



**School Improvement Plan  
November 2018 to June 2020**

School: Carrboro Elementary School

Principal: Jillian La Serna

Chapel Hill-Carrboro City Schools

Approved by School Improvement Team on: 10-26-2018

Approved by Staff on: 10-26-2018

## Comprehensive Progress Report

**Mission:** We actively partner with families and community to reach all our students with purposeful, effective, and relevant instruction that encourages lifelong learning, celebrates equity and inclusion, and promotes civic engagement at school and at home.

**Vision:** Our vision is that all Carrboro Elementary School students obtain the academic skills and knowledge to excel while learning and growing in a culturally responsive and inclusive school community of committed and accountable educators and engaged parents.

**Goals:**

The school will provide a duty-free instructional planning time for every full-time assigned classroom teacher, with a goal of providing an average of at least five full hours of planning time per week.

By June 2019, ODR referrals for African American students will decrease from 31.2% to 23% to better align with the overall enrollment of African American students in the school.

The school will provide a duty-free lunch for all teachers.

By June 2018, LEP students with a CPL increase of .5 or more on the ACCESS test will increase from 17.24% to 25.51%. By June 2020, we will meet ESSA targets for EL students.

Proficiency will increase for all students in grades K-2 based on mClass Text Reading Comprehension English assessments. See attached chart

CES will create a plan for eliminating unnecessary and redundant reporting requirements.

Provide for results-oriented professional development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to school improvement goals and is differentiated based on staff needs

ESSA targets are met in all subgroups. See attachment for graph.

CES will ensure that the budget aligns with the school SIP goals and the district strategic plan.

Increase student engagement in classrooms to ensure that all students are actively involved in learning and feel safe, welcome, and happy at school.

By 2020 all student subgroups will exceed growth expectations and the school will exceed growth in math and reading based on EOGs.



Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are an exemplar PBIS school. This year, we have shifted to implementing restorative practices. We show a need for a focus on Tier II and Tier III training for teachers and additional supports for students with repeat office discipline referrals.	Limited Development 09/06/2017		
<i>How it will look when fully met:</i>		Restorative practices will be fully implemented with restorative circles and restorative discipline in all classrooms. The number of students with repeat ODR's will decrease. The disproportionality of referrals will be addressed. Additional Tier II and Tier III supports will be offered for students.		<b>Amy Singer</b>	<b>12/14/2018</b>
<b>Actions</b>			<b>4 of 6 (67%)</b>		
	9/6/17	Restorative Practices Training - 2-day training for all staff	Complete 12/15/2017	Jillian La Serna	10/31/2017
		<i>Notes:</i>			
	9/6/17	Tier II Interventions compiled for teacher access based on student behavioral need	Complete 04/24/2018	Amy Singer	03/15/2018
		<i>Notes:</i>			
	9/6/17	2 restorative circles/week done in all classrooms	Complete 04/24/2018	Jillian La Serna	03/16/2018
		<i>Notes:</i>			
	9/6/17	Restorative Discipline conferences used in the classroom and in the office	Complete 09/25/2018	Jillian La Serna	06/07/2018
		<i>Notes:</i>			
	9/6/17	FBA and BIP training for teachers		Jillian La Serna	04/01/2019
		<i>Notes:</i>			
	9/28/18	PBIS will monitor and provide updates and action steps for faculty to decrease the percentage of African American student referrals		Amy Singer	06/02/2019
		<i>Notes:</i>			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		CES is currently rewriting all units using the biliteracy unit framework in conjunction with the UbD model. These units integrate science and social studies with literacy. Coaches are writing model units and lessons over the summer of 2016. PLC teams will work with coaches and leadership next year to refine Phase I and II and write Learning Focused Lessons for Stage III of each unit, creating standard based assessments and integration of 5 high-yield instructional strategies. Task-based math units are created at a district level and refined in the school.	Limited Development 05/20/2016		
<i>How it will look when fully met:</i>		-All units will be in Learning Focused Lesson format -Teachers will regularly use high-yield instructional strategies in each lesson plan arc. - Teachers will be knowledgeable and able to write lesson plans in the LFL format -Teachers will know the UbD/biliteracy unit framework -Lesson plans and completed units aligned with all standards with materials will be provided as evidence		<b>Emily Moorman</b>	<b>06/08/2019</b>
<b>Actions</b>			<b>3 of 7 (43%)</b>		
	9/23/16	Professional development - complete LFL 102 and 103 trainings	Complete 03/17/2017	Emily Moorman	06/09/2017
		<i>Notes:</i> LFL 102 Training - August 23, 2016 LFL 103 Training Delayed until Fall 2017			
	11/9/18	Strategies for AIG students will be integrated into classroom instruction on a regular basis and highly gifted students as well as other students identified for services will receive specialized instruction from the Gifted Education Specialist.		Gifted Education Specialist	06/01/2018
		<i>Notes:</i> -star questions for math assignments and assessments (available to all students) -extension projects for science units (minimum 1--2 for each grade level) (available to all students) -socratic seminars offered for each unit (grades 3-5, all students) -PETS program grades K-3 (all students) -William and Mary unit instruction, 60min/week for highly gifted students			
	9/23/16	PLC planning meetings	Complete 09/18/2018	Emily Moorman	06/08/2018

*Notes:* Teams will plan LFL lessons in the UbD unit framework  
Coaches and Administration will review lesson plans weekly

Quarter 1 Update - Grade level planning teams meet weekly  
(science/literacy, social studies/literacy, math and science) to plan units  
and arcs of lessons.

9/7/17 Complete bridging lessons for all units **Complete 09/08/2018** Janet Davis-Castro 06/08/2018

*Notes:*

9/25/18 Observe and provide feedback on bridging lessons Jonathan Woody 12/01/2018

*Notes:*

9/25/18 Adjust math lesson plans to align with the changes in standards using resources from Ready Math and DPI Mindy Morton 06/01/2019

*Notes:*

9/25/18 Scope and sequence for social studies literacy - shift to integrate social justice standards and increased small-group instructional time Janet Davis-Castro 06/01/2019

*Notes:*

<b>A2.05</b>	<b>ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
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<i>Initial Assessment:</i>	All teachers will plan daily lessons.	Limited Development 09/28/2018		
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<i>How it will look when fully met:</i>				
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<i>Actions</i>				
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*Notes:*

<b>A2.25</b>	<b>The teacher builds students' ability to use a variety of learning tools. (5339)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
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<i>Initial Assessment:</i>	Students use a variety of learning tools currently and we would like to add additional resources focusing on math and literacy.	Limited Development 09/28/2018		
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<i>How it will look when fully met:</i>	Students will utilize learning tools to assist with learning.		<b>Jonathan Woody</b>	<b>06/01/2020</b>
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<i>Actions</i>		<b>0 of 7 (0%)</b>		
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9/28/18	iReady online activities		Mindy Morton	02/01/2019
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<i>Notes:</i> 45-60min/week				
9/28/18	Students will utilize Discovery Ed Techbook as a science resource		Jonathan Woody	03/01/2019
<i>Notes:</i>				
9/28/18	Science materials will be purchased and utilized to teach science units across all grade levels.		Mindy Morton	06/01/2019
<i>Notes:</i>				
9/28/18	Students will engage in Imagine Espanol to build early Spanish literacy skills.		Emily Moorman	06/01/2019
<i>Notes:</i> 3x/week				
11/13/18	Continue implementation of AIG instructional strategies in the classroom for all students and begin using William and Mary units for highly gifted (reading) students in grades 4-5.		Janet Davis-Castro	06/01/2019
<i>Notes:</i>				
9/28/18	Monitor student perception and engagement after implementing new tools		Amanda Soldner	06/05/2019
<i>Notes:</i>				
9/28/18	Students will access Google Classroom as an interactive learning tool in grades 3-5.		Jonathan Woody	12/01/2019
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school has an MTSS process in place and continues to work on consistency at each grade level and stage of intervention. We need to work to collect data on a regular basis and ensure consistency of interventions as well as progress monitoring.	Limited Development 05/20/2016		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		- High quality classroom (Tier 1) instruction as evidenced through classroom observations and evaluations - Effective movement and place of students with needs in and through the tiered MTSS intervention system - Growth in the students receiving Tier 2 and Tier 3 interventions		<b>Jonathan Woody</b>	<b>06/10/2019</b>
<b>Actions</b>			<b>8 of 10 (80%)</b>		
	9/23/16	- Monthly Tier 3 meetings with intervention team and appropriate classroom teachers and parents	Complete 10/03/2016	Jonathan Woody	10/31/2016
		<i>Notes:</i> Create and use classroom/teacher observation Use student-driven, data agendas			
	3/17/17	Set up a systematic structure for Tier 2 interventions, data monitoring, and evaluation	Complete 11/30/2017	Jillian La Serna	02/02/2017
		<i>Notes:</i>			
	1/24/17	MTSS Self-assessment	Complete 02/22/2017	Jillian La Serna	03/01/2017
		<i>Notes:</i> The faculty completed this self-assessment on Feb 22, 2017.			
	9/23/16	Plan quarterly Tier 2 PLC data meetings to discuss student data and intervention needs	Complete 10/25/2016	Jonathan Woody	03/17/2017
		<i>Notes:</i> Use and collect teacher observation regarding students with intervention needs. Use PLC data meeting agenda.			
	9/23/16	- Assist teachers in the implementation and monitoring of classroom-based Tier 2 interventions	Complete 10/17/2016	Jonathan Woody	03/17/2017
		<i>Notes:</i> To be done during bi-weekly PLC data meetings.			

3/17/17	Need to make clear determinations on when a student has or has not met progress monitoring goals and the expected ROI for each intervention	Complete 11/30/2017	Jillian La Serna	11/03/2017
<i>Notes:</i>				
9/7/17	Create an after-school group for students to provide acceleration in math and/or reading.	Complete 02/05/2018	Jonathan Woody	02/16/2018
<i>Notes:</i>				
4/24/18	Develop acceleration groups for 2018-19 school year		Jillian La Serna	12/01/2018
<i>Notes:</i>				
4/24/18	Provide professional development on intervention selection and goal setting		Jillian La Serna	03/01/2019
<i>Notes:</i>				
9/28/18	After moving math interventions to primarily after school, students will participate in small-group reading instruction more times each week as available.	Complete 02/05/2018	Janet Davis-Castro	06/01/2019
<i>Notes:</i>				
<b>Implementation:</b>				
<b>Evidence</b>	11/18/2016 Within our Google notes, we have completed PEPs for students receiving Tier 2 interventions.			
<b>Experience</b>	11/18/2016 Constructive experience ensuring quality Tier 2 across the school			
<b>Sustainability</b>	11/18/2016 Tier 2 data meetings twice a month with each PLC			
<b>A4.03</b>	<b>Instructional teams utilize student learning data to determine whether a student requires a referral for special education services. (5121)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	Students are identified for testing through the MTSS process.	Limited Development 03/17/2017		
	Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<b>How it will look when fully met:</b>	The teams will learn how to better create goals and use data to make accurate referrals for initial EC referral meetings.	<b>Objective Met 09/25/18</b>	<b>Jillian La Serna</b>	<b>06/11/2018</b>
<b>Actions</b>				
9/7/17	LEA representative will be an administrator at all IEP meetings, including initial referrals.	Complete 10/06/2017	Jillian La Serna	10/06/2017



<i>Notes:</i>				
3/17/17	Analyze and determine reasonable rates of improvement for interventions.	Complete 11/30/2017	Jillian La Serna	11/17/2017
<i>Notes:</i>				
3/17/17	Evaluate and determine a system for determining if students have met goals for Tier III.	Complete 02/22/2018	Jillian La Serna	12/08/2017
<i>Notes:</i> -move to graphing student goals				
2/22/18	The Tier III team will investigate attainable and challenging goals for students in various interventions and set goals appropriately for individual students	Complete 06/14/2019	Jillian La Serna	06/01/2018
<i>Notes:</i>				
<b>Implementation:</b>		09/25/2018		
<b>Evidence</b>	9/25/2018 - Effectively planned and met twice a quarter with teachers, coaches and admin to analyze and use student achievement data to drive relevant and timely interventions.			
<b>Experience</b>	9/25/2018 - Weekly meetings to analyze collected student achievement data - Weekly met with coaches, teachers and admin to determine most effective interventions.			
<b>Sustainability</b>	9/25/2018 - Data meetings twice a quarter to continue discussing student data and intervention results			
<b>A4.05</b>	<b>ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	We currently teach second step as a Tier I character education. In addition, teachers have worked over the past several years to focus on equity and building relationships with students.	Limited Development 03/17/2017		
	Priority Score: 3	Opportunity Score: 1	Index Score: 3	
<b>How it will look when fully met:</b>	Restorative practices will be implemented in all classrooms. In addition, restorative discipline will be used for working through behaviors.	<b>Objective Met 09/25/18</b>	<b>Jillian La Serna</b>	<b>06/11/2018</b>
<b>Actions</b>				
3/17/17	Trainers will work with administration to determine a professional development for the school for school-wide implementation by the end of the school year.	Complete 10/14/2017	Jonathan Woody	08/11/2017

<i>Notes:</i>				
9/7/17	Teachers will use affective statements	Complete 11/30/2017	Jonathan Woody	11/15/2017
<i>Notes:</i>				
9/7/17	Teachers will lead two restorative circles each week.	Complete 04/24/2018	Jonathan Woody	03/01/2018
<i>Notes:</i>				
3/17/17	Two staff members will attend a train the trainer training in June 2017.	Complete 06/16/2017	Jillian La Serna	06/19/2018
<i>Notes:</i>				
4/24/18	Restorative discipline professional development	Complete 10/13/2017	Katie Harrison	10/01/2018
<i>Notes:</i>				
<b>Implementation:</b>		09/25/2018		
<b>Evidence</b>	9/25/2018 -PBIS meeting notes -professional development records			
<b>Experience</b>	9/25/2018 -professional development -shifts in PBIS structures to be more restorative in nature -implementation of restorative practices			
<b>Sustainability</b>	9/25/2018 -ongoing professional development for new teachers -ongoing feedback for staff from administration -regular PBIS updates			

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Structures for MTSS for SEL are being established by the district and school teams are receiving training. Requests have been made by the school for more mental health services to be provided. Each school has PBIS and character education established but it may not be effectively used in every classroom. An evaluation of the use of resources should be considered and tiered social and emotional interventions need to be reviewed. Whole-group instruction and teacher training should also be considered next year.	Limited Development 05/20/2016		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>		Tier I instruction (second step or guidance) occurs weekly in all classrooms Weekly or daily class meetings occur in grades 3-5 Implement restorative circles in classrooms Teachers will regularly attend PBIS consult as needed Teachers will know how to handle and respond to students in various emotional states District offices will increase support for mental health and emotional/behavioral support in schools	<b>Objective Met 09/25/18</b>	<b>Amy Singer</b>	<b>06/07/2019</b>
<b>Actions</b>					
	9/23/16	Beginning of year PBIS lessons for the full school	Complete 09/23/2016	Emily Kochy	09/30/2016
		<i>Notes:</i> PBIS lessons were written and shared with teachers in grades K-5. Teachers taught around 2 weeks of PBIS lessons in late August and early September that covered expectations, consequences, and reward systems.			
	1/24/17	assessment or protocol for identifying students needing social or emotional support	Complete 11/17/2017	Emily Kochy	10/01/2017
		<i>Notes:</i>			
	9/23/16	Professional Development for teachers around emotional states and how to respond	Complete 03/17/2017	Amy Singer Katie Harrison	11/15/2017
		<i>Notes:</i> The school counselor and social worker will be presenting a professional development session around emotional state on March 22, 2017.			
	9/7/17	Teacher training for Tier II and Tier III supports for students	Complete 03/01/2018	Amy Singer	02/14/2018
		<i>Notes:</i>			
	9/23/16	Professional Development around Tier I Second Step instruction for TAs	Complete 06/08/2018	Janet Davis-Castro	06/09/2018
		<i>Notes:</i>			

