Chair  Date 12/2/13

## B. Superintendent's Recommendation

*The plan meets all State requirements and is recommended for Board approval*

*The plan as submitted is recommended for Board rejection based upon the following reasons:*

Superintendent's Signature  Date 12/4/13

## C. Board Action

*The plan is accepted*

*The plan is accepted with the following modifications*

*The plan is rejected based upon the following reasons*

Board Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

# 2013-2014 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

*\*Add to list as needed. Each group may have more than one representative.*

## A. School Approval

*This school improvement plan has been developed in accordance with all statutory and local board requirements. This plan includes Advanced School Improvement Plan, Title I, Safe Schools and Title II. The school staff approved the plan by a vote of 100%.*

Principal Jay Jones Date 12-2-13

School Improvement Team Chair Asnley Hamlett Date 12-2-13

## B. Superintendent's Recommendation

*The plan meets all State requirements and is recommended for Board approval*

*The plan as submitted is recommended for Board rejection based upon the following reasons:*

Superintendent's Signature Dr. Ben Martin Date 12/4/13

## C. Board Action

*The plan is accepted*

*The plan is accepted with the following modifications*

\_\_\_\_\_

*The plan is rejected based upon the following reasons*

\_\_\_\_\_

Board Chair Signature \_\_\_\_\_ Date \_\_\_\_\_



## Orange County Schools

### School Improvement Plan

Executive Summary for 2013-14

Year 2 of 2

#### HILLSBOROUGH ELEMENTARY SCHOOL

Our School's 3 Most Significant Needs (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")	Present Status (score, percentage or other measure of these needs)	Target Status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most Promising Strategy (ies) to Address the Needs (please indicate no more than three strategies per need).
<p><b>1.</b> As measured by the 3rd-5th grade EOG results, Hillsborough Elementary exceeded the state goals in Reading (25.6% - Black and 56.6% for White) and also the state goals in Mathematics (22.2% - Black and 53.8% - White). Hillsborough Elementary School staff want to close the gap between Black and White students in both Reading and Math by at least 5%.</p>	<p>Reading EOG: Blacks 50% Whites 63.8%</p> <p>Math EOG: Blacks 41.7% Whites 75%</p>	<p>Reading EOG: Blacks 55% Whites 67.5%</p> <p>Math EOG: Blacks 47.6% Whites 78.0%</p>	<p><b>1.a)</b> Use Whole-to-Part to provide reading intervention for struggling readers to increase reading skills and proficiency on the End-of-Grade (EOG) Reading test.</p> <p><b>1.b)</b> Use state and local PR69 funds to provide tutoring to students during the school day.</p> <p><b>1.c)</b> Classroom teachers will collaborate with the district math coaches to identify instructional strategies (AMC Mathematics) which will support students with mathematics and proficiency on the End-of-Grade (EOG) test.</p>
<p><b>2.</b> The Reading Proficiency Percentile for all students in grades 3-5 was 62.1%. Hillsborough Elementary wants to increase the Reading proficiency of all students to at least 65.8%</p> <p>The Math Proficiency Percentile for all</p>	<p>Reading EOG: All Students 62.1%</p> <p>Math EOG: All Students 70.4%</p>	<p>Reading EOG: All Students 65.8%</p> <p>Math EOG: All Students 73.4. %</p>	<p><b>2.a)</b> The Exceptional Children's (EC) staff will work with classroom teachers to identify instructional strategies that support exceptional children in understanding key mathematics skills and concepts.</p> <p><b>2.b)</b> The school staff will analyze existing school gaps and</p>