9/23/16	Restorative Circles Training	Complete 06/07/2018	Janet Davis-Castro	06/09/2018	
<i>Notes:</i> Leaders will attend district training and then train staff as appropriate					
9/23/16	Daily class meetings in grades 3-5	Complete 07/06/2018	Janet Davis-Castro	06/09/2018	
<i>Notes:</i> Teachers are using the format of RECAP (review, evaluate, compliment, apologize, preview). Class meetings generally last 5-10 minutes and are held near the end of the day.					
9/23/16	Mental health support addressed at a district level	Complete 06/08/2018	Diane Villwock	06/09/2018	
<i>Notes:</i> Work with FSA to see what supports they might be able to offer Expand Carolina Outreach? Increase number Behavior Support Specialists and TAs as needed					
<b>Implementation:</b>		09/25/2018			
<b>Evidence</b>	9/25/2018 -restorative practices (circles and conferences) -mental colocated health services -counseling referral program -CICO program -PBIS check in and problem analysis work				
<b>Experience</b>	9/25/2018 Multiple professional development sessions as well as new strategies were implemented to address student's emotional needs.				
<b>Sustainability</b>	9/25/2018 -ongoing PD and support from SSW and counselor				
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Limited Development 09/07/2017			
<b>How it will look when fully met:</b>			<b>Jonathan Woody</b>	<b>06/15/2019</b>	
<b>Actions</b>		<b>1 of 3 (33%)</b>			
9/7/17	End-of -year meetings for grade level PLCs to meet and transition students.	Complete 06/08/2018	Jonathan Woody	06/08/2018	
<i>Notes:</i>					
9/25/18	Vertical grade-level team walkthroughs to observe curriculum that will impact student readiness for the next grade level		Emily Moorman	06/01/2019	

Notes:

9/7/17 Plan vertical planning meetings for curriculum (K/1, 2/3, 4/5)

Jonathan Woody

06/08/2019

Notes:

**Core Function:**

**Dimension B - Leadership Capacity**

**Effective Practice:**

**Strategic planning, mission, and vision**

KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		The district has established an LEA support team and is still working through how to best support TSI.	Limited Development 05/20/2016		
		Priority Score: 1                      Opportunity Score: 1	Index Score: 1		
<b>How it will look when fully met:</b>		The district will meet regularly with school administration and NCSTAR team and provide accessible supports and resources needed	<b>Objective Met 01/24/17</b>	<b>Jillian La Serna</b>	<b>06/09/2017</b>
<b>Actions</b>					
	9/23/16	Meet regularly with team	Complete 01/24/2017	Diane Villwock	06/09/2017
		<i>Notes:</i> advocate for resources to be made available to schools that need them the most			
<b>Implementation:</b>			01/24/2017		
	<b>Evidence</b>	1/24/2017 Uploaded in file.			
	<b>Experience</b>	1/24/2017 Teams have met regularly at the district level, once each quarter.			
	<b>Sustainability</b>	1/24/2017 LEA staff leadership will need to continue to schedule FOCUS school team meetings.			

KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		The TSI Leadership team has been created at the end of the current school year. This team will meet regularly at least twice each month going forward. This team will work with other school leadership committees to review goals, data, and implement change.	Limited Development 05/20/2016		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>		-Review progress twice/month toward action steps and goals -Ensure that steps are being taken toward all goals	<b>Objective Met 09/25/18</b>	<b>Janet Davis-Castro</b>	<b>04/11/2018</b>
<b>Actions</b>					
	9/23/16	Literacy Coach/Admin Meetings	Complete 12/16/2016	Janet Davis-Castro	12/09/2016
		<i>Notes:</i> We meet weekly to discuss curriculum planning, assessments, student achievement data and other current needs of the staff as well as district initiatives.			
	9/23/16	Meeting twice/month with NCSTAR team	Complete 12/16/2016	Janet Davis-Castro	06/09/2017
		<i>Notes:</i> Administration, literacy coaches, and math/science specialist meet once a month to review the plan and update goals. The second monthly meeting is between administration and the school improvement team.			
	9/7/17	Monthly AIG/Admin meetings	Complete 11/30/2017	Jillian La Serna	11/16/2017
		<i>Notes:</i>			
	9/23/16	Math/Science Admin Meetings	Complete 04/24/2018	Jillian La Serna	04/06/2018
		<i>Notes:</i> We have met for mid-year data meetings with grades 1st-5th math teachers in February and March.			
<b>Implementation:</b>			09/25/2018		
<b>Evidence</b>	9/25/2018	-SIT agendas -coach agendas -CLT agendas -AIG/admin meeting notes -math coach/admin meeting notes			
<b>Experience</b>	9/25/2018	-scheduled meetings with instructional leadership team			
<b>Sustainability</b>	9/25/2018	-continued scheduling of meetings			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The structure for instructional teams to meet regularly and have specific time for instructional planning is in place. Next year, we want to focus on this indicator to ensure sufficient time is provided for the roll-out of biliteracy curriculum writing.	Limited Development 05/20/2016		
		Priority Score: 1                      Opportunity Score: 2	Index Score: 2		
<i>How it will look when fully met:</i>		All teams will meet and plan lessons weekly with and without coach support	<b>Objective Met 09/25/18</b>	<b>Janet Davis-Castro</b>	<b>10/17/2018</b>
<b>Actions</b>					
9/23/16	Coaches and teachers meet weekly to write and plan lessons		Complete 12/02/2016	Janet Davis-Castro	12/02/2016
	<i>Notes:</i> Literacy coaches and the math/science coach meet weekly with every grade level PLC to plan instruction using the LFL model.				
9/23/16	Coaches and Administration will offer PD to the staff on how to lead PLC meetings and guide lesson planning		Complete 09/07/2018	Janet Davis-Castro	09/01/2018
	<i>Notes:</i>				
4/24/18	Biliteracy planning meetings will occur throughout the year and over the summer. PLC teams will review implementation during the school year and reflect, making adjustments to meet students' needs.		Complete 09/07/2018	Janet Davis-Castro	09/01/2018
	<i>Notes:</i>				
<i>Implementation:</i>			09/25/2018		
<i>Evidence</i>	9/25/2018 -PLC meeting minutes in Google folder				
<i>Experience</i>	9/25/2018				
<i>Sustainability</i>	9/25/2018 Continued staff development for PLC leads and regular PLC meeting visits.				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		School administration conducts informal and formal observations of instruction and provides ongoing feedback to the teachers. The informal observations need to be more frequent and systematic.	Limited Development 05/20/2016		
<i>How it will look when fully met:</i>		Effective classroom instruction as evidenced by walk through and formal/informal observations Clear understanding of areas of growth for each teacher		Jillian La Serna	06/06/2019
<b>Actions</b>			<b>5 of 6 (83%)</b>		
	9/23/16	Schedule informal, topic-specific classroom walk throughs	Complete 06/14/2017	Jillian La Serna, Jonathan Woody, Moorman, Kochy,	06/12/2017
	<i>Notes:</i> 10/4/16 - Math walk-throughs focusing on questioning and tasks - Jillian LaSerna, Emily Kochy, LuAnn Malik				
	9/23/16	Perform district-mandated teacher observations according to district schedule	Complete 06/12/2017	Jillian La Serna, Jonathan Woody	06/12/2017
	<i>Notes:</i> -Teachers are in the last cycle of evaluations.				
	9/23/16	Schedule pre and post-observation conferences to discuss observation preparation and feedback with teachers	Complete 06/09/2017	Jillian La Serna, Jonathan Woody	06/12/2017
	<i>Notes:</i>				
	9/23/16	Schedule topic-specific classroom walk throughs	Complete 11/01/2017	Jillian La Serna, Jonathan Woody	11/01/2017
	<i>Notes:</i> -Teachers have been primarily focusing on LFL lesson planning and structure. Classroom observations have focused on elements of LFL lesson plans during observations and walkthroughs.				
	9/7/17	Create a process for monitoring and providing feedback for teachers on lesson plans.	Complete 09/07/2018	Jillian La Serna	05/04/2018
	<i>Notes:</i>				
	9/25/18	Implement the new district walkthrough tool as a means for collecting data in classroom walkthroughs and providing relevant feedback to teachers		Jillian La Serna	06/01/2019
	<i>Notes:</i>				



Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Teacher quality and experience			
	C1.01	The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers.(5152)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		After analyzing data and observing teachers small group guided reading instruction in K-2, it was determined that more professional development and resources be made available to teachers. To this end, we will be utilizing American Reading Company assessment and small group instruction materials in our K-2 classrooms.	No Development 09/28/2018		
<i>How it will look when fully met:</i>		To fully meet this objective teachers will:  be well-versed in administration and analysis of IRLA and ENIL assessments  select appropriate target goals for small group instruction  utilize the ARC reading materials to help students meet target goals  Data will show student growth as a result of this implementation.		Emily Moorman	06/01/2019
<b>Actions</b>			<b>0 of 3 (0%)</b>		
9/28/18	American Reading Company Staff Training			Emily Moorman	06/01/2019
<i>Notes:</i>					
9/28/18	Instructional coach will work with teachers to help administer, interpret, and analyze results from the IRLA and ENIL			Emily Moorman	06/01/2019
<i>Notes:</i>					
9/28/18	Teachers will implement small group reading instruction using ARC materials with instructional coach assistance.			Emily Moorman	06/01/2019
<i>Notes:</i>					

	C1.02	The principal plans opportunities for teachers to share their strengths with other teachers.(5153)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently we do peer observations for formal observation cycles.	No Development 09/28/2018		
<i>How it will look when fully met:</i>		<p>Classroom teachers and specials teachers will participate in walk-throughs of peer classrooms (same grade, one grade above or one grade below) once per quarter. PLC teams will conduct the observations, take notes using the district walk-through protocol, and debrief immediately after observations to share feedback and noticings.</p> <p>Teachers will turn in protocol notes to administration after each walkthrough.</p>		Janet Davis-Castro	06/08/2019
<b>Actions</b>			<b>1 of 3 (33%)</b>		
9/28/18	Administration and instructional coaches will create a calendar for the walkthroughs.	Complete 10/24/2018	Janet Davis-Castro	10/03/2018	
<i>Notes:</i>					
9/28/18	Administration and coaches will introduce the new plan for the walkthroughs and the protocol at the November faculty meeting.		Janet Davis-Castro	11/07/2018	
<i>Notes:</i>					
10/24/18	Teacher walkthroughs will be conducted and debriefed focused on instructional priorities.		Janet Davis-Castro	06/08/2019	
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		PLCs, MTSS, instructional coaches and school administration reviews performance data after screenings and unit tests. This informs instruction, interventions, and professional development.	Limited Development 05/20/2016		
<i>How it will look when fully met:</i>		PLC teams can independently analyze data after each assessment and adjust core instruction and interventions based of the students.		Jillian La Serna	06/10/2020
<i>Actions</i>			<b>6 of 10 (60%)</b>		
	9/23/16	Data Literacy 101	Complete 01/23/2017	Emily Kochy	02/10/2017
	<i>Notes:</i> 12/8 - Data Literacy 101 Part 1 training during delayed opening 1/23 - Data Literacy 1010 Part 2 training during PLC meetings				
	9/23/16	Analyze screening data after each administration	Complete 06/09/2017	Emily Kochy	06/09/2017
	<i>Notes:</i> Literacy coaches and math/science specialist met with teachers to discuss mClass, F&P, and AIMS Web for quarter 1. Teachers used data to drive instruction and determine intervention groups. (updated: 11/18/16)				
	9/23/16	Data Literacy 102	Complete 03/01/2018	Emily Kochy	10/13/2017
	<i>Notes:</i> This training has been moved to 2017-18.				
	9/23/16	Teachers will analyze data at the end of each unit (literacy/content) and math.	Complete 02/22/2018	Emily Kochy	12/08/2017
	<i>Notes:</i> Unit tests in math are reviewed after every unit throughout the first quarter. Teachers used data from PBAs and unit tests to determine reteaching, retesting, and intervention groups.				
	11/30/17	Lesson Plan Week-by-Week document will be used weekly to link lesson plans and units for review and feedback	Complete 02/22/2018	Jillian La Serna	01/31/2018
	<i>Notes:</i>				
	9/23/16	Data Literacy 103	Complete 03/07/2018	Emily Kochy	02/16/2018
	<i>Notes:</i>				
	4/24/18	Implement and plan instruction based on two new assessments (KEA at 1st grade and Early Numeracy Assessments at grades K-3)		Jillian La Serna	11/01/2018
	<i>Notes:</i>				

11/30/17	Classroom visits to provide evaluation of lesson plan implementation and verify lesson plan fidelity. Feedback will be giving to classroom teacher and PLC teams.		Jillian La Serna	12/01/2018	
<i>Notes:</i>					
4/24/18	Create systematic way to review benchmark data with grades 3-5		Janet Davis-Castro	01/30/2019	
<i>Notes:</i>					
9/25/18	Provide professional development on the new district data protocol and implement protocol in PLC data discussions		Jillian La Serna	06/01/2019	
<i>Notes:</i>					
	<b>C2.03</b>	<b>The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Professional development is offered through project advance and the school.	Limited Development 09/27/2018		
<i>How it will look when fully met:</i>		Teachers will be engaged in differentiated professional development.		<b>Janet Davis-Castro</b>	<b>10/01/2019</b>
<b>Actions</b>			<b>2 of 4 (50%)</b>		
9/28/18	Survey teachers based to determine staff capacity to offer PD and interests.		Complete 09/12/2018	Janet Davis-Castro	10/10/2018
<i>Notes:</i>					
9/28/18	Build a schedule of differentiated professional development		Complete 10/24/2018	Emily Moorman	11/01/2018
<i>Notes:</i>					
9/28/18	Staff will engage in at least 4 differentiated professional development sessions throughout the year			Jillian La Serna	06/01/2019
<i>Notes:</i>					
9/28/18	Offer some professional development sessions in Spanish			Jillian La Serna	06/01/2019
<i>Notes:</i>					

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
!	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The Human Resources Office recruits quality candidates to support schools in replacing teachers. Principals and assistant principals evaluate teachers using the NCEES process. Processes for rewarding staff are not developed.	Limited Development 05/20/2016		
			Priority Score: 1                      Opportunity Score: 1	Index Score: 1		
<b>How it will look when fully met:</b>			High quality staff hired with each vacancy Low turnover (less than 10%) High-quality culture based on TWCS (above 90%)		<b>Jonathan Woody</b>	<b>06/01/2018</b>
<b>Actions</b>				<b>3 of 4 (75%)</b>		
	9/23/16	Monitor and analyze staff turnover		Complete 06/09/2017	Erika Newkirk, Diane Villwock, Jillian La Serna, J	06/19/2017
<i>Notes:</i>						
	9/23/16	The district will lead the effort to hire high-quality teacher leaders		Complete 08/10/2017	Erika Newkirk, Diane Villwock	07/24/2017
<i>Notes:</i>						
	9/23/16	Analyze school culture, based on most recent TWCS. Identify any areas needing direct attention and growth.		Complete 08/01/2018	Jillian La Serna	06/29/2018
<i>Notes:</i>						
	11/9/18	Recruit diverse staff and provide support for retention			Jillian La Serna	09/01/2018
<i>Notes:</i>						
<b>Implementation:</b>				09/25/2018		
<b>Evidence</b>			9/25/2018 -interview notes -applitrack notes -differentiated PD structure -quarter teacher classroom walkthrough system			
<b>Experience</b>			9/25/2018 Using Applitrack, applications are reviewed and excellent candidates are hired through a 2-round interview process. TWC data is reviewed every two-years and action steps are development to address teachers' concerns and included in administration's PDP.			