# Orange County Schools

## School Improvement Plan

Executive Summary for 2013-14

Year 2 of 2

<p>students in grades 3-5 was 70.4%. Hillsborough Elementary would like to increase the Math Proficiency of all students to at least 73.4%.</p>			<p>opportunities for improvement in reading and mathematics and will have vertical conversations across grade levels to identify academic support and instructional strategies for each student subgroup.</p> <p><b>2.c)</b> The staff will participate in training about the Smarter Balanced Assessment Consortium (SBAC) assessment items, aligned to the Common Core State Standards.</p>
<p><b>3.</b> As measured by the Teacher Working Conditions Survey and the school survey, 95% or more staff members will respond favorably about use of time and daily schedule.</p>	<p>Teacher Working Conditions Survey (2012):</p> <p>Time Available to Collaborate</p> <p>85.7% Agree</p>	<p>Teacher Working Conditions Survey (2014):</p> <p>Time Available to Collaborate will improve to 90% Agree</p>	<p><b>3.a)</b> Teachers will be provided with time to analyze data from the district common formative assessments and Fountas and Pinnell Benchmark Assessment System to inform whole class, small group, and individualized reading instruction.</p> <p><b>3.b)</b> Teachers will develop a yearlong professional development plan around the Six Instructional Shifts outlined in the Common Core State Standards and appropriate time will be devoted to implementing the plan.</p> <p><b>3.c)</b> Teachers will be asked to play a larger role in developing schedules, offer recommendations on how to increase the amount of non-instructional time provided for teachers, and how to structure Professional Learning</p>



**Orange County Schools**  
School Improvement Plan  
Executive Summary for 2013-14

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Year 2 of 2

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			<b>Communities (PLCs) in order to improve teaching and learning.</b>
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**Orange County Schools**  
**School Improvement Plan**  
**School Improvement Budget for 2013-2014**  
**Year 2 of 2**  
**HILLSBOROUGH ELEMENTARY SCHOOL**

Category	At Risk Student Funding	Instructional Supplies/ Materials	Media	Title I	Disadvantaged Student Supplemental Funding	Local Technology	Total
Projected Allotment	\$10,571.63	\$13,863.70	\$3,346.00			\$6,855.00	\$34,636.33
Travel/ Subsistence/ Registration							\$0.00
Stipends							\$0.00
Substitutes							\$0.00
Salaries Including Benefits							\$0.00
Non-capitalized equipment							\$0.00
Capitalized equipment						\$6,855.00	\$6,855.00
Materials and Supplies	\$941.19	\$12,663.70	\$3,346.00				\$16,950.89
Tutoring	\$7,928.72						\$7,928.72
Professional Development	\$1701.72						\$1,701.72
Other: Bus Transportation							\$0.00
Other: SCIENCE LAB CONSUMABLES		\$1,200.00					\$1,200.00
Other:							\$0.00
Totals	\$10,571.63	\$13,863.70	\$3,346.00	\$0.00	\$0.00	\$6,855.00	\$34,636.33

## 2013-2014 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

LEA Name/Number: Orange County Schools/680 School Name: Hillsborough Elementary School  
 Plan Year(s): 2013-2014 Date Prepared: November 5, 2013

### 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	TYPE/PRINT NAME	SIGNATURE
Principal	Steven Weber	<i>St. Weber</i>
Assistant Principal Representative	Ashley Humlett	<i>Ashley Humlett</i>
Teacher Representative	Jacquelyn Lockamy	<i>Jacquelyn Lockamy</i>
Inst. Support Representative (AIG)	Cindy Sinicrope	<i>Cindy Sinicrope</i>
Teacher Assistant Representative	Christine Ervin	<i>Christine Ervin</i>
Parent Representative	Janet Bettger	<i>Janet Bettger</i>
Teacher Representative	Erin Taylor	<i>Erin Taylor</i>
Parent Representative	Bessie Mbadugha	<i>Bessie Mbadugha</i>
Parent Representative	Macy Calderon	<i>Macy Calderon</i>
Parent Representative	Helen Cheek	<i>Helen Cheek</i>
Teacher Representative/Chair	Justin Zatt	<i>Justin Zatt</i>
Parent Representative	Debra F Harris	<i>Debra F Harris</i>
Teacher Representative	Jane M. Vacchiano	<i>Jane M. Vacchiano</i>
Counselor	Melissa Snow	<i>Melissa Snow</i>
Teacher Representative	Tracy Shopmeyer	<i>Tracy Shopmeyer</i>
Teacher Rep. (Reading)	Dena Stanley	<i>Dena Stanley</i>
Teacher Rep.	Carrie Corpening	<i>Carrie Corpening</i>
Teacher Rep.	Pauline Guemanel	<i>Pauline Guemanel</i>

# 2013-2014 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

*\*Add to list as needed. Each group may have more than one representative.*

## A. School Approval

*This school improvement plan has been developed in accordance with all statutory and local board requirements. This plan includes AdvancED School Improvement Plan, Title I, Safe Schools and Title II. The school staff approved the plan by a vote of 100%.*

Principal *St. Weber* Date 12/2/13

School Improvement Team Chair *J. S.* Date 12/2/13

## B. Superintendent's Recommendation

*The plan meets all State requirements and is recommended for Board approval*

*The plan as submitted is recommended for Board rejection based upon the following reasons:*

Superintendent's Signature *Dr. Ben Martin* Date 12/4/13

## C. Board Action

*The plan is accepted*

*The plan is accepted with the following modifications*

\_\_\_\_\_

*The plan is rejected based upon the following reasons*

\_\_\_\_\_

Board Chair Signature \_\_\_\_\_ Date \_\_\_\_\_



## Orange County Schools

### School Improvement Plan

Executive Summary for 2013-2014

Year 2 of 2

#### New Hope Elementary

Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")	Present status (score, percentage or other measure of these needs)	Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).		
1.	<p>Developing our Literacy program to meet the needs of our changing demographics.</p>	<p>All reading goals were met during the 2012-2013 school year with confidence interval</p> <p>Our reading scores on the 2012-2013 End of Grade (EOG) testing were 43.3% with an overall composite of 47.6%.</p> <p>According to our MCLASS data 78% of our students in third grade and 66% in second grade are significantly below grade level in reading comprehension</p>	<p>To have our 50% of our 3<sup>rd</sup> grade students reading on grade level by the end of the 2013-2014 school year according to MCLASS and EOG results.</p> <p>To increase the level of proficiency in reading for grades 4 and 5 in each of our subgroups by 6% according to EOG results , and 7% for those subgroups that met target stats through confidence interval.</p>	a.	<p>Creating a master schedule that allows for increased co-teaching opportunities with all support services (Exceptional Children {EC}, English Language Learners {ELL}, Academically and Intellectually Gifted {AIG}, Reading, and Literacy Coach) with students below and above grade level in an effort to increase differentiation and rigor.</p>
				b.	<p>Increase in targeted support for our K-3 classrooms in an effort to meet Read to Achieve legislation by utilizing MCLASS data for developing specific targeted skills and overall reading comprehension during literacy block and through pullout support by hiring a K/1 Literacy Interventionist, Kindergarten reading tutor, an upper grade literacy interventionist, and increase volunteer efforts partnering with a local church for our 3<sup>rd</sup> grade readers.</p>



## Orange County Schools

### School Improvement Plan

Executive Summary for 2013-2014

Year 2 of 2

Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")	Present status (score, percentage or other measure of these needs)	Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).
2. Reaching Annual Measurable Outcome (AMO) goals for each subgroup present in our school.	<p>New Hope met 100% of its targets for both state and federal subgroups for the 2012-2013 school year.</p> <p>Targets in reading for Hispanic, Limited English Proficient and economically disadvantaged were met with confidence interval.</p>	All AMO targets met for each subgroup during both years of the School Improvement Plan cycle.	<p>a. Utilize technology in the classroom with our 1 to 1 initiative beginning second semester to both increase student achievement and provide data for directing instruction through formative software (Study Island, Reading Eggs, Discovery Techbook, Tumble Books, Google Docs, Time for Kids, Reading A to Z, and ITouch applications.)</p> <p>b. To allow for more targeted interventions and support for students through ½ day PLC discussions and weekly targeted discussions on both formative and summative assessment data.</p>
3. Bridging Achievement Gap	<p>Exceeded growth as a school in overall growth status according to EVAAS.</p> <p>Ethnicity proficiency in Reading overall: 25%% Black</p>	To show at least a year's worth of growth in all subgroups and meet AMO targets as well.	<p>a. Continue to employ a parent involvement specialist to provide support between the school and community (i.e., community awareness nights, parent support groups, translating conferences).</p> <p>b. Increase the amount of curriculum nights to two a year per grade level, along with an arts evening, and science night and biweekly English classes for parents through the Orange Literacy Council.</p>