<b>Sustainability</b>	9/25/2018 Continued rigorous interview process and regular evaluation of TWC data and informal teacher surveys			
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<b>Core Function:</b>	<b>Dimension D - Planning and Operational Effectiveness</b>			
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<b>Effective Practice:</b>	<b>Resource Allocation</b>			
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	<b>D1.02</b>	<b>The LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
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<b>Initial Assessment:</b>		Most funds are allocated based on strategic plan and SIP goals. However, at times, situations require that funds be allocated for other needs.	Limited Development 09/27/2018		
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<b>How it will look when fully met:</b>		When this objective is fully met, budget funds will go directly to meeting district strategic goals or school improvement plan goals. Purchase orders can be coded to each goal to ensure funds are allocated for the greatest impact. Some funds will be used for maintaining the school, keeping a clean and orderly environment, and ensuring supplies are in place for student programs.		<b>Jillian La Serna</b>	<b>06/01/2019</b>
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<b>Actions</b>			<b>0 of 4 (0%)</b>		
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	9/27/18	Code all leave forms for professional development to SIP or Strategic Plan Goals		Jillian La Serna	06/01/2019
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	<i>Notes:</i>				
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	9/27/18	Determine how much of the budget is spent on goals vs. operational maintenance of the school and school programs from January-June 2019.		Jillian La Serna	06/01/2019
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	<i>Notes:</i>				
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	9/27/18	Code all Purchase Orders to a SIP or Strategic Plan Goal		Jillian La Serna	06/03/2019
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	<i>Notes:</i>				
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	9/27/18	Align all grant applications to SIP or Strategic Plan goals		Jillian La Serna	12/01/2019
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	<i>Notes:</i>				
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Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Parent education, home visits and standardized conference forms are in place. Opportunities such as curriculum nights, coffee with the principal, anti racism workshops, parent groups, PTA meetings, Connect Ed phone calls, PTA and class newsletters are in place for home communication.	Limited Development 05/20/2016		
<i>How it will look when fully met:</i>		The school will communicate with parents in a variety of ways regarding expectations and curriculum. The school will provide parents a variety of opportunities to learn more about the curriculum and ways in which they can support their child's learning at home. This will be evidenced by curriculum night presentations, bilingual monthly newsletter communications from grade levels, examples of parent teacher conference forms, and agendas from PTA meetings.		Emily Moorman	05/30/2019
<b>Actions</b>			<b>5 of 6 (83%)</b>		
9/23/16	Bilingual Monthly Newsletter		Complete 11/18/2016	Emily Moorman	06/11/2016
<i>Notes:</i> Bilingual Monthly Newsletters are sent home at each grade level each month.					
9/23/16	Parent Teacher Conferences		Complete 11/11/2016	Jillian La Serna	12/31/2016
<i>Notes:</i> Parent Teacher Conferences were held the week of November 7-11.					
9/23/16	Home Visits occur three times a year.		Complete 04/20/2017	Katie Harrison	04/14/2017
<i>Notes:</i> All classroom teachers attempted at least 2 home visits at the end of first quarter and there are plans to repeat this for the next two quarters.					
9/23/16	Bilingual Connect Ed Phone Calls, PTA and classroom newsletter updates, and flyers for Important School Events		Complete 06/02/2017	Jillian La Serna	06/05/2017
<i>Notes:</i> 11/7 - Katie Harrison, School Social Worker, sent Bilingual Connect Ed phone call to remind parents about the Anti-Racism Socratic Seminar on 11/10 11/22 - Katie Harrison, School Social Worker, sent Bilingual Connect Ed phone call to inform parents about meeting for Latino family rights (post-election). 1/9 - Katie Harrison, School Social Worker, sent Bilingual Connect Ed phone call to remind parents about an upcoming Socratic Seminar related to Black History Month.					

9/25/18	60th anniversary celebration		Jillian La Serna	03/30/2019
<i>Notes:</i>				
9/23/16	Curriculum Nights	Complete 04/05/2018	Jillian La Serna	05/04/2019
<i>Notes:</i> Parent and Student Socratic Seminar - November 10, 2016 Online Resources for Parents Meeting - November 15, 2016				





School Improvement Plan  
November 2018 to June 2020

School: Ephesus Elementary

Principal: Eric Taylor

Chapel Hill-Carrboro City Schools

Approved by School Improvement Team on: 10/22/18

Approved by Staff on: 10/15/18

**North Carolina State Board of Education Goals**

**Goal 1** –Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Goal 2** – Every student has a personalized education.

**Goal 3** – Every student, every day has excellent educators.

**Goal 4** – Every school district has up-to- date financial, business, and technology systems to serve its students, parents and educators.

**Goal 5** – Every student is healthy, safe, and responsible.

## **Chapel Hill-Carrboro Strategic Plan Goals**

### **Student Success**

*Student Success addresses the academic, social and emotional capacities of students. The Student Success goals will assist students in exploring, defining and solving complex problems; pursuing their unique interests, passions and curiosities; and contributing to the community through dialogue, service and/or leadership all while supporting the child's well-being.*

**Goal 1: Establish a district instructional framework for all grade levels PreK-12, based on high-yield best practice, culturally relevant strategies within a personalized learning environment so all children receive equitable educational experiences.**

**Goal 2: Empower and support all student groups to meet growth and achievement goals.**

**Goal 3: Build a data-driven culture to inform instruction at the teacher, Professional Learning Community (PLC), school and District levels to positively impact students.**

**Goal 4: Develop a continuum of services to promote the social, emotional and academic development of all students.**

**Goal 5: Create a culture and system of support which empowers, inspires, engages and encourages the school community to embrace diversity, inclusion and different learners.**

### **Employee Experience**

*The greatest resource of any organization is its people. Employee Experience refers to all people, processes, and systems related to an organization's employees. It includes the skills, knowledge, and experience that represent an investment in people. Chapel Hill-Carrboro City Schools is committed to the growth, development, and care of its employees.*

**Goal 1: Actively recruit and retain a workforce that is diverse and represents the population of our students and families.**

**Goal 2: Create a culture and system of support to empower, inspire and engage talent, including an inclusive work environment that embraces and values equity and diversity.**

**Goal 3: Create, promote, and empower an organizational environment that values development and personalized growth opportunities for all employees.**

### **Family and Community Engagement**

*Schools are successful when parents, educators and communities lock arms and work together for the benefit of students. Chapel Hill-Carrboro community stakeholders are crucial partners in student success, and, as such, will be actively engaged in productive and equitable two-way communications.*

**Goal 1: Engage families in the entire educational process.**

**Goal 2: Create meaningful partnerships by building trust, collaboration, and engagement.**

### **Organizational Effectiveness**

*Education of children is the core mission of the school district. Ensuring all children's success will only be possible if the organization is completely aligned and focused on student academic needs, behavioral support, and social and emotional growth. Chapel Hill-Carrboro City Schools is committed to improving our organizational effectiveness and culture to ensure all children succeed.*

**Goal 1: Provide safe school environments for students and staff.**

**Goal 2: Directly align district resources with student needs.**

**Goal 3: Develop and maintain an organizational knowledge base.**

**Goal 4: Initiate effective, relevant and timely communication.**

## **CHCCS Board Reference**

School Name Ephesus Elementary

Year 2018-2020

**3430 School Improvement Plan**

**3430-R Regulations School Improvement Team Operational Framework**

**School Improvement Plan Development**

**School Name: Ephesus Elementary**

**School Number: 311**

**Plan Year(s): 2018-2020**

**Date Submitted to Board:**

**Principal Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Board Chair Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**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.”*

<b>Committee Position</b>	<b>Names and Date of Election to Team</b>	<b>Signature</b>
Principal	Eric Taylor - Ongoing	
Assistant Principal Representative	Danielle Sutton - Ongoing	
Teacher Representatives	Caroline Nisbet - May 2016 Jennifer Allred - May 2017 Teresa Kanu - May 2018	
Instructional Support Representatives		
Teacher Assistant Representatives	Bruce Manning - May 2017	
Student Representatives (MS - 3, HS - 3)		
Parent Representatives	John Westbrook - May 2017 Kate Berlin - May 2017 Fatima Mousa - May 2018 Karen Miller - May 2018 Gabriella de Ocampo -May 2018	

### School Profile

**Student Description** *(How can we best describe our school? Student demographic data: grade levels, ages, gender, race, total enrollment, English proficiency, special education, free and reduced lunch, attendance rates, discipline referrals)*

Ephesus Elementary is a pre-k through fifth grade school. Enrollment numbers are listed. About 32% of our students qualify for free/reduced price meals. Data is reflective of K-5 enrollment.

**grade level information (as of 10/10/18)**

grade	enrollment
Kindergarten	71
1st grade	78
2nd grade	55
3rd grade	78
4th grade	75
5th grade	86
Total	443

**race information (as of 10/10/18 )**

race	enrollment	percentage
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Asian	63	14.2%
Black	67	15.1%
Hispanic	54	12.1%
American Indian/Alaska Native	<10	.2%
Native Hawaiian/Pacific Islander	<10	0%
White	222	50.1%
Two or more	36	8%

**Students receiving special services (as of 10/10/18)**

category	number	percentage
Academically gifted (grades 4-5 only)	54	34%
English as a Second Language	56	14.10%
Exceptional Children	46	11.58%

**School Description** (*What are unique features of our school? What characteristics set the school apart? School profile: school physical plant, profile of teachers, administrators, special programs, co-curricular, etc.*) Ephesus Elementary is a diverse community school with a strong focus on collaboration, creativity, critical thinking and communication skill within our digital learning environment. We are effectively utilizing digital assessments for student data and personalized learning opportunities.

## **Strengths and Needs Assessment**

**Describe the process or tool(s) used to conduct a needs Assessment:** EVASS growth numbers, SWISS data, NC Teacher Working Condition Survey, NC Student Survey

### **A. Areas of Strength** (*What does the analysis of data tell you about your school's strengths?*)

- Students met expected growth in reading and math in 2017-2018 EOGs (except Students with Disabilities)
- On the Teacher Working Conditions Survey satisfaction remained the same or improved in 72% of all categories.
- In the NC Student Survey for the 2017-2018 school year, students identified strengths of the school as the pedagogy and rigor of the classrooms, as well as teacher/student relationships.
- The MTSS process is firmly established and includes clear steps for staff to address students' academic and behavioral needs.
- Staff members have access to and regularly analyze student data including, but not limited to: office discipline referrals, mClass literacy assessments, AIMSweb math assessments, PLC-created common assessments, EVAAS data, WIDA and ACCESS scores for students learning English, 2nd grade CogAT scores for all current third grade students, and EOG scores over time.
- The disciplinary risk ratios for students based upon race has steadily declined during the past five years. Risk ratios for Latino:White and Multi-Racial:White students are both close to 1:1. The risk ratio for African American: White students have improved over the past five years.

### **B. Areas of Need** (*What does the analysis of data tell you about your school's gaps and opportunities for improvement?*)

- Teacher Working Conditions indicate a decrease in satisfaction in several areas, including instructional time to effectively assist students and appropriate follow through on PD.
- Achievement gap between white (89.3) and African American (50.0) students
- Disproportionate ratio of students of color to teachers of color
- According to the NC Student Survey many students did not feel what they learned was applicable to outside the classroom.
- Ephesus Elementary was identified as a Targeted Support and Improvement (TSI) school due to a lack of academic growth for



students identified with disabilities (SWD).

- Referral risk ratio for African American:White students continues to indicate a disproportionality.

### School Goals and Strategies

#### Goal Area 1 Student Success

ESSA Targets are met in Reading and Math.				
Present Status Student Performance Data	Desired Status Target	Strategies (One strategy must be Family and Community Engagement)	Milestone Dates	Resources/Professional Development to Support Progress
<b>Reading</b>				
All	76.4% to 80.4%	Literacy Night for entire school	12/13/18	Use of Reading Interventionist,
Asian	77.1% to 80.7%			
Black	52.0% to 57%	Use of Leveled Literacy Intervention (interventionist and EC)	Weekly	Collaborative teacher/grade level sessions with School Administration, AIG Teacher, and Instructional Coaches.
Latino (Hispanic in ESSA Goals)	52.0% to 56.8%			
Multiracial	80.0% to 83.2%			
White	86.3% to 89.5%			
English Learner	42.9 to 49.1%	Book Study (The Best Lesson Series: Literature 15 Master Teachers Share What Works)	Ongoing	(65 copies) The Best Lesson Series: Literature 15 Master Teachers Share What Works Text
Students with Disabilities	16.0% to 22.0%			
		Corrective Reading (EC department)	Ongoing	
		HillRAP (EC department)		
		Monitoring of AIG Student Achievement		

<b>Math</b>				
<b>All</b>	<b>79.6% to 85%</b>	<b>Full implementation of Ready Math Program K-2</b>  <b>Daily Intervention Block 3-5</b>	<b>Diagnostic Assessments</b>  <b>Ongoing</b>	<b>iReady Math Resources and Assessments</b>  <b>Online Progress Monitoring Programs</b>  <b>Collaborative teacher/grade level sessions with School Administration, AIG Teacher, and Instructional Coaches.</b>
<b>Asian</b>	<b>94.3% to 95.5%</b>			
<b>Black</b>	<b>44% to 50%</b>			
<b>Latino (Hispanic in ESSA Goals)</b>	<b>51.9% to 57.9%</b>			
<b>Multiracial</b>	<b>75.0% to 80.6%</b>			
<b>White</b>	<b>89.5% to 94.1%</b>			
<b>English Learner</b>	<b>50.0% to 57.0%</b>			
<b>Students with Disabilities</b>	<b>19.4% to 27.0%0</b>			

**Discipline Disproportionality**

<b>Present Status</b> Discipline Data	<b>Desired Status</b> Target	<b>Strategies</b> (One strategy must be Family and Community Engagement)	<b>Milestone Dates</b> Quarterly	<b>Resources/Professional Development to Support Progress</b>
<p>ODR Risk Referral Ratio (2018-2019 data as of 10/18/18)</p> <p>AA:White - 2:1 (Our African American students are 2x as likely as our White students to receive one or more ODRs). At the end of 20017-2018, our ratio for this measure was 1.5:1)</p> <p>Latino: White - 1:1</p> <p>Multi-Racial: White 1:1</p>	<p>Racial disproportionality within ODR data will be eliminated with each subgroup being as likely as white students to receive one or more ODRs (a 1:1 risk ratio).</p>	<p>Explicit Implementation of PBIS program</p> <p>School Counseling Groups (including affinity groups)</p> <p>Tier 2 and Tier 3 behavioral intervention supports</p> <p>Use of Restorative practices</p> <p>Use of instructional replacement behavioral tools (videos, social stories)</p> <p>Implementation of Second Step Program school-wide</p> <p>Use of Closing the Gap plans in conjunction with School Counseling program.</p> <p>Family engagement work in conjunction with Equity Team</p> <p>Junior Multicultural Student Achievement Network Group</p>	<p>1st - Quarter - 11/18                      2nd Quarter - 2/19                      3rd Quarter - 4/19                      4th Quarter - 6/19                      1st - Quarter - 11/19                      2nd Quarter - 2/20                      3rd Quarter - 4/20                      4th Quarter - 6/20</p>	<p>Beginning of Year PBIS Faculty and Staff Training</p> <p>PBIS School Kick-Off Assembly</p> <p>Monthly PBIS Updates to Faculty, Staff and SIT</p> <p>Daily Issuing of Student/Class Roadrunners for Positive Behavior</p> <p>Check In/Check Out program for Tier II Students</p> <p>Second Step Curriculum</p> <p>Equity PD (implicit bias, culturally sensitive practice, Equity 101, etc)</p>

		Sharing of SWIS data with school stakeholders at PTA and School Improvement Team Meetings.		
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<b>EL Progress in Language Acquisition</b>				
<b>Present Status</b> Student Performance Data:	<b>Desired Status</b> Target:	<b>Strategies</b> (One strategy must be Family and Community Engagement)	<b>Milestone Dates</b> Yearly	<b>Resources/Professional Development to Support Progress</b>
52.8% of English Learner students in grades 3-5 for the 2017-18 school year met English Improvement Targets according to the ACCESS assessment (State goal was 25.3% for the 2017-18 school year).	English Leader students at Ephesus Elementary will meet Expected Annual Improvement of 3.5% per year.	The Sheltered Instruction Observation Protocol (SIOP) strategies  Ellevation strategies  Use of previewing lessons  Literacy Double Dose  Share student progress with parents on a quarterly basis.	At End of Year 2019, 56.3 % of English Learner students will meet the ACCESS proficiency target goal.  At End of Year 2020, 59.8 % of English Learner students will meet the ACCESS proficiency target goal.  .	English as a Second Language Department Professional Development  English as a Second Language teacher provides an overview of ACCESS testing for staff  Sharing of student progress, and/or relevant data results through electronic communication and/or quarterly reports.

<b>Culture/Climate</b> (Based on Student Survey Data)				
<b>Present Status</b>	<b>Desired Status</b> Target	<b>Strategies</b> (One strategy must be Family and Community Engagement)	<b>Milestone Dates</b> Yearly	<b>Resources/Professional Development to Support Progress</b>
<p>1. Class Engagement Scale (32.22% gave top 2 ratings): “When you are not in class how often do you talk about ideas from class?”</p> <p>2. Valuing (38.89% gave top 2 ratings): “How often do you use ideas from this class in your daily life?”</p>	<p>At least 65% of students will discuss ideas from class outside the classroom setting based on 2020 Student Survey Data.</p> <p>At least 65% of students will use ideas learned in class in their daily lives based on 2020 Student Survey Data.</p>	<p>Translation of newsletters into additional languages.</p> <p>Weekly use of grade level agendas/homework and/or Monday folders.</p> <p>Weekly use of nightly reading/homework logs.</p> <p>Use of relevant text, writing topics and/or social stories to help students better understand the connections between learning and real world experiences.</p> <p>Field Trips related to content standards/objectives</p>	<p>4th Quarter - 6/7/19</p> <p>4th Quarter - 6/7/20</p>	<p>Purpose and/or use of relevant texts</p> <p>Use of Restorative Circles</p> <p>Checking of parent signatures on grade level agendas, reading logs and/or work assignments.</p> <p>Transportation for Field Trips</p> <p>Use of electronic communication methods between teachers and parents on a weekly basis.</p>

		At November Parent/Teacher conferences, teachers will discuss the importance of discussing daily content with their child(ren) consistently each week and communicate with teacher about any questions.		
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**Goal Area 2 Employee Experience**

Retention or Culture (Based on NCTWCS Results)				
Present Status	Desired Status Target	Strategies	Milestone Dates	Resources/Professional Development to Support Progress
“An appropriate amount of time is provided for professional development”. Has decreased in satisfaction by 16.7% from 2016 to 2018.	On the next NCTWCS the satisfaction percentage of this goal will increase.	Targeting professional development to school population and even grade level needs (versus district mandated PD).  Allowing the school Leadership Team create/approve Professional Development topics/focuses.  Pay for subs and/or	Bi-annual Faculty and Staff Professional Development Interest Survey  Yearly school created faculty and staff Professional Development satisfaction Survey.  Next NCTWCS survey	Convenient Professional Development Dates and Times for teachers and staff  Financial resources to provide substitute teachers for faculty and staff to attend desired trainings.  Financial assistance for faculty and staff to pay for registration fees and other

		<p>registrations when appropriate to support teachers in attending need PD opportunities outside the school and/or district setting.</p> <p>Share Professional Development budget focuses with school stakeholders at PTA and School Improvement Team Meetings.</p>		<p>expenses for needed Professional Development sessions.</p>
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**Goal Area 3 Organizational Effectiveness**

Organizational Effectiveness Budget				
Present Status	Desired Status Target	Strategies	Milestone Dates	Resources/Professional Development to Support Progress
Strategic and/or Specific use of State and Local funds to meet the various needs of the school	To spend all allotted school based funds on meeting the needs of students, teachers, and support staff throughout the school year.	<p>Purchase needed: BOY classroom/grade level supplies</p> <p>Fund extra duty contracts</p> <p>Assist with paying for students in grades K-5 who can't afford field trip</p>	<p>August 2018</p> <p>February 2019</p> <p>August 2019</p> <p>February 2020</p>	State and Local Funds Allotments.

		<p>Stock supply closets throughout the year.</p> <p>Purchase books for needed classrooms and/or small group sessions</p> <p>Pay of lease of postage machine quarterly and purchase postage for the school year.</p> <p>Pay for staff to attend admin approved workshops not covered by LC (registration fees, mileage, substitutes, etc.)</p> <p>Purchase of light bulbs, equipment, etc.</p> <p>Purchase of classroom furniture, white boards, chairs, etc.</p> <p>Share budget decisions with school stakeholders at PTA and School Improvement Team Meetings.</p>		
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**Other Required Goals**

*The school will provide a duty free lunch period for every teacher on a daily basis or as otherwise approved by School Improvement Team.*

<b>School Improvement Decision/Date</b>	<b>Plan for providing Duty-free Lunch</b>
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<b>Approved/10/22/18</b>	<b>Lunch Coverage Schedule provided to all Faculty and Staff at beginning of 2018-19 school year.</b>
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*The school will provide a duty-free instructional planning time for every full-time assigned classroom teacher, with a goal of providing an average of at least five full hours of planning time per week.*

<b>School Improvement Decision/Date</b>	<b>Plan for providing Duty-free Instructional Planning</b>
<b>Approved/10/22/18</b>	<b>Recess Coverage Schedule provided to all Faculty and Staff at beginning of school year.</b>

*The school shall include a plan to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.*

<b>School Improvement Decision/Date</b>	<b>Plan for eliminating unnecessary and redundant reporting requirements.</b>
<b>Approved/10/22/18</b>	<b>Provided in Ephesus Master Schedule</b>

*Reference GC115C-105.27*



# School Improvement Plan

## November 2018 to June 2020

School: Final Estes Hills Elementary School

Principal: Pamela McCann

Chapel Hill-Carrboro City Schools

Approved by School Improvement Team on: October 15, 2018

Approved by Staff on: October 25, 2018

**North Carolina State Board of Education Goals**

**Goal 1** –Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Goal 2** – Every student has a personalized education.

**Goal 3** – Every student, every day has excellent educators.

**Goal 4** – Every school district has up-to- date financial, business, and technology systems to serve its students, parents and educators.

**Goal 5** – Every student is healthy, safe, and responsible.

## **Chapel Hill-Carrboro Strategic Plan Goals**

### **Student Success**

*Student Success addresses the academic, social and emotional capacities of students. The Student Success goals will assist students in exploring, defining and solving complex problems; pursuing their unique interests, passions and curiosities; and contributing to the community through dialogue, service and/or leadership all while supporting the child's well-being.*

**Goal 1: Establish a district instructional framework for all grade levels PreK-12, based on high-yield best practice, culturally relevant strategies within a personalized learning environment so all children receive equitable educational experiences.**

**Goal 2: Empower and support all student groups to meet growth and achievement goals.**

**Goal 3: Build a data-driven culture to inform instruction at the teacher, Professional Learning Community (PLC), school and District levels to positively impact students.**

**Goal 4: Develop a continuum of services to promote the social, emotional and academic development of all students.**

**Goal 5: Create a culture and system of support which empowers, inspires, engages and encourages the school community to embrace diversity, inclusion and different learners.**

### **Employee Experience**

*The greatest resource of any organization is its people. Employee Experience refers to all people, processes, and systems related to an organization's employees. It includes the skills, knowledge, and experience that represent an investment in people. Chapel Hill-Carrboro City Schools is committed to the growth, development, and care of its employees.*

**Goal 1: Actively recruit and retain a workforce that is diverse and represents the population of our students and families.**

**Goal 2: Create a culture and system of support to empower, inspire and engage talent, including an inclusive work environment that embraces and values equity and diversity.**

**Goal 3: Create, promote, and empower an organizational environment that values development and personalized growth opportunities for all employees.**

### **Family and Community Engagement**

*Schools are successful when parents, educators and communities lock arms and work together for the benefit of students. Chapel Hill-Carrboro community stakeholders are crucial partners in student success, and, as such, will be actively engaged in productive and equitable two-way communications.*

**Goal 1: Engage families in the entire educational process.**

**Goal 2: Create meaningful partnerships by building trust, collaboration, and engagement.**

### **Organizational Effectiveness**

*Education of children is the core mission of the school district. Ensuring all children's success will only be possible if the organization is completely aligned and focused on student academic needs, behavioral support, and social and emotional growth. Chapel Hill-Carrboro City Schools is committed to improving our organizational effectiveness and culture to ensure all children succeed.*

**Goal 1: Provide safe school environments for students and staff.**

**Goal 2: Directly align district resources with student needs.**

**Goal 3: Develop and maintain an organizational knowledge base.**

**Goal 4: Initiate effective, relevant and timely communication.**

## **CHCCS Board Reference**

School Name Estes Hills Elementary School

Year 2018-2020

**3430 School Improvement Plan**

**3430-R Regulations School Improvement Team Operational Framework**

**School Improvement Plan Development**

**School Name: Estes Hills Elementary School**

**School Number: 312**

**Plan Year(s): 2018-2020**

**Date Submitted to Board:**

**Principal Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Board Chair Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**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.”*

<b>Committee Position</b>	<b>Names and Date of Election to Team</b>	<b>Signature</b>
Principal	Pamela McCann	
Assistant Principal Representative	Jennifer Halsey	
Teacher Representatives	Kris Swanson - May 2017 Alana Shekelle - September 2018	
Instructional Support Representatives	Leigh Anne Bianchi- May 2017	
Teacher Assistant Representatives	Courtney Limerick- September 2018	
Student Representatives (MS - 3, HS - 3)		
Parent Representatives	Joanna Cleveland 2017 Brandon Rector 2017 Lara Skwarek 2017 Rebecca Atkins 2018 Nico Gourdet 2018 Katharine Kollins 2018	

### School Profile

**Student Description** (*How can we best describe our school? Student demographic data: grade levels, ages, gender, race, total*)

*enrollment, English proficiency, special education, free and reduced lunch, attendance rates, discipline referrals.*

**Student Demographic Data**

Subgroups	Number	Percentage		Grade	Number
Male	245	51%		Pre-K 3	<10
Female	241	49%		Pre-K 4	<10
Asian	52	11%		Kindergarten	62
Black	49	10%		First	63
White	275	57%		Second	82
Hispanic	72	15%		Third	67
Multi	38	8%		Fourth	94
EC - (IEP)	60	12%		Fifth	106
EC - (AIG)	84	17%			
EDS	114	23%		<b>Total</b>	<b>486</b>
LEP	111	23%			

**Key:**

- \*\*EC Exceptional Children
- \*\*IEP Individual Educational Plan
- \*\*AIG Academically Intellectually Gifted
- \*\*EDS Economically Disadvantaged Students
- \*\*LEP Limited English Proficiency

**2017-2018 Behavior Referrals**

<b>Ethnicity</b>	<b>Number of Referrals</b>	<b>Number of Students with Referrals</b>	<b>Percentage of Enrolled Students</b>	<b>Percentage of Total Referrals</b>
American Indian/Alaskan Native	0	0	.20%	0.00%
Asian	<10	<10	10.15%	1.54%
Hispanic/Latino	11	<10	14.75%	16.92%
Black	18	<10	10.10%	27.69%
White	24	14	56.36%	36.92%
Multiracial	11	<10	8.08%	16.92%
Total	65	39	99.64%	100%

**2017-2018 Student Attendance Data**

<b>Grade</b>	<b>Total Number of</b>	<b>Number of Students</b>	<b>Average Number of</b>	<b>Average Number of</b>
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	<b>Absences Per Grade Level</b>	<b>with 10 or More Absences</b>	<b>Absences Per Class</b>	<b>Absences Per Student</b>
Kindergarten	547	22	182	8.6
First	503	13	125	6.9
Second	406	17	135	6.7
Third	531	16	132	5.8
Fourth	592	22	148	6.0
Fifth	526	14	132	5.2

### **NC's Definition of Chronic Absenteeism**

Student chronic absence is a risk factor for adverse outcomes. Student chronic absence differs from both truancy and average daily attendance. Student daily attendance is the percentage of students present in a school each day. Student truancy measures unexcused absences only. Student chronic absence refers to missing so much school, for any type of absence – excused, unexcused, disciplinary – that a student is at risk of falling behind.

To track rates of student chronic absenteeism accurately and consistently for North Carolina students, the following definition is established:

(1)"Student Chronic Absentee" is a student who is enrolled in a North Carolina public school for at least 10 school days at any time during the school year, and whose total number of absences is equal to or greater than 10 percent of the total number of days that such student has been enrolled at such school during such school year;

This definition applies to all students enrolled in a school, including those who have not reached the compulsory attendance age, as well as those who have reached or exceeded the compulsory attendance age.

**School Description** (*What are unique features of our school? What characteristics set the school apart? School profile: school physical plant, profile of teachers, administrators, special programs, co-curricular, etc.*)

Estes Hills Elementary School was built in 1958 and is one of the 11 elementary schools in the Chapel Hill-Carrboro City Schools

District. Our school campus adjoins the campus of Guy Phillips Middle School. The official capacity at Estes Hills is 528 students. Many structural improvements have been made to the physical plant throughout the years, including three additions, the most recent in 1998. The school campus is quite unique with every classroom opening directly to the outdoors. This provides a challenge for monitoring and ensuring student safety at all times.

Estes Hills has 21 classes, kindergarten through fifth grade, two system level self-contained classes for exceptional education and 1 PreK class for 3 and 4 year olds. Pre-K through 3rd grades have full time teacher assistants for each classroom, and 4th and 5th grades have one teacher assistant for each grade level. There are two teacher assistants in Behavior Emotional Support Teaching (BEST) program and two exceptional children teacher assistants. Students benefit from the services of a media specialist, a school counselor, school social worker, cultural arts teachers (visual arts and general music), special education teachers (resource, speech language pathologists, occupational therapist, program facilitator, and psychologist), English Learners teachers, academically gifted specialist, world language teachers (French), a math/science specialist, a technology specialist, physical education teachers, two instructional coaches, an intervention specialist and a full-time school nurse. The BEST Program, a district system level exceptional education program housed at Estes Hills is a self-contained program for students who have a social/emotional disability. We also house an after-school program operated by the Chapel Hill-Carrboro Community Schools. Estes Hills Elementary receives Title 1 funds to support the K-5 reading/math intervention program.

Estes Hills Elementary also incorporates strategies from Conscious Discipline. Conscious Discipline is a comprehensive classroom management program and a social-emotional curriculum. It is based on current brain research, child development information, and developmentally appropriate practices. Conscious Discipline is a way of organizing schools and classrooms around the concept of a School Family. Each member of the family—both adult and child—learns the skills needed to successfully manage life tasks such as learning, forming relationships, communicating effectively, being sensitive to others' needs and getting along with others. Conscious Discipline empowers teachers and other adults with the Seven Powers for Self Control--perception, unity, love, attention, acceptance, free will and intention. From the beliefs instilled with the Seven Powers for Self Control emerge the Seven Basic Skills of Discipline--composure, encouragement, assertiveness, choice, positive intent, empathy and consequences. These skills change how adults respond to conflict in such a way as to facilitate the development of the frontal lobes in children. Through the Powers and Skills, adults stay in control of themselves and in charge of children. As adults begin to change their attitudes and behaviors, so will the children in their care. We cannot teach behaviors and skills that we do not possess ourselves.

To complement Conscious Discipline, Estes Hills is beginning to implement a Restorative Practices program as well. Restorative

practices focus on the quality of relationships between all members of the school community. As a result, a more supportive learning environment enables healthy relationships and promotes positive social emotional health and responsible behavior. Restorative practices are rooted in restorative justice. They emphasize repairing the harm done to peers and relationships, rather than punishing students. By building more supportive learning environments and focusing on social emotional learning, restorative practices can increase engaged learning, create an understanding for and value diversity, increase a sense of belonging and promote positive social emotional health among students and staff. Restorative practices and Conscious Discipline flawlessly blend together.

### **Strengths and Needs Assessment**

#### **Describe the process or tool(s) used to conduct the needs Assessment:**

1. Academic data (EOG tests, mCLASS, benchmark assessments)
2. Behavioral data (SWIS)
3. Attendance data
4. Teaching Working Conditions Survey
5. Student Survey

#### **A. Areas of Strength** (*What does the analysis of data tell you about your school's strengths?*)

At Estes Hills Elementary School, we have an effective Social Emotional Learning (SEL) Program. Our SEL Program is based on Conscious Discipline and Restorative Practices. Because of the implementation of these frameworks, our discipline data has decreased and students are able to stay in class in order to get their academic needs met. In 2016-2017, we had 166 minor and major referrals. In 2017-2018, we had 65 minor and major referrals.