## Orange County Schools

### School Improvement Plan

Executive Summary for 2013-2014

Year 2 of 2

Our School's Three Most Significant Needs Are: (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")	Present status (score, percentage or other measure of these needs)	Target status (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)	Most promising strategy (ies) to address the needs (please indicate no more than three strategies per need).
	22.5% Hispanic 67.6% White  Ethnicity Proficiency in Math Overall Black 17 % Hispanic 39.4 White 71.1%		c. Create tutoring opportunities on campus throughout the school year for at-risk students through the Young Scholars, Homework Haven, hiring 1 ½ time math interventionists, hiring a 3-5 <sup>th</sup> grade reading tutor, hiring a K/1 literacy interventionist, a Kindergarten tutor during the second semester, increasing volunteer support in reading for our 3 <sup>rd</sup> grade, and after school grade level tutoring opportunities throughout the year.



SCHOOL IMPROVEMENT BUDGET 2013-2014

NEW HOPE ELEMENTARY SCHOOL

Category	At Risk Student Funding	Instructional Supplies/ Materials	Media	Title I	Disadvantaged Student Supplemental Funding	Local Technology	Total
Projected Allotment	\$45,898.37	\$19,504.30	\$4,256.00	\$271,931.48	\$23,954.13	\$9,735.00	\$375,279.28
Travel/ Subsistence/ Registration							\$0.00
Stipends							\$0.00
Substitutes				\$12,000.00			\$12,000.00
Salaries Including Benefits				\$197,535.00	\$23,954.13		\$221,489.13
Non-capitalized equipment							\$0.00
Capitalized equipment						\$9,735.00	\$9,735.00
Materials and Supplies	\$15,875.37	\$18,304.30	\$4,256.00	\$19,642.48			\$58,078.15
Tutoring	\$24,355.00			\$38,754.00			\$63,109.00
Professional Development	\$2,000.00						\$2,000.00
Other: SCIENCE LAB CONSUMABLES		\$1,200.00					\$1,200.00
Other: CONTRACTED SERVICES	\$3,668.00			\$4,000.00			\$7,668.00
Other:							\$0.00
Totals	\$45,898.37	\$19,504.30	\$4,256.00	\$271,931.48	\$23,954.13	\$19,470.00	\$375,279.28

## 2013-2014 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

LEA Name/Number: Orange County Schools/680 School Name: New Hope Elementary School  
 Plan Year(s): 2013-2014 Date Prepared: November 20, 2013

### 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."*

Name	Title	Signature	Date
Laura Ballenger	SIT President	<i>Laura Ballenger</i>	11/20/13
Leslie Armistad	Assistant Principal	<i>Leslie Armistad</i>	11/20/13
Debbie Collins	5th Grade Teacher	<i>Debbie Collins</i>	11/20/13
Ann Leck	4th Grade Teacher	<i>Ann Leck</i>	11/20/13
Jeff Rachlin	Principal	<i>Jeff Rachlin</i>	11/19/13
Tammy Brown	Parent	<i>Tammy Brown</i>	11/20/13
Cassandra Davis	2nd Grade Teacher	<i>Cassandra Davis</i>	11/20/13
Kim Kelleher	Counselor	<i>Kim Kelleher</i>	11/20/13
Kristin Merrill	PTSA Parent	<i>Kristin Merrill</i>	11/20/13
Miguel Munoz	Parent	<i>Miguel Munoz</i>	11/25/13
Sue Anne Schwinn	3rd Grade Teacher	<i>Sue Anne Schwinn</i>	11/25/13
Tori Williams Reid	Parent	<i>Tori Williams Reid</i>	11/25/2013
Martha Anne Wright	1st Grade Teacher	<i>Martha Anne Wright</i>	11/20/13
MJ Rosensweet	Technology Facilitator	<i>MJ Rosensweet</i>	11/20/13
Tonya Lamm	Classified Rep (TA)	<i>Tonya Lamm</i>	11/20/13



## 2013-2014 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

LEA Name/Number: Orange County Schools/680 School Name: New Hope Elementary School

Plan Year(s): 2013-2014 Date Prepared: November 20, 2013

### 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."*

Name	Title	Signature	Date
Laura Ballenger	SIT President	<i>Laura Ballenger</i>	11/20/13
Leslie Armistad	Assistant Principal	<i>Leslie Armistad</i>	11/20/13
Debbie Collins	5th Grade Teacher	<i>Debbie Collins</i>	11/20/13
Ann Leck	4th Grade Teacher	<i>Ann Leck</i>	11/20/13
Jeff Rachlin	Principal	<i>Jeff Rachlin</i>	11/19/13
Tammy Brown	Parent	<i>Tammy Brown</i>	11/20/13
Cassandra Davis	2nd Grade Teacher	<i>Cassandra Davis</i>	11/20/13
Kim Kelleher	Counselor	<i>Kim Kelleher</i>	11/20/13
Kristin Merrill	PTSA Parent	<i>Kristin Merrill</i>	11/26/13
Miguel Munoz	Parent	<i>Miguel Munoz</i>	11/25/13
Sue Anne Schwinn	3rd Grade Teacher	<i>Sue Anne Schwinn</i>	11/25/13
Tori Williams Reid	Parent	<i>Tori Williams Reid</i>	11/25/2013
Martha Anne Wright	1st Grade Teacher	<i>Martha Anne Wright</i>	11/20/13
MJ Rosensweet	Technology Facilitator	<i>MJ Rosensweet</i>	11/20/13
Tonya Lamm	Classified Rep (TA)	<i>Tonya Lamm</i>	11/20/13



# 2013-2014 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

*\*Add to list as needed. Each group may have more than one representative.*

## A. School Approval

*This school improvement plan has been developed in accordance with all statutory and local board requirements. This plan includes Advanced School Improvement Plan, Title I, Safe Schools and Title III. The school staff approved the plan by a vote of 100%.*

Principal *[Signature]* Date 11/26/13

School Improvement Team Chair *Laura Ballenger* Date 11/26/13

## B. Superintendent's Recommendation

*The plan meets all State requirements and is recommended for Board approval*

*The plan as submitted is recommended for Board rejection based upon the following reasons:*

Superintendent's Signature *[Signature]* Date 12/4/13

## C. Board Action

*The plan is accepted*

*The plan is accepted with the following modifications*

*The plan is rejected based upon the following reasons*

Board Chair Signature \_\_\_\_\_ Date \_\_\_\_\_



**Orange County Schools**  
**School Improvement Plan**  
 Executive Summary for 2013-14

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Pathways Elementary School

<p style="text-align: center;"><b>Our School's 3 Most Significant Needs</b>            (needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")</p>	<p style="text-align: center;"><b>Present Status</b>            (score, percentage or other measure of these needs)</p>	<p style="text-align: center;"><b>Target Status</b>            (score, percentage or other measure of needs – target may be for the first year or for both years of the plan)</p>	<p style="text-align: center;"><b>Most Promising Strategy (ies) to Address the Needs</b>            (please indicate no more than three strategies per need)</p>
<p>Science: Pathways did not meet the target goals for 2012-2013 for 5th grade science.</p>	<p>Science Goal for 2012-2013 = 52.2%</p> <hr/> <p>*Science Percentage for 2012-2013 = 30.5%</p> <hr/> <p>*Subcategories Goals for 2012-2013:            -SWD = 20.6%            -Black =32.6%            -White =64.7%            -EDS =37.6%            -AIG =93.2%</p> <hr/> <p>Subcategories Percentage for 2012-2013            -SWD =13.3%            -Black =14.7%            -White =61.9%            -EDS =16.0%            -AIG =60.0%</p>	<p>Science Goal for 2013-2014 = 57.0%</p> <hr/> <p>Science Subcategory Goals for 2013-2014            -SWD 28.5%            -Black 39.3%            -White 68.2%            -EDS 43.8%            -AIG 93.9%</p>	<p><b>1. Teachers in grades 4 and 5 will team teach together and create a master schedule that maximizes literacy instruction by integrating social studies and science into the literacy block.</b></p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>1. Create a master schedule that supports three blocks of instruction for 4<sup>th</sup> and 5<sup>th</sup> grade teachers (math, reading, and writing). Each block will be approximately 70-80 minutes long. One teacher will teach math, while the other two will collaborate to teach literacy. Social studies and science will be integrated into the literacy block.</li> <li>2. The literacy coach will support both 4<sup>th</sup> and 5<sup>th</sup> grade teachers in finding materials that support the integration of social studies and science into the literacy block (examples: leveled non-fiction readers, historical fiction, etc.)</li> <li>3. The literacy coach will co-teach with both 4<sup>th</sup> and 5<sup>th</sup> grade teachers in order to support the integration of social studies and science into the writing curriculum.</li> <li>4. The two literacy teachers will collaborate together to ensure the curriculum is delivered in the most effective manner.</li> </ol> <hr/> <p><b>2. All 4th and 5th grade teachers will work in conjunction with the literacy coach to implement literacy strategies into science instruction daily.</b></p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>1. The literacy coach will co-teach with both 4th and 5th grade science teachers the first semester to help implement literacy strategies into the content area.</li> <li>2. The literacy coach will work with 4th and 5th grade science teachers in order to</li> </ol>