Along with the implementation of Conscious Discipline and Restorative Practices, teachers expose students to lessons based on growth mindset and grit. Students with a growth mindset believe that intelligence can be developed. We teach students to focus on learning rather than just looking smart, to see effort as the key to success, and to thrive in the face of a challenge. Students with a growth mindset do better in school. Grit is a distinct combination of passion, resilience, determination, and focus that allows a person to maintain the discipline and optimism to persevere in their goals even in the face of discomfort, rejection, and a lack of visible progress for years, or even decades. Because of the lessons on mindset and grit, our students take risks, push themselves to to achieve

more and understand that even in failure, there is success.

Our System of Care Team works diligently to decrease tardiness and absences in order to assure that all students are able to participate in learning. Three goals were set last year based on the previous year’s data. Due to the implementation of the strategies outlined, we achieved the two tardy goals and almost met the chronic attendance goal.

The results of our Teacher Working Conditions Survey shows that 92.2% of the surveyed staff believes that EHES is a great place to work and learn.

We met EVAAS growth for our Asian, black, and multiracial students in the areas of math. Our EDS students met their Long Term Goal in math and we also met our Long Term Goal for English Learners progression.

**B. Areas of Need** (*What does the analysis of data tell you about your school’s gaps and opportunities for improvement?*)

Recruitment and retention of diverse teaching staff.

Based on our 2017-2018 School Performance Grade, we have been identified as a Target Support and Improvement School. This identification is due to the F grade that our Students with Disabilities, Black Students, Hispanic Students, and our Economically Disadvantaged Students received.

We did not meet any of our 5 Long Term Goals for reading and only met 1 out of our 5 goals for math.

Based on our EVAAS data, we did not meet growth in the following categories: all, hispanic, white, economically disadvantaged students, academically gifted and in reading.

### School Goals and Strategies

#### Goal Area 1 Student Success

ESSA Targets are met in Reading and Math.				
Present Status Student Performance Data	Desired Status Target	Strategies (One strategy must be Family	Milestone Dates Quarterly	Resources/Professional Development (PD) to

					and Community Engagement)		Support Progress																																																				
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<p>Based on the 2017-2018 end of grade results for reading, the following percentage of students were proficient.</p> <table border="1"> <thead> <tr> <th></th> <th>Current</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>64.2%</td> </tr> <tr> <td>Asian</td> <td>85.2%</td> </tr> <tr> <td>Black</td> <td>21.7%</td> </tr> <tr> <td>Latinx</td> <td>22.7%</td> </tr> <tr> <td>Multi</td> <td>56.5%</td> </tr> <tr> <td>White</td> <td>78.6%</td> </tr> <tr> <td>EL</td> <td>24.4%</td> </tr> <tr> <td>SWD</td> <td>21.4%</td> </tr> <tr> <td>EDS</td> <td>20.0%</td> </tr> </tbody> </table>			Current	All	64.2%	Asian	85.2%	Black	21.7%	Latinx	22.7%	Multi	56.5%	White	78.6%	EL	24.4%	SWD	21.4%	EDS	20.0%	<p>The following percentage of students will be deemed as proficient based on the 2018-2019 end of grade reading assessment.</p> <table border="1"> <thead> <tr> <th></th> <th>Target 2019</th> <th>Target 2020</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>73.5%</td> <td>75.5%</td> </tr> <tr> <td>Asian</td> <td>n/a (86.2%)</td> <td>n/a (87.2%)</td> </tr> <tr> <td>Black</td> <td>26.2%</td> <td>28.8%</td> </tr> <tr> <td>Latinx</td> <td>38.1%</td> <td>40.6%</td> </tr> <tr> <td>Multi</td> <td>n/a (63.75%)</td> <td>n/a (71%)</td> </tr> <tr> <td>White</td> <td>86.8%</td> <td>88.4%</td> </tr> <tr> <td>EL</td> <td>27.5%</td> <td>30.5%</td> </tr> <tr> <td>SWD</td> <td>33.3%</td> <td>36.3%</td> </tr> <tr> <td>EDS</td> <td>25.0%</td> <td>27.4%</td> </tr> </tbody> </table>				Target 2019	Target 2020	All	73.5%	75.5%	Asian	n/a (86.2%)	n/a (87.2%)	Black	26.2%	28.8%	Latinx	38.1%	40.6%	Multi	n/a (63.75%)	n/a (71%)	White	86.8%	88.4%	EL	27.5%	30.5%	SWD	33.3%	36.3%	EDS	25.0%	27.4%	<ul style="list-style-type: none"> <li>All teachers will participate in differentiated literacy professional development (guided reading, small instruction, conferences, effective mini-lessons, conferences, high yielding strategies, accountable talks, paideia, etc.) at the school level.</li> <li>On going data analysis for all subgroups utilizing the district data protocol to determine level and type of support students need.</li> <li>Staff will participate in a book study for <u>Culturally Responsive Teaching &amp; the Brain</u> and implement strategies from the book to increase student engagement</li> </ul>			<p>October 2018 January 2019 April 2019 June 2019</p>	<ul style="list-style-type: none"> <li>Survey to determine PD needs.</li> <li>PD trainers/facilitators</li> <li>Materials for Parent Nights</li> </ul>
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<b>Black</b>	<b>17.4%</b>	<b>Asian</b>	<b>n/a</b>	<b>n/a</b>	<p>will participate in differentiated math professional development (mathematical discourse, guided math, and analyzing and effective use of data) at the school level.</p> <ul style="list-style-type: none"> <li>• On going data analysis for all subgroups utilizing the district data protocol to determine level and type of support students need.</li> <li>• Ongoing feedback will be provided to teachers based on professional development, coaching and walkthroughs.</li> <li>• A parent night for Math will be held in December which will center around building math fluency and higher order thinking skills.</li> </ul>		
<b>Latinx</b>	<b>25.0%</b>	<b>Black</b>	<b>24.9%</b>	<b>28.3%</b>			
<b>Multi</b>	<b>60.9%</b>	<b>Latinx</b>	<b>42.4%</b>	<b>45.4%</b>			
<b>White</b>	<b>81.0%</b>	<b>Multi</b>	<b>n/a</b>	<b>n/a</b>			
<b>EL</b>	<b>29.3%</b>	<b>White</b>	<b>85.4%</b>	<b>87.8%</b>			
<b>SWD</b>	<b>23.2%</b>	<b>EL</b>	<b>32.8%</b>	<b>36.4%</b>			
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		<b>EDS</b>	<b>26.4%</b>	<b>29.6%</b>			

<b>Discipline Disproportionality</b>				
<b>Present Status</b> Discipline Data	<b>Desired Status</b> Target	<b>Strategies</b> (One strategy must be Family and Community Engagement)	<b>Milestone Dates</b> Quarterly	<b>Resources/Professional Development to Support Progress</b>
For the 2017-2018 school year, we had 64 behavior referrals reported in School Wide Information System (SWIS). This was a decline of 102 referrals for the 2016-2017 school year.	Decrease the number of major and minor referrals reported in SWIS for the 2018-2019 school year by 10%.	<ul style="list-style-type: none"> <li>● Staff will continue to learn and implement the Conscious Discipline framework through professional development and coaching.</li> <li>● Discipline Data will be analyzed monthly during the Conscious Discipline Committee Meeting to identify trends and areas of concern.</li> <li>● Staff members will participate in Restorative Practice 101 and 102 professional development and 4 follow-up sessions.</li> <li>● 3 Parents Night will be held to teach and help</li> </ul>	October 2018 January 2019 April 2019 June 2019	<ul style="list-style-type: none"> <li>● A Public Schools Foundation Grant will be utilized for coaching and professional development</li> <li>● Purchase of a Family Night Conscious Discipline Kit (\$179)</li> <li>● Funds for child care on Parent Nights</li> </ul>



		parent implement strategies from Conscious Discipline.		
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<b>English Language (EL) Progress in Language Acquisition</b>				
<b>Present Status</b> Student Performance Data	<b>Desired Status</b> Target	<b>Strategies</b> (One strategy must be Family and Community Engagement)	<b>Milestone Dates</b> Quarterly	<b>Resources/Professional Development to Support Progress</b>
The EL Progress goal was 27.4% as determined by ESSA. However, our end result was 50%. We were 22.6% over the goal.	EL Progress Target for the 2018-2019 school year is 55%.	<ul style="list-style-type: none"> <li>EL Students will receive double dosed reading instruction from EL and classroom teachers</li> <li>Parent Nights for Math and Summer Soar (Reading)</li> </ul>	October 2018 January 2019 April 2019 June 2019	<ul style="list-style-type: none"> <li>Professional development on small group/guided reading instruction</li> <li>Materials for Parent Nights</li> </ul>

<b>Culture/Climate</b> (Based on Student Survey Data)				
<b>Present Status</b>	<b>Desired Status</b> Target	<b>Strategies</b> (One strategy must be Family and Community Engagement)	<b>Milestone Dates</b> Quarterly	<b>Resources/Professional Development to Support Progress</b>

<p>Based on the 2018 Student Survey results, the two areas which ranked the lowest overall average scores were class engagement (61%) and climate (61.4%).</p>	<p>Each overall composite area will increase by 10 percentage points by June 2019.</p>	<ul style="list-style-type: none"> <li>• Teachers will continue to learn and implement strategies from Conscious Discipline and Restorative Practices.</li> <li>• Teachers will incorporate 21st century standards and content based instruction into lessons.</li> <li>• Staff will participate in a book study for <u>Culturally Responsive Teaching &amp; the Brain</u> and implement strategies from the book to increase student engagement and academic success.</li> </ul>	<p>June 2019</p>	<ul style="list-style-type: none"> <li>• Student Survey</li> <li>• Book Study on <u>Culturally Responsive Teaching and the Brain</u></li> </ul>
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**Goal Area 2 Employee Experience**

<p style="text-align: center;"><b>Retention or Culture</b> (Based on NCTWCS Results)</p>				
<p><b>Present Status</b></p>	<p><b>Desired Status</b> Target</p>	<p><b>Strategies</b></p>	<p><b>Milestone Dates</b> Quarterly</p>	<p><b>Resources/Professional</b></p>

				<b>Development to Support Progress</b>
<p>Based on the 2018 TWC survey, teachers state:</p> <ul style="list-style-type: none"> <li>● Professional development offerings are data-driven. 60.9%</li> <li>● Professional development is differentiated to meet the individual needs of teachers. 54.7%</li> <li>● Professional development deepens teachers' content knowledge 67.3%</li> <li>● Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices. 67.9%</li> <li>● Professional development is evaluated and results are communicated to teachers. 47.8%</li> <li>● Professional</li> </ul>	<p>Each identified area will increase by 10 percentage points.</p>	<ul style="list-style-type: none"> <li>● Teachers will participate in a PD survey to determine areas of needs and interests.</li> <li>● PD opportunities for teachers will be provided based on the survey results.</li> <li>● Teachers will have the opportunity to give feedback on each PD session to ensure needs are being met.</li> <li>● Survey will be given at the end of the year and the results will be shared.</li> </ul>	<p>October 2018 January 2019 April 2019 June 2019</p>	<p>PD will be determined based on survey results.</p> <p>Trainers and facilitators</p> <p>Training materials</p>

development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs. 62.0%				
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**Goal Area 3 Organizational Effectiveness**

<b>Organizational Effectiveness Budget</b>				
Present Status	Desired Status Target	Strategies	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
Most of the budget requests are aligned to strategic plan and/or SIP.	100% of all budget requests/expenditures will be aligned to the School Improvement Plan.	<ul style="list-style-type: none"> <li>Grade levels will make request for instructional supplies and professional development based on the implementation of the School Improvement Plan.</li> </ul>	October 2018 January 2019 April 2019 June 2019	Budget System developed to collect PD and instructional needs

		<ul style="list-style-type: none"> <li>• Request will be discussed and “ordered” by the Instructional Leadership Team.</li> <li>• Requests will be submitted to the School Improvement Team for consent</li> </ul>		
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### Other Required Goals

*The school will provide a duty free lunch period for every teacher on a daily basis or as otherwise approved by School Improvement Team.*

School Improvement Decision/Date	Plan for providing Duty-free Lunch
October 15, 2018	Plan for providing Duty-free lunch is provided in the master schedule.

*The school will provide a duty-free instructional planning time for every full-time assigned classroom teacher, with a goal of providing an average of at least five full hours of planning time per week.*

School Improvement Decision/Date	Plan for providing Duty-free Instructional Planning
October 15, 2018	Instructional Planning is provided in the master schedule.

*The school shall include a plan to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.*

<b>School Improvement Decision/Date</b>	<b>Plan for eliminating unnecessary and redundant reporting requirements.</b>
<b>October 15, 2018</b>	Usage of google forms and documents whenever possible. Limit the number of email with vital information by sending out a weekly staff email. Administration will attempt to reduce documents that are not required by the district and/or state. Usage of team drives in an attempt to organize documents and share information.

*Reference GC115C-105.27*



# School Improvement Plan November 2018 to June 2020

School: FPG Bilingüe

Principal: Emily Bivins

Chapel Hill-Carrboro City Schools

Approved by School Improvement Team on: October 4, 2018

Approved by Staff on: October 3, 2018

**North Carolina State Board of Education Goals**

**Goal 1** –Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Goal 2** – Every student has a personalized education.

**Goal 3** – Every student, every day has excellent educators.

**Goal 4** – Every school district has up-to- date financial, business, and technology systems to serve its students, parents and educators.

**Goal 5** – Every student is healthy, safe, and responsible.

## **Chapel Hill-Carrboro Strategic Plan Goals**

### **Student Success**

*Student Success addresses the academic, social and emotional capacities of students. The Student Success goals will assist students in exploring, defining and solving complex problems; pursuing their unique interests, passions and curiosities; and contributing to the community through dialogue, service and/or leadership all while supporting the child's well-being.*

**Goal 1: Establish a district instructional framework for all grade levels PreK-12, based on high-yield best practice, culturally relevant strategies within a personalized learning environment so all children receive equitable educational experiences.**

**Goal 2: Empower and support all student groups to meet growth and achievement goals.**

**Goal 3: Build a data-driven culture to inform instruction at the teacher, Professional Learning Community (PLC), school and District levels to positively impact students.**

**Goal 4: Develop a continuum of services to promote the social, emotional and academic development of all students.**

**Goal 5: Create a culture and system of support which empowers, inspires, engages and encourages the school community to embrace diversity, inclusion and different learners.**

### **Employee Experience**



*The greatest resource of any organization is its people. Employee Experience refers to all people, processes, and systems related to an organization's employees. It includes the skills, knowledge, and experience that represent an investment in people. Chapel Hill-Carrboro City Schools is committed to the growth, development, and care of its employees.*

**Goal 1: Actively recruit and retain a workforce that is diverse and represents the population of our students and families.**

**Goal 2: Create a culture and system of support to empower, inspire and engage talent, including an inclusive work environment that embraces and values equity and diversity.**

**Goal 3: Create, promote, and empower an organizational environment that values development and personalized growth opportunities for all employees.**

### **Family and Community Engagement**

*Schools are successful when parents, educators and communities lock arms and work together for the benefit of students. Chapel Hill-Carrboro community stakeholders are crucial partners in student success, and, as such, will be actively engaged in productive and equitable two-way communications.*

**Goal 1: Engage families in the entire educational process.**

**Goal 2: Create meaningful partnerships by building trust, collaboration, and engagement.**

### **Organizational Effectiveness**

*Education of children is the core mission of the school district. Ensuring all children's success will only be possible if the organization is completely aligned and focused on student academic needs, behavioral support, and social and emotional growth. Chapel Hill-Carrboro City Schools is committed to improving our organizational effectiveness and culture to ensure all children succeed.*

**Goal 1: Provide safe school environments for students and staff.**

**Goal 2: Directly align district resources with student needs.**

**Goal 3: Develop and maintain an organizational knowledge base.**

**Goal 4: Initiate effective, relevant and timely communication.**

## **CHCCS Board Reference**

School Name: Frank Porter Graham Bilingüe

Year 2018-2020

**3430 School Improvement Plan**

**3430-R Regulations School Improvement Team Operational Framework**

**School Improvement Plan Development**

**School Name: Frank Porter Graham Bilingüe**

**School Number: 681312**

**Plan Year(s): 2018-2020**

**Date Submitted to Board:**

**Principal Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Board Chair Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**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.”*

<b>Committee Position</b>	<b>Names and Date of Election to Team</b>	<b>Signature</b>
Principal	Emily Bivins	
Assistant Principal Representative	Karen Galassi Ferrer	
Teacher Representatives	Lilia Acero, 8/18	
	Kristin Jackson, 8/18	
Instructional Support Representatives	Marcela Granda 8/17	
	Eimy Rivas, 8/18	
Teacher Assistant Representatives	Shaunna Jeffries 8/18	
Student Representatives (MS - 3, HS - 3)	NA	
Parent Representatives	Jen Costello 6/17, Julie Spero 6/17, Alana Argersinger 6/16, Lorie Klein 6/18, Courtney McLaughlin, 6/18 and Deborah Finken 6/18	

## School Profile

### Mission, Equity Vision, and Beliefs

**Mission:**

**Mission:** Ensure that all students are bilingual and biliterate and develop cultural awareness.

**Vision for Equity and Excellence:**

**Vision for Equity and Excellence:** A community of excellence and equity providing a rigorous bilingual educational program that supports and challenges each student, eliminating any achievement gap.