Orange County Schools

School Improvement Plan

Executive Summary for 2013-14

Year 2 of 2

			<p>develop an effective plan to teach content vocabulary in science.</p> <p>3. Teachers in grades 4 and 5 will conduct at least two common assessments during the year to monitor student achievement in science and construct intervention groups to address any weak areas.</p> <p>4. Science teachers in grades 4 and 5 will make use of science EOG sample questions all throughout the year to familiarize students with format of science EOG.</p>
<p>Although Pathways made expected growth in reading, there were many areas that were met with confidence intervals. In addition, the number of students coming out of kindergarten reading on grade level as measured by the Teachers' College Assessment was lower than grades 1 and 2. All of this combined together, indicates that reading should continue to be a priority at Pathways.</p>	<p>Reading Goal for 2012-2013 43.9%</p> <hr/> <p>Reading Percentage for 2013-2014 45.8 (Met Growth)</p> <hr/> <p>Reading Goals for Subcategories for 2012-2014</p> <ul style="list-style-type: none"> <li>-Black 25.6%</li> <li>-White 56.6%</li> <li>-EDS 28.7%</li> <li>-SWD 12.9%</li> <li>-AIG 90.8%</li> </ul> <hr/> <p>Reading Percentages for Subcategories for 2012-2013</p> <ul style="list-style-type: none"> <li>-Black 18.8 (Met with CI)</li> <li>-White 50.5 (Met with CI)</li> <li>-EDS 36.0% (Met with CI)</li> <li>-SWD 8.7% (Met with CI)</li> <li>-AIG 87.8% (Met with CI)</li> </ul>	<p>Reading Goals for 2013-2014 = 49.5%</p> <hr/> <p>Reading Subcategory Goals for 2013-2014</p> <ul style="list-style-type: none"> <li>-Black 33%</li> <li>-White 60.9%</li> <li>-EDS 35.8%</li> <li>-SWD 21.6%</li> <li>-AIG 91.7%</li> </ul>	<p>1. <i>Teachers in grades 4 and 5 will team teach together and create a master schedule that maximizes literacy instruction by integrating social studies and science into the literacy block.</i></p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>1. Create a master schedule that supports three blocks on instruction for 4<sup>th</sup> and 5<sup>th</sup> grade teachers (math, reading, and writing). Each block will be approximately 70-80 minutes long. One teacher will teach math, while the other two will collaborate to teach literacy. Social studies and science will be integrated into the literacy block.</li> <li>2. The literacy coach will support both 4<sup>th</sup> and 5<sup>th</sup> grade teachers in finding materials that support the integration of social studies and science into the literacy block (examples: leveled non-fiction readers, historical fiction, etc.)</li> <li>3. The literacy coach will co-teach with both 4<sup>th</sup> and 5<sup>th</sup> grade teachers in order to support the integration of social studies and science into the writing curriculum.</li> <li>4. The two literacy teachers will collaborate together to ensure the curriculum is delivered in the most effective manner.</li> </ol> <hr/> <p>2. <i>Staff will collaborate together to ensure the 1:1 initiative has a significant impact on student achievement in grades 3-5.</i></p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>1. Staff will collaborate together to create a document outlining minimum expectations for teacher and student usage of laptops.</li> <li>2. Staff will create a list of electronic resources that can be used in instruction to</li> </ol>