**Beliefs:**

**Beliefs:**

- Eliminate the achievement gap for LEP students, Latino, African-American, and/or economically disadvantaged students
- Provide the most effective and evidence-based practices to support Limited English Proficient (LEP) students
- Advance student achievement for all Dual Language students
- Create globally-minded and prepared students who work to solve real-world problems
- Recognize, advocate and take action on issues for social justice.
- Create a community comprised of students, staff, parents and community (and international) agencies and institutions that nurtures collaboration and each member feels ownership, valued and welcome.

**School Profile**

In 2018-2019, Frank Porter Graham Dual Language Magnet School serves 648 students K-5 (and 32 in preK).

Subgroup	Number	% of school population
Total	648	100%

White	257	39%
Black	19	3%
Hispanic	344	52%
Asian	13	2%
Multi Racial	26	4%
LEP (Limited English Proficient)	152	23%
EC (Exceptional Children)	53	7%
AIG (Academically Gifted)	73	11%
EDS (Economically Disadvantaged)	265	40%
Male	324	49%
Female	338	51%
# of Classrooms	27	

Frank Porter Graham Dual Language Magnet School is the district's first magnet school, opening in 2013. With every student being a second language learner in either English or Spanish, classroom instruction must include strategies to ensure students are building upon what they already know, experiencing and using language in meaningful ways. A critical goal of our school is to teach all children and adults to learn to value, appreciate and work with others who may not share the same culture or language.

### **School Description**

The campus of Frank Porter Graham Elementary is adjacent to the Frank Porter Graham Child Development Center and parallels highway 54. The school opened 50 years ago, prior to desegregation, and was one of the first elementary schools to integrate in 1965. The campus offers many outdoor learning areas for physical activity and exploration, including a community garden, Morgan Creek and outdoor classroom. The school has no walk zone. Parents “opt” and apply to enter dual language. The school

campus is frequently used on the weekends and after school hours for community use.

With the implementation of Common Core and Essential Standards in a dual language school, Frank Porter Graham Bilingüe has selected an approach to instruction that will integrate content through units of study and experiential learning. This approach supports second language acquisition while supporting all students in a school experience that is integrated and more student centered. Thus, each grade level has developed four to six units of study that culminate with a student developed project. These projects are showcased and shared with families and the school community throughout the year.

The Dual Language program is an English-Spanish immersion program with the goal of being bilingual, biliterate and multi-cultural by the time students exit elementary school. There are two language allocation models- immersion and 50-50. For students who begin in immersion in Kindergarten, they proceed on a track that gradually adds English instruction each year until grade 3 when all classes are 50-50. For students who begin in a 50-50 track, they have half of their instruction in English and Spanish each year. All Pre-K students have a full immersion experience in Spanish. Student placement in Kindergarten is done through a lottery after priority is given to current dual language Pre-K students and siblings of currently enrolled students.

Frank Porter Graham Dual Language Magnet School also has a strong community outreach program. There are formal collaborations with the local universities for research, volunteers and connections to campus life for our students. Partnership with families is also critical. There are home visits, parent education and frequent community building activities.

Lastly, Frank Porter Graham Dual Language Magnet School offers extended services to students beyond the traditional school day. Some staff members have a schedule that facilitates the organization, implementation and oversight of an after school homework support/tutoring program for 15-20/students at each grade level 2:30PM-3:45PM, Monday-Thursday. There are also opportunities for clubs and other extracurricular activities. FPG also has an extended summer program for 8 weeks of additional learning.

### **Strengths and Needs Assessment**

The School Improvement Team and school leadership team reviewed various sources of data to examine trends and note areas of strength and needed improvement. The data sources reviewed were: Student achievement data, attendance data, discipline data from SRSS, MTSS and SWIS, parental feedback, Teacher Working Conditions (TWC) and student survey data. In addition, the school also reviewed the requirements for the Title I plan and the INSTAR system for Targeted Assistance Schools. The school administration worked with central office staff to review various data sources to determine goals and targets. In addition, the school received

feedback from parents through a variety of focus groups and a PTA survey.

## **Strengths and Needs Assessment**

### **A. Areas of Strength** (*What does the analysis of data tell you about your school's strengths?*)

One strength of the school is the clear focus on dual language education. Being a full school for dual language, the school is able to center its curricula, instruction and other activities to support bilingualism, biliteracy and multi-culturalism. The staff are also hired and support this vision and pedagogy. All human and financial resources support this effort.

The curriculum, while following the Common Core and State Standards, supports project based learning and authenticity of the learning experience. For example, as grade one learns the characteristics and needs of living organisms, the students study an animal and become a “zoological expert” on this animal. They create models, write descriptors and prepare zoo talks for visitors to the grade 1 zoo. In preparation for the zoo opening, they study the organization of a zoo, its layout, needs and fiscal responsibilities so they can organize their zoo based on real world models. The eight to ten week unit of study integrates all subjects across both languages- reading, writing, word study, mathematics, science and social studies. In addition to this authentic approach to learning, cross cultural learning and social justice are embedded into each unit of study/school activity. In the zoo unit, students learn about conservation and the importance of the environment and natural habitats. In other units, students learn about topics from various perspectives.

Lastly, the community connections with parents, university and community partners are also a strength. Parents are viewed as equal partners in the education of their children. They receive a home visit upon entering PreK and/or Kindergarten and frequent communication throughout the school year. Community partners tighten the connection of the school with our public and private resources. The community is also given the role of providing advisement to the school about its development. The school has collaborated with the Family Success Alliance and Town of Chapel Hill to provide an eight week summer learning experience for non-proficient students to build background knowledge, experience and vocabulary, as well as various professional development initiatives like mindfulness and equity. The universities provide volunteers, role models and access to campus life, particularly for students who may not be familiar with university. In addition, the universities also collaborate on research projects and place student teachers and interns in our school. The university provides nurse practitioner interns to lead for social emotional groups for anxiety. Both community and university are collaborators in extended learning opportunities for students.

### **B. Areas of Need**

Increasing the academic performance in literacy and mathematics is a goal for the school in each grade level, particularly for underachieving subgroups of Latino, Economically Disadvantaged (EDS) and Limited English Proficiency (LEP). The school strives to ensure that students on grade level grow at least one year on performance measures and that students who are below grade grow more than one year’s worth of growth on performance measures. Given our current students’ level of performance, our school will focus on the strategies mentioned earlier to support academic growth for all students, particularly those who are below grade level performance (Latino, LEP, EDS). It is our goal that students below grade level achieve at least 1.5 years worth of growth in reading and math. We also will focus on our Spanish Second Language learners and the level of Spanish proficiency in reading, writing, speaking and listening.

To support the academic achievement of our students, our school implements quality dual language instruction and provides interventions and supports for students. The district has clear expectations for Multi-Tiered System of Support (MTSS). Within this model, academic performance is measured along with language acquisition, so additional work and analysis is needed in selecting appropriate interventions that distinguish content knowledge and language development. The school also is working on systematic program for social-emotional support for our students who need support beyond classroom PBIS (Positive Behavior Support). These supports range from friendship groups and behavior contracts to school based mental health support.

### School Goals and Strategies

#### Goal Area 1 Student Success

ESSA Targets are met in Reading and Math.					
	Present Status Student Performance Data	Desired Status Target	Strategies (One strategy must be Family and Community Engagement)	Milestone Dates Quarterly	Resources/Professional Development to Support Progress



<b>Reading</b>					
All	57.9	63.0	<ol style="list-style-type: none"> <li>1. Continue to refine dual language units of study, with focus on the bridge</li> <li>2. Implement Imagine Español in K-2 and American Reading for small group instruction- K-2 Spanish, grade 3 English</li> <li>3. Use MTSS processes to support students who are non-proficient</li> <li>4. Offer extended learning opportunities like B3 and summer learning</li> <li>5. Offer parent education on assessment and support for reading at home, targeting both ELL and SLL families (e.g. reading at home)</li> </ol>	Quarterly data reviews for all students	Imagine Español American Reading
Latinx (Hispanic in ESSA Goals)	31.6	34.4			
White	86.8	93.4			
English Learner					
	13.9	16.9			
<b>Math</b>					
All	64.5	67.2	<ol style="list-style-type: none"> <li>1. Implement Ready/I-Ready in K-2</li> <li>2. Provide flexible grouping K-5 to provide differentiation and collaborative teaching in grades 3-5, including highly gifted services</li> <li>3. Provide fast fact support using volunteers</li> <li>4. Offer extended learning opportunities like B3 and summer learning</li> <li>5. Offer parent education on assessment and support for math at home, targeting ELL and SLL families (e.g. math word problems, letters from programs we use, like Reflex)</li> </ol>	Quarterly data reviews for all students on critical grade level skills (number ID, fast facts)	I-Ready Math Workshop and advancing questions
Latinx (Hispanic in ESSA Goals)	40.6	43.6			
White	90.6	92.9			
English Learner		28.1			
	25.0				

<b>Discipline Disproportionality</b>				
<b>Present Status</b> Discipline Data	<b>Desired Status</b> Target	<b>Strategies</b> (One strategy must be Family and Community Engagement)	<b>Milestone Dates</b> Quarterly	<b>Resources/ Professional Development to Support Progress</b>
<b>61 referrals- 9%</b>	<b>54 referral- 8%</b>	<ol style="list-style-type: none"> <li><b>1. Continue to refine schoolwide implementation of PBIS, Mindfulness</b></li> <li><b>2. Refine and evaluate resources for MTSS for social emotional learning and intervention</b></li> <li><b>3. Continue to support school-based mental health</b></li> <li><b>4. Train all staff and implement restorative practices</b></li> </ol>	<b>quarterly</b>	<b>MTSS School-based mental health Mindfulness Restorative Practices</b>

<b>EL Progress in Language Acquisition</b>				
<b>Present Status</b> Student Performance Data	<b>Desired Status</b> Target	<b>Strategies</b> (One strategy must be Family and Community Engagement)	<b>Milestone Dates</b> Quarterly	<b>Resources/Professional Development to Support Progress</b>
<b>44.0% met expected growth</b>	<b>45.0% will meet expected growth</b>	<ol style="list-style-type: none"> <li><b>1. Continue to implement biliteracy units of study</b></li> <li><b>2. Provide professional development on SIOP through a cohort training option</b></li> </ol>	<b>Quarterly monitoring of Elevations data</b>	<b>SIOP training</b>

<b>Culture/Climate</b>
------------------------

<b>(Based on Student Survey Data)</b>				
<b>Present Status</b>	<b>Desired Status Target</b>	<b>Strategies (One strategy must be Family and Community Engagement)</b>	<b>Milestone Dates Quarterly</b>	<b>Resources/Professional Development to Support Progress</b>
<p><b>48.85%- use of learning outside of classroom</b>  <b>54.74%- excited to participate</b></p>	<p><b>54%- use of learning outside of classroom</b>  <b>59%- excited to participate</b></p>	<ol style="list-style-type: none"> <li><b>1. Engage learners in various programs that support integrated and global learning (e.g. Puerto Rico Project/penpals, unit showcases, technology integration)</b></li> <li><b>2. Implement Restorative Practices and Circles</b></li> <li><b>3. Offer student interest clubs</b></li> <li><b>4. Explore feasibility of Student Council</b></li> <li><b>5. Provide school community building opportunities (Hispanic Heritage, African American Culture celebrations, Carnival)</b></li> <li><b>6. Create a forum for parent collaboration/sharing across language/cultural groups to engage across families or volunteer in the school or afterschool programs.</b></li> <li><b>7. Seek field trips/family opportunities in the community that support Spanish language and culture</b></li> </ol>	<p><b>quarterly</b></p>	<p><b>Restorative practices</b>  <b>Technology study group</b>  <b>PTA support for visiting artists, clubs</b></p>

**Goal Area 2 Employee Experience**

<p><b>Retention or Culture</b>  <b>(Based on NCTWCS Results)</b></p>
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Present Status	Desired Status Target	Strategies	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
<b>59.2%- Differentiated Professional Development</b> <b>59.2%- Teacher influence in decision making</b> <b>60.8%- Cleanliness of school</b>	<b>65%- Differentiated Professional Development</b> <b>65%- Teacher influence in decision making</b> <b>66%- Cleanliness of school</b>	<ol style="list-style-type: none"> <li>1. Offer differentiated study groups, opportunities for teachers to participate in Project Advance Courses, mentoring, choice based equity sessions</li> <li>2. Establish decision making guidelines with FPGBLT and adhere to guidelines.</li> <li>3. Collaborate with maintenance, CHCCS custodial services, contracted custodial services to develop a plan for building maintenance and ongoing facility needs.</li> </ol>	<b>June 2019</b> <b>January 2019</b> <b>November 2018, monitor quarterly</b>	<b>Study groups, delayed openings, Project Advance CHCCS resources for facilities and maintenance</b>

**Goal Area 3 Organizational Effectiveness**

Organizational Effectiveness Budget				
Present Status	Desired Status Target	Strategies	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
No data available at this time		Collect baseline data 18-19		Finance Office reports

**Other Required Goals**

*The school will provide a duty free lunch period for every teacher on a daily basis or as otherwise approved by School Improvement Team.*

School Improvement Decision/Date	Plan for providing Duty-free Lunch
October 2018	School Schedule on file at school

*The school will provide a duty-free instructional planning time for every full-time assigned classroom teacher, with a goal of providing an average of at least five full hours of planning time per week.*

School Improvement Decision/Date	Plan for providing Duty-free Instructional Planning
October 2018	School Schedule on file at school

*The school shall include a plan to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.*

School Improvement Decision/Date	Plan for eliminating unnecessary and redundant reporting requirements.
October 2018	<ul style="list-style-type: none"> <li>• utilizing email for professional communication when appropriate,</li> <li>• eliminating redundant requests for reports, and</li> <li>• fully utilizing existing data and processes as much as possible to complete required reports.</li> </ul>

Reference GC115C-105.27

ESSA Data



North Carolina Long Term Goals & Interim Targets **\*Preliminary\***



Accountability Status for **Frank P. Graham Elementary School**

**Mathematics (Third - Fifth Grade)**

Percent College/Career Ready

Key:		met	not met								
# Goals	# Met	All	Asian	Black	Latino	Multi-racial	White	EDS*	ELS*	SWD*	
2017-18	5	5	64.5	N<10	N<10	40.6	>95	90.6	27.1	25.0	14.8
		Target	60.3	none	none	32.6	none	88.2	25.2	11.6	none
		Expected Annual Improvement	2.7	1.8	3.4	3.0	2.8	2.3	3.2	3.5	3.8
		Baseline	57.6	none	none	29.6	none	85.9	22.0	8.1	none
		N-Count	259	N<10	N<10	133	10	106	107	72	27

\*EDS = Economically Disadvantaged Students --- \*ELS = English Learners --- \*SWD = Students with Disabilities

**Reading (Third - Fifth Grade)**

Percent College/Career Ready

# Goals	# Met	All	Asian	Black	Latino	Multi-racial	White	EDS*	EL*	SWD*	
2017-18	5	1	57.9	N<10	N<10	31.6	90.0	86.8	14.0	13.9	14.8
		Target	61.0	none	none	32.0	none	91.8	20.8	8.5	none
		Expected Annual Improvement	2.0	1.8	2.5	2.4	1.6	1.6	2.5	3.1	3.0
		Baseline	59.0	none	none	29.6	none	90.2	18.3	5.4	none
		N-Count	259	N<10	N<10	133	10	106	107	72	27

**English Learner Progress (Third - Fifth Grade)**

Percent Meeting English Improvement Targets

# Goals	# Met	All	Target	N Count	Expected Annual Improvement	Baseline	
2017-18	1	1	44.0	41.5	100	3.5	38.0

Note: Baseline data is from 2015-16 for each school. The Expected Annual Improvement values are applied for all NC schools for the same group and subject.

\*\*Groups with less than 30 students (N-Count) don't count as a goal. ^Groups with 30 or more students who with no Target, will have a Target next year.



School Improvement Plan  
November 2018 to June 2019

School: Glenwood Elementary School

Principal: Katie Caggia

Chapel Hill-Carrboro City Schools

Approved by School Improvement Team on: October 24, 2018

Approved by Staff on: October 24, 2018

**North Carolina State Board of Education Goals**

2018-2019

**Goal 1** –Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Goal 2** – Every student has a personalized education.

**Goal 3** – Every student, every day has excellent educators.

**Goal 4** – Every school district has up-to- date financial, business, and technology systems to serve its students, parents and educators.

**Goal 5** – Every student is healthy, safe, and responsible.

## **Chapel Hill-Carrboro Strategic Plan Goals**

### **Student Success**

*Student Success addresses the academic, social and emotional capacities of students. The Student Success goals will assist students in exploring, defining and solving complex problems; pursuing their unique interests, passions and curiosities; and contributing to the community through dialogue, service and/or leadership all while supporting the child's well-being.*

**Goal 1: Establish a district instructional framework for all grade levels PreK-12, based on high-yield best practice, culturally relevant strategies within a personalized learning environment so all children receive equitable educational experiences.**

**Goal 2: Empower and support all student groups to meet growth and achievement goals.**

**Goal 3: Build a data-driven culture to inform instruction at the teacher, Professional Learning Community (PLC), school and District levels to positively impact students.**

**Goal 4: Develop a continuum of services to promote the social, emotional and academic development of all students.**

**Goal 5: Create a culture and system of support which empowers, inspires, engages and encourages the school community to embrace diversity, inclusion and different learners.**

### **Employee Experience**



*The greatest resource of any organization is its people. Employee Experience refers to all people, processes, and systems related to an organization's employees. It includes the skills, knowledge, and experience that represent an investment in people. Chapel Hill-Carrboro City Schools is committed to the growth, development, and care of its employees.*

**Goal 1: Actively recruit and retain a workforce that is diverse and represents the population of our students and families.**

**Goal 2: Create a culture and system of support to empower, inspire and engage talent, including an inclusive work environment that embraces and values equity and diversity.**

**Goal 3: Create, promote, and empower an organizational environment that values development and personalized growth opportunities for all employees.**

### **Family and Community Engagement**

*Schools are successful when parents, educators and communities lock arms and work together for the benefit of students. Chapel Hill-Carrboro community stakeholders are crucial partners in student success, and, as such, will be actively engaged in productive and equitable two-way communications.*

**Goal 1: Engage families in the entire educational process.**

**Goal 2: Create meaningful partnerships by building trust, collaboration, and engagement.**

### **Organizational Effectiveness**

*Education of children is the core mission of the school district. Ensuring all children's success will only be possible if the organization is completely aligned and focused on student academic needs, behavioral support, and social and emotional growth. Chapel Hill-Carrboro City Schools is committed to improving our organizational effectiveness and culture to ensure all children succeed.*

**Goal 1: Provide safe school environments for students and staff.**

**Goal 2: Directly align district resources with student needs.**

**Goal 3: Develop and maintain an organizational knowledge base.**

**Goal 4: Initiate effective, relevant and timely communication.**

Glenwood Elementary

2018-2019

**3430 School Improvement Plan**

**3430-R Regulations School Improvement Team Operational Framework**

**School Improvement Plan Development**

**School Name: Glenwood ES**

**School Number: 320**

**Plan Year(s): 2018-19**

**Date Submitted to Board: November 9, 2018**

**Principal Signature: \_\_\_\_\_**

**Date: \_\_\_\_\_**

**Board Chair Signature: \_\_\_\_\_**

**Date: \_\_\_\_\_**

**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	Names and Date of Election to Team	Signature
Principal	Katie Caggia (11-1-16)	Katie Caggia
Assistant Principal Representative	Channing Bennett (1-3-17)	Channing Bennett
Teacher Representatives	Melissa Towne (6-3-18)	Melissa Towne
	Jennifer Roth (5-24-18)	Jennifer Roth
Instructional Support Representatives	Tracy Bell (6-3-18)	Tracy Bell
Teacher Assistant Representatives	Ivette Mercado (TBD)	Ivette Mercado
Student Representatives (MS - 3, HS - 3)	n/a	
Parent Representatives	Mike Cho (6-3-17)	Mike Cho
	Alyssa Crockett (6-3-17)	Alyssa Crockett
	Samantha Fiske (6-3-17)	Samantha Fiske
	Deborah Stewart (6-3-17)	Deborah Stewart
	Tony Rucker (5-28-18)	Tony Rucker

### School Profile

**Student Description** (How can we best describe our school? Student demographic data: grade levels, ages, gender, race, total enrollment, English proficiency, special education, free and reduced lunch, attendance rates, discipline referrals)

2018-2019

Glenwood Elementary School is a diversely populated school with approximately 500 students in grades K to fifth grade. The school has one of the most diverse populations in Chapel Hill-Carrboro City Schools (37% White, 34% Asian, 13% Multi, 9% African American, and 6% Latinx), with current numbers of ESL students representing 14% of Glenwood's population. Glenwood is the site for the district's Mandarin Chinese Dual Language Program which serves students from all over our district. The program has just finished expansion to 2 classrooms K through grade 5. We have approximately 24% of our students eligible for free and reduced lunch. This year is a "grandfathering" year for Title I support. Less than 50% of our student population remains with us through the entirety of the elementary school years. Chronic absenteeism data at Glenwood is currently at 7.3%. We experience most of our absences because of educational leave requests due to the high number of international and cross-national families wanting to visit their homeland or visit sites while in the States. The most frequent location for discipline referrals occurred within the classrooms and we have implemented Restorative Practices to foster a positive learning environment within the classroom and school-wide.

**School Description** (*What are unique features of our school? What characteristics set the school apart? School profile: school physical plant, profile of teachers, administrators, special programs, co-curricular, etc.*)

History resides in Glenwood Elementary as it is the oldest school building in the district, opening its doors in 1953. Additions were made in the 1980s to update the media center and add a multi-purpose building. Most recently, in the 2016-17 school year, Glenwood underwent an office renovation. There are several long-standing communities that attend the school, as well as a number of satellite neighborhoods maximizing student numbers and diversity for the school district. Several of the neighborhoods are transient with the most transient being family student housing for the university.

Glenwood is the home of the district Mandarin Dual Language Program. The program is an immersion model with the instructional presentation being 50% Chinese and 50% English during the day. On September 20, 2018, the Board of Education voted to phase Glenwood into a full school Mandarin Dual Language magnet school over the next five years.

100% of the teaching staff at Glenwood are Highly Qualified, 54% have advanced degrees and 5.2% have earned National Board Certifications. There is a range of experience from 0-3 years, 4-10 years, and then, ten years plus. The teacher turnover rate last school year was 6.38%, down from 19% the previous school year. The school is fortunate to be able to employ full time instructional teaching assistants for grades K-3 and 25% instructional teaching assistant support at grades 4-5, and an exceptional children's instructional assistant. The assistant principal holds a master's degree in administration and has 8 years as an educator. He formerly

2018-2019

served as a middle school science teacher in CHCCS. The principal has earned a master's degree in administration. She was a classroom teacher for 15 years and an assistant principal for 4 years before assuming the principalship in November 2016. Chapel Hill-Carrboro City Schools and Glenwood also partner with the local university to obtain volunteers and interns (teacher and administrative) to work with students individually and in the classrooms.

Special opportunities for students at Glenwood include Science Olympiad, Girls on the Run, Battle of the Books, Chess Club, Peer Helpers, and Safety Patrol. The district runs an exemplary after school program on site. Glenwood also has an environmental partnership with the NC Botanical Garden that supports the aspects of the science curriculum through visiting plants, materials, and resources for the school gardens, and field trip experiences.

Families and staff share the special characteristics of the school to be a very caring, respectful, and challenging academic environment. Glenwood is very fortunate to have an active parent volunteer base and incredibly supportive PTA in spite of many parents only being with us for a very short time. Parental commitment to the school creates a support system for teachers instructionally, administratively, and financially that shape the culture of care in the school.

### **Strengths and Needs Assessment**

**Describe the process or tool(s) used to conduct the needs Assessment:**

**Needs of the School Improvement Plan were based on the following data sets:**

- **Disaggregated EOG performance data**
- **Access Test Exit Data**
- **SWIS and PBIS Set Data and Self Assessment**
- **2018 Teacher Working Conditions Survey (TWC)**
- **2018 Student Survey Data**

**A. Areas of Strength** (*What does the analysis of data tell you about your school's strengths?*)

Glenwood MET expected growth based on EVAAS and received a school grade of B during the 2017-18 School Year.

*Based on a review of 2018 EOG Achievement Data:*

2018-2019

- 75% of our students in grades 3-5 are proficient and 69.5% are college and career ready in reading.
- 80.5% of our students in grades 3-5 are proficient and 71.8% are college and career ready in math.
- 74.5% of our students in grade 5 science are proficient and 69.1% are college and career ready.
- All EOG proficiency and CCR are above the district averages in reading and math.
- Increase in proficiency and CCR in grade four math.
- 100% of students identified AIG in math and/or reading are college and career ready. **As with all student groups, we will continue to monitor the growth and performance data of this group.**

K-2 made gains in literacy proficiency from BOY to EOY (mClass) in the following ways:

- A 14% increase for AA students in Kindergarten.
- A 26% increase for Latinx students in Kindergarten.
- A 23% increase for LEP students in Kindergarten.
- A 25% increase for SWD in Kindergarten, and a 50% increase for SWD in 1st Grade. (No change in 2nd Grade for SWD).

A review of the 2018 NC Teacher Working Conditions survey suggests that the top three improvements were:

- +27.8 Points (93.3%)- Teacher Leadership: Teachers are relied upon to make decisions about educational issues.
- +25.6 Points (75.6%)- School Leadership: Teachers feel comfortable raising issues and concerns that are important to them.
- +24.5 Points (93.5%)- Teacher Leadership: Teachers are trusted to make sound professional decisions about instruction.

A review of the 2018 student survey suggests that the top three areas were:

- 88.26% How much does this teacher encourage you to do your best? (Rigorous Expectations)
- 86.92% When you feel like giving up, how likely is it that your teacher will make you keep trying? (Rigorous Expectations)
- 83.90% How clearly does this teacher present the information you need to learn? (Pedagogical Effectiveness)

**B. Areas of Need** (*What does the analysis of data tell you about your school's gaps and opportunities for improvement?*)

- Decrease in literacy proficiency from BOY to EOY (mClass) for AA, Hispanic, and LEP students in 1st and 2nd grade.
- Decrease in proficiency and CCR for students in grades three and five in math.
- Decrease in proficiency and CCR in grade three, four and five in reading.
- Glenwood had 3 teacher vacancies at the end of the 2017-18 School Year.

2018-2019

- A review of 2017-18 SWIS Discipline Data reveals an increase in discipline disproportionality for African American students from 14.7% (MOY) to 25% (EOY).

A review of the 2018 NC Teacher Working Conditions survey suggests that the top three areas of improvement are:

- -25.5 Points (70.5%)-Instructional Practices & Support: Local assessment data are available in time to impact instructional practices.
- -22.8 Points (57.8%)- Facilities & Resources: Teachers have adequate space to work productively.
- -21.4 Points (46.5%)-Professional Development at School: Professional development is differentiated to meet the individual needs of teachers.

A review of the 2018 student survey suggests that the top three areas of improvement are:

- 27.52% When you are not in class, how often do you talk about ideas from class? (Class Engagement) **\*\*Relevance\*\***
- 38.59% How often do you use ideas from this class in your daily life? (Valuing) **\*\*Relevance\*\***
- 54.02% In this class, how excited are you to participate? (Class Engagement) **\*\*Relevance\*\***

Recruiting and Retaining Staff of Color (non-white) is an ongoing focus and need at Glenwood. We will continue to hire as early as possible, partner with CHCCS and NCCU (TA to Teach), attend recruiting fairs at HBCUs and other local universities, continue to partner with EPI and other recruitment agencies, include staff of color in the hiring process in meaningful ways including but not limited to a diverse hiring committee, offering comprehensive induction support, and continuous improvement of teacher working conditions.

## School Goals and Strategies

### Goal Area 1 Student Success

ESSA Targets are met in Reading and Math.				
Present Status	Desired Status	Strategies	Milestone Dates	Resources/Professional

Student Performance Data	Target	(One strategy must be Family and Community Engagement)	Quarterly	Development to Support Progress
<b>Reading</b>				
All 77.4	81.4	<p><a href="#">Instructional Implementation Plan</a></p> <p>AIG &amp; Title One Parent Nights</p> <p>Student Support Staff Quarterly Newsletter and Website to staff and parents</p> <p>Quarterly Staff Data Review utilizing district data protocol.</p>	February and June 2019	<p>Instructional Coaching sessions with a focus on accountable talk</p> <p>Project Advance participation as applicable</p>
Asian 88.5	92.0			
Black				
Latinx (Hispanic in ESSA Goals)				
Multiracial				
White 79.4	82.6			
English Learner				
Students with Disabilities				
<b>Math</b>				
All 84.3	89.7	<p>Same as ELA. See <a href="#">Instructional Implementation Plan</a> and strategies above</p>		<p>Math Professional Learning with Dr. Faulkner, NCSU</p> <p>Ready Professional Learning &amp; Coaching sessions</p> <p>Instructional Coaching sessions with a focus on math discourse</p>
Asian 100	100			
Black				
Latinx (Hispanic in ESSA Goals)				
Multiracial				
White 79.4	84.1			
English Learner				
Students with Disabilities				



<b>Discipline Disproportionality</b>				
<b>Present Status</b> Discipline Data	<b>Desired Status</b> Target	<b>Strategies</b> (One strategy must be Family and Community Engagement)	<b>Milestone Dates</b> Quarterly	<b>Resources/Professional Development to Support Progress</b>
<b>AA student enrollment is 9% and the % of ODRs for AA students is 25%, which is disproportionate by 16%.</b>	<b>To reduce disproportionality to 11%</b>	<p><b>Continued Implementation of Restorative Practices and Circles</b></p> <p><b>Quarterly Staff Data Review utilizing district data protocol.</b></p> <p><b>Utilize Racial Equity Impact Assessment</b></p> <p><b>Staff will make positive phone calls home to each student</b></p>	<p><b>Monthly</b></p> <p><b>Quarterly</b></p> <p><b>Quarterly</b></p> <p><b>Monthly</b></p>	<b>Staff Professional Learning in both Equity and Restorative Practices</b>