**Orange County Schools**  
**School Improvement Plan**  
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			<p>support student learning.</p> <p>3. All classroom teachers will create a Moodle or Ed Modo site for instructional usage as well as teach parents how to access the site to support students at home.</p> <hr/> <p style="text-align: center;">3. <i>School Governance will utilize PRC 69 and 72 funding to develop an after school tutorial program targeting students in grades 2-3 that is modeled after the program utilized by the community learning centers.</i></p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>1. Members of the School Governance Team will visit the community learning centers at Central Elementary to learn more about their program and the opportunities it offers students.</li> <li>2. Members of the School Governance Team will develop a budget to possibly support this program for students.</li> <li>3. Students in grades 2-3 will be targeted for early intervention for services through this program in both literacy and math.</li> <li>4. Members of the School Governance Team will explore a substantial curriculum for this program.</li> <li>5. Members of the School Governance Team will present this proposal to the entire staff for feedback and consensus.</li> </ol>
<p>3. Closing the Achievement Gap: Although Pathways met growth in all subcategories in reading and math, there is still an achievement gap between minority and non-minority students.</p>	<p>EOG Goals for minority subgroups 2012-2013:</p> <ul style="list-style-type: none"> <li>-Math 22.2%</li> <li>-Reading 25.6%</li> </ul> <hr/> <p>EOG Percentages for</p>	<p>EOG Goals for 2013-2014 for minority subgroups:</p> <ul style="list-style-type: none"> <li>-Math 30.0%</li> <li>-Reading 33.0%</li> </ul> <hr/> <p>No subgroup for Hispanic</p>	<p>1. <i>All teachers in grades K-5 will disaggregate data during the course of the year (MClass, AMC, Common Assessments, District Benchmarks, Teachers College) by race, gender, and exceptional children.</i></p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>1. Teachers will record data in a spreadsheet and sort by race, gender, and exceptional children.</li> </ol>



Orange County Schools

School Improvement Plan

Executive Summary for 2013-14

Year 2 of 2

	<p>minority subgroups for 2012-2013:          -Math            -Black 15.6% (Met with CI)          -Reading            -Black 18.8% (Met with CI)</p> <p>Not enough students for Hispanic subgroup to provide reliable data.</p>		<p>2. Teachers will analyze data to see if there are any patterns of concern for these different subgroups.          3. Teachers will develop an intervention plan to address any area of weakness.</p> <hr/> <p><i>2. Teachers in grades K-5 will conduct a minimum of two common assessments quarterly to gather assessment data on student achievement and in return use the data to drive instruction.</i></p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>1. Teachers in grades K-5 will use PLC meetings and ½ day plannings to define the essential learning outcomes for each unit of study.</li> <li>2. Teachers in grades K-5 will develop and administer at least two common assessments in literacy, math and science (5th grade) per quarter.</li> <li>3. Teachers in grades K-5 will record results in a spreadsheet and analyze for student strengths and weaknesses.</li> <li>4. Teachers in grades K-5 will develop an intervention time to address student needs as outlined by common assessments.</li> <li>5. Tutors and volunteers will be utilized to also target specific skills that students have yet to master.</li> </ol> <hr/> <p><i>3. School Governance will utilize PRC 69 and 72 funding to develop an after school tutorial program targeting students in grades 2-3 that is modeled after the program utilized by the community learning centers.</i></p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>1. Members of the School Governance Team will visit the community learning centers at Central Elementary to learn more about their program and the opportunities it offers students.</li> <li>2. Members of the School Governance Team will develop a budget to possibly support this program for students.</li> <li>3. Students in grades 2-3 will be targeted for early intervention for services through</li> </ol>
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Orange County Schools

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Executive Summary for 2013-14

Year 2 of 2

			<p>this program in both literacy and math.</p> <p>4. Members of the School Governance Team will explore a substantial curriculum for this program.</p> <p>5. Members of the School Governance Team will present this proposal to the entire staff for feedback and consensus.</p> <hr/> <p>All of the strategies in the above two target areas are also strategies for the third area. See above.</p>

**Orange County Schools**

**School Improvement Plan**

**School Improvement Budget for 2013-2014**

**Year 2 of 2**

**Pathways Elementary**

Category	At Risk Student Funding	Instructional Supplies/ Materials	Media	Title I	Disadvantaged Student Supplemental Funding	Other	Total
Projected Allotment	\$19,710.60	\$13,133.75	\$3,227.00				\$36,071.35
Travel/ Subsistence/ Registration							\$0.00
Stipends							\$0.00
Substitutes							\$0.00
Salaries Including Benefits							\$0.00
Non-capitalized equipment						\$6255	\$6,255.00
Capitalized equipment							\$0.00
Materials and Supplies							\$0.00
Tutoring							\$0.00
Professional Development							\$0.00
Other: Bus Transportation							\$0.00
Other: Local Funds	\$6570.2						\$6,570.20
Other:							\$0.00
<b>Totals</b>	<b>\$26,280.80</b>	<b>\$13,133.75</b>	<b>\$3,227.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$6,255.00</b>	<b>\$48,896.55</b>

## 2013-2014 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

LEA Name/Number: Orange County Schools/680 School Name: Pathways Elementary School  
 Plan Year(s): 2013-2014 Date Prepared: November 23, 2013

### 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	TYPE/PRINT NAME	SIGNATURE
Principal	Connie Brimmer	<i>Connie L. Brimmer</i>
Assistant Principal	Lynn Brown	<i>Lynn Brown</i>
Elective Representative	Nan Lujan	<i>Nan Lujan</i>
Inst. Support Representative	Marcia LeBlanc	<i>Marcia LeBlanc</i>
Teacher Assistant Representative	Wendy Michaelson	<i>Wendy Michaelson</i>
Parent Representative	Mollie Bledsoe	<i>Mollie Bledsoe</i>
Parent Representative	Robin Crawford	<i>Robin Crawford</i>
Kindergarten Representative	Tamara Sharpe	<i>Tamara Sharpe</i>
1 <sup>st</sup> Grade Representative	Kristie Albert	<i>Kristie Albert</i>
2 <sup>nd</sup> Grade Representative	Sheila Murray	<i>Sheila P. Murray</i>
3 <sup>rd</sup> Grade Representative	JoBeth O'Neal	<i>JoBeth O'Neal</i>
4 <sup>th</sup> Grade Representative	Joann Quigley	<i>Joann Quigley</i>
5 <sup>th</sup> Grade Representative	Susie Appelquist	<i>Susie Appelquist</i>
Exceptional Children Representative	Cynthia Thompson	<i>Cynthia Thompson</i>
Support Personnel Representative	Robin Leissner	<i>Robin Leissner</i>
Media and Technology Representative	David O'Neal	<i>David O'Neal</i>

# 2013-2014 SCHOOL IMPROVEMENT TEAM MEMBERSHIP

\*Add to list as needed. Each group may have more than one representative.

## A. School Approval

This school improvement plan has been developed in accordance with all statutory and local board requirements. This plan includes AdvancED School Improvement Plan, Title I, Safe Schools and Title II. The school staff approved the plan by a vote of 100/90.

Principal Connie R. Brimmer Date 12-1-13

School Improvement Team Chair Ran Ryan Date 12-1-13

## B. Superintendent's Recommendation

The plan meets all State requirements and is recommended for Board approval

The plan as submitted is recommended for Board rejection based upon the following reasons:

Superintendent's Signature Dr. Tom Martin Date 12/4/13

## C. Board Action

The plan is accepted

The plan is accepted with the following modifications

The plan is rejected based upon the following reasons

Board Chair Signature \_\_\_\_\_ Date \_\_\_\_\_