<b>EL Progress in Language Acquisition</b>				
<b>Present Status</b> Student Performance Data	<b>Desired Status</b> Target	<b>Strategies</b> (One strategy must be Family and Community Engagement)	<b>Milestone Dates</b> Quarterly	<b>Resources/Professional Development to Support Progress</b>
<b>48.3% that exited ESL based on ACCESS scores</b>	<b>50.7%</b>	<b>Implementation of SIOP strategies and Elevations</b>	<b>February ACCESS data points.</b>	<b>Support PLC (ESL, Title 1, Math Interventionist)</b>

		<p><b>strategies.</b></p> <p><b>ESL Parent Meeting</b> <b>Home Visits</b></p> <p><b>Provide direct support to classroom teachers with clusters of ESL students</b></p> <p><b>Systematically look at student data in grades k-5 (Aimsweb, student work samples and common formative assessments) through a lens of equity, including action steps that include culturally relevant teaching.</b></p>	<p><b>Yearly and as needed</b></p> <p><b>Monthly</b></p> <p><b>Data meetings will be held at least once quarterly</b></p>	<p><b>Book Study <u>EL Excellence</u></b> <b>DL 101 &amp; 102</b> <b>Professional Learning for staff</b> <b>Teachers can participate in Lunch and Learn sessions focusing on these topics:</b></p> <ol style="list-style-type: none"> <li><b>1. using the Can Do descriptors, with Ellevations</b></li> <li><b>2. SIOP strategies for Speaking and Listening</b></li> <li><b>3. EL's in Guided Reading</b></li> </ol> <p><b>Common School-wide Data Protocol</b> <b><a href="#">Racial Equity Impact Assessment Tool</a></b></p>
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<b>Culture/Climate</b> (Based on Student Survey Data)				
<b>Present Status</b>	<b>Desired Status</b> Target	<b>Strategies</b> (One strategy must be Family and Community Engagement)	<b>Milestone Dates</b> Quarterly	<b>Resources/Professional Development to Support Progress</b>
<b>27.52% When you are not in class, how often do you talk about ideas</b>	<b>42% of students will respond that when they are not in class, they often talk about ideas</b>	<b>Curriculum Bridging work between English and Mandarin classes.</b>	<b>April 2019</b>	<b>UNC DL Bridging Grant</b>  <b>Participation in DL 101 and 102 professional</b>

<p><b>from class? (Class Engagement)</b>  <b>**Relevance**</b></p>	<p><b>from class on the NC 2019 Student Survey.</b></p>	<p><b>Intentional connection to students lives in lesson planning and classroom experience</b></p> <p><b>Bi-weekly active parent communications by all classroom teachers.</b></p>	<p><b>Weekly in PLC planning meetings</b></p> <p><b>Every two weeks</b></p>	<p><b>learning</b></p>
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**Goal Area 2 Employee Experience**

<p align="center"><b>Retention or Culture</b>                      (Based on NCTWCS Results)</p>				
<p><b>Present Status</b></p>	<p><b>Desired Status</b>                      Target</p>	<p><b>Strategies</b></p>	<p><b>Milestone Dates</b>                      Quarterly</p>	<p><b>Resources/Professional Development to Support Progress</b></p>
<p><b>The BOE recently approved a full magnet at GES. The staff has expressed concerns about the future.</b></p>	<p><b>Maintain Positive Morale</b></p>	<p><b>Continued Open Door Policy with Administration</b></p> <p><b>Sunshine Committee recognitions and celebrations</b></p> <p><b>Admin celebrations and recognitions in meetings and newsletters</b></p> <p><b>Collaboration with PTA/MAC to plan</b></p>	<p><b>Monthly EOY mini TWC deployment</b></p>	<p><b>Time Parental Support HR Meetings</b></p>

		<p><b>morale boosters and appreciation</b></p> <p><b>Continuation of Formal and Informal cycles of feedback</b></p> <p><b>Clear advocacy around teacher retention and transfers based on magnet implementation</b></p>		
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**Goal Area 3 Organizational Effectiveness**

Organizational Effectiveness Budget				
Present Status	Desired Status Target	Strategies	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
Most or many budget requests and approvals are directly linked to SIP and Strategic plan goals	100% of budget requests and/or approvals are aligned with school improvement plan and strategic plan goals.	Bi-weekly budget meetings with budget manager.	Bi-weekly	n/a

**Other Required Goals**

*The school will provide a duty free lunch period for every teacher on a daily basis or as otherwise approved by School Improvement Team.*

School Improvement Decision/Date	Plan for providing Duty-free Lunch
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10/24/18: Provide Duty-Free Lunch	This is provided in the Master Schedule
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*The school will provide a duty-free instructional planning time for every full-time assigned classroom teacher, with a goal of providing an average of at least five full hours of planning time per week.*

School Improvement Decision/Date	Plan for providing Duty-free Instructional Planning
10/24/18: Provide at least 5 hours of planning per week	This is provided in the Master Schedule (average 6.5 hours a week)

*The school shall include a plan to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.*

School Improvement Decision/Date	Plan for eliminating unnecessary and redundant reporting requirements.
10/24/18: Reduction of Paperwork	<ul style="list-style-type: none"> <li>• utilizing email for professional communication when appropriate,</li> <li>• eliminating redundant requests for reports, and</li> <li>• fully utilizing existing data and processes as much as possible to complete required reports.</li> </ul>

*Reference GC115C-105.27*



**School Improvement Plan  
November 2018 to June 2020**

School: McDougle Elementary School

Principal: Aisha Howard

Chapel Hill-Carrboro City Schools

Approved by School Improvement Team on: 10-22-2018

Approved by Staff on: 11-1-2018

## Comprehensive Progress Report

**Mission:**

McDougle Elementary's mission is to support the academic and personal growth of all students through a positive, inclusive and collaborative culture.

**Vision:**

Together to learn. Together we grow. Together we celebrate success as we go.

**Goals:**

Improve student achievement so that all students in underperforming subgroups decrease non proficiency by at least 5% on the reading and math EOG test each year from 2018-2020. See Chart in Goal 1 - Student Success Folder

Improve student achievement so that overall student achievement in reading improves from 71.4% to at least 81.4 % by 2020.

All student subgroups will meet the annual yearly increase for ESSA, increasing the number of Career and College Ready students in reading and math See Chart - ESSA Goal

All students will have access to and be actively engaged in a safe, nurturing learning environment with high expectations.

Improve the employee experience for all staff by improving working conditions.

Improve organizational effectiveness of communication so that the entire school community is well informed.

All classroom teachers will have duty free lunch daily and a duty free instructional planning period daily

Paperwork will be reduced for all staff and as much as possible communication and other necessary documentation will be completed electronically.



Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>MES currently has the following school-wide practices:</p> <ul style="list-style-type: none"> <li>• PBIS. This year the school has done teacher trainings on PBIS expectations</li> <li>• Dolphin Dollars</li> <li>• Whole-class rewards (marble jar, class dojo, etc)</li> <li>• Restorative Practices</li> <li>• Dolphin Duo (mentoring program)</li> <li>• Surveys are provided to teachers to identify students who may benefit from additional supports in the form of lunch groups,</li> <li>• Parents are sent home the student code of conduct a</li> <li>• Accountability logs for students.</li> </ul>	Limited Development 10/13/2017		
<i>How it will look when fully met:</i>		The students and staff will understand the expectations for appropriate behavior. Staff will implement expectations in an equitable and consistent manner. Students are supervised 100% of the time. The number of discipline referrals will decrease because there is emphasis on prevention of behavior incidents. The environment will feel safer for students and staff, and there will be an increase in positive relationships among students and staff.		Tiffany Newsome	06/30/2020
<i>Actions</i>			0 of 4 (0%)		
	10/17/18	All staff will hold students accountable for transitioning in the hallways at a volume level of zero.		All MES staff	12/01/2018
<i>Notes:</i>					
	10/17/18	All staff will participate in PBIS training.		Tiffany Newsome	12/31/2018
<i>Notes:</i>		This is a multi-part training for teachers and TAs.			



10/17/18	Utilize the classroom environmental inventory to develop and implement specific classroom procedures.		Tiffany Newsome	06/09/2019
<i>Notes:</i>				
10/17/18	All staff will participate in Restorative Practices training and will implement these best practices in the classroom environment.		Tiffany Newsome	09/30/2019
<i>Notes:</i> As new staff join the school they will receive training within the first year of employment.				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Curriculum and instructional alignment</b>
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Grade level PLCs are using the Instructional Planning Templates to write units of instruction for reading and math. K-2 grades have adopted Ready Math. All students in these grade levels have taken the beginning of grade diagnostic assessments in math. 3-5 grades are using the newly developed DPI math units. 3-5 grades are utilizing assessments created by the district. Foundations has been adopted in grades K-3. K-5 teachers and specialists have attended guided reading training and participated in model lessons.	Limited Development 04/28/2016		
<i>How it will look when fully met:</i>		Units remain reasonably on pace and align with pacing guides/scope and sequence provided by the district and the state. Teachers use benchmark data, common assessments, and observational data to make decisions about instruction. Units include: essential questions, activating strategies, vocabulary instruction, graphic organizers, learning activities, assignments, and unit assessments. Lessons are differentiated to meet the needs of all learners. This would yield improved outcomes for all students.		Natalie Sayag	06/09/2020
<b>Actions</b>			<b>0 of 4 (0%)</b>		
11/26/18		Monitor implementation of AIG plan by ensuring that specialist provides instructional support to identified students as scheduled as well as work with teachers to provide support for students needing accelerated differentiation		Aisha Howard	12/30/2019
<i>Notes:</i>					
12/21/16		Consistently utilize Instructional Planning Templates and other planning		Susan Appelquist;	06/30/2020

	tools (i.e. Elaine Watson-Grant's lesson plan packet) to create units of study.		Caroline Petrow	
<i>Notes:</i>				
10/22/18	PLCs will use a data protocol to analyze benchmark data and common formative assessments in order to develop goals with measurable outcomes and specific actions to ensure appropriate academic growth for all students.		Aisha Howard	06/30/2020
<i>Notes:</i>				
10/22/18	Incorporate pre-teaching, scaffolding, and advancement strategies into the unit plans by inviting specialists (EC, EL, AIG, technology, media) to participate in quarterly planning sessions.		PLC Leaders	06/30/2020
<i>Notes:</i> Develop a schedule to determine which specialists will attend which PLC meetings.				

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Student support services</b>			
KEY	A4.01	<b>The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		We have a tiered system in place for addressing student academic and behavior concerns. We have a Tier 2 structure in place where a specialist within in the building helps to facilitate data conversations on the Tier 2 level of support. Additionally, there is a Tier 3 problem-solving team in place for students who are not responding to a Tier 2 Level of supports. We would like to continue to work on strengthening our core.	Limited Development 04/28/2016		
<i>How it will look when fully met:</i>		When fully implemented, teachers will consistently be able to meet the needs of all types of learners in their classrooms. Teachers will identify academic and behavior gaps at an early onset and intervene quickly with appropriate interventions. Teachers will deliver strong core instruction with opportunities for effective differentiation.		<b>Aisha Howard</b>	<b>07/01/2020</b>
<b>Actions</b>			<b>2 of 4 (50%)</b>		
11/16/16		Gather baseline data using the Self-Assessment of MTSS with MTSS leadership team in collaboration with district MTSS Coordinator.	Complete 05/02/2018	Tiffany Newsome	05/02/2018
<i>Notes:</i>					
11/16/16		Develop 3 year action plan for MTSS implementation.	Complete 05/31/2018	Alisha Schiltz	05/31/2018
<i>Notes:</i> Year 1: Emphasis on Tier 1					

Year 2: Emphasis on Supplemental Support (Tier 2 & Tier 3)  
 Year 3: Emphasis on using the framework for eligibility.

Once action plan is created, additional tasks may be added.  
 This will be completed in collaboration with MTSS coordinator.

We are currently part of cohort 3 in District Implementation.

10/23/18 Train staff to utilize the Standard Teaching Protocol to address student gaps in learning.

Tiffany Newsome

11/01/2019

*Notes:* Training will occur annually for all and refreshers will be provided as needed. Training will be developed by the MTSS Leadership Team - Tiffany Newsome, Aveni Patel, Nicole Land, Laura Olley, Susie Appelquist, Caroline Petrow, Carolyn Sirera, Katherine Ciccarelli and Abigail Carter

10/23/18 Implement 3 year MTSS Action Plan

Tiffany Newsome

06/30/2022

*Notes:*

	KEY	A4.06	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			<p>We are a Green Ribbon School for PBIS. The majority of teachers at McDougle have been trained in Restorative Practices (Day 1 and 2). Currently, the socio-emotional needs of all students are being met through the implementation of the 2nd Step Curriculum as well as thorough classroom guidance lessons led by the School Counselor. At the Tier 2 level, the School Counselor, Social Worker and School Psychologist run groups as identified by teachers and parents. At the Tier 3 level, the School Counselor and School Social Worker lead individual counseling sessions for the most fragile students. Co-located mental health services are used for a targeted group of students.</p>	<p>Limited Development 04/28/2016</p>		
<i>How it will look when fully met:</i>			<p>All classroom teachers and staff will be trained in and use restorative practices to create a school culture where relationships are stronger among students, staff and the extended community. Data will be used</p>		<p><b>Aisha Howard</b></p>	<p><b>06/30/2020</b></p>

to identify students in need of more intensive support. The 2nd Step Curriculum would be implemented with fidelity and quality training will be provided to all instructional assistants by the district. All staff will know how to support students in crisis, and use the MTSS framework to support students' social-emotional needs. All staff will have been trained in Youth Mental Health First Aid.

<b>Actions</b>		<b>0 of 4 (0%)</b>		
10/23/18	Students in grades 3-5 will take annual school climate survey and results will be used to improve socio-emotional programming at McDougle.		Andrew Tauber	06/30/2019
<i>Notes:</i>				
11/16/16	All support specialists, classroom teachers and teacher assistants will be trained in utilizing restorative practices.		Tiffany Newsome	06/30/2019
<i>Notes:</i> We discussed that in order for restorative practices to be effective, all staff will need to be trained.				
11/16/16	Train staff to be able to identify antecedents to behavior that will enable staff to implement an appropriate intervention.		Tiffany Newsome	06/30/2020
<i>Notes:</i> We would need a behavior specialist from the district to come and train staff				
10/23/18	All staff needs to be trained in Youth Mental Health First Aid		Aveni Patel	06/30/2021
<i>Notes:</i> The goal will be to start with a small cohort of staff and grow from there.				

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Currently, grade levels complete pink & blue forms in preparation for creating balanced classrooms for the upcoming school year. These forms are designed to travel with the student from year to year and pertinent school data is added each year. These are passed along to each teacher at the beginning of the year. Also, our EC Program Facilitator disseminates EC folders to each of our teachers at the beginning of each year. The EC team provides opportunities for private tours of the building and meeting the teacher. Fifth grade students go to the middle school to visit and middle school students come to visit these classes. Teachers attend transitional meetings for students in the MTSS process. Elementary and middle schools come together for transition days in the spring.	Limited Development 10/18/2017		

<b>How it will look when fully met:</b>	Plan vertical transition meetings for students at the end of the year, and allow time for instructional PLCs to meet.		Aisha Howard	09/01/2019
<b>Actions</b>		<b>0 of 3 (0%)</b>		
10/18/17	Plan designated times for grade level PLCs to meet and transition students.		PLC Leaders	06/13/2019
<i>Notes:</i> This will take place during the last week of school. PLC leaders will notify Natalie Sayag when they have set a date for this event.				
10/18/17	Plan vertical planning meetings for K/1, 1/2, 2/3, 3/4, 4/5 regarding literacy and math content.		Aisha Howard	06/13/2019
<i>Notes:</i> This will take place during various staff meetings throughout the year.				
10/22/18	Dedicate days during the summer where a team of teacher representatives vets class lists to ensure classrooms are balanced and create a conducive learning environment for all students.		Aisha Howard	09/01/2019
<i>Notes:</i> EC, EL, AIG, Intervention teams will need more guidance on how to cluster their students.				

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
<b>KEY</b>	<b>B1.01</b>	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		There is currently a team in place to support the school, and members will vary based on school needs. One member of the team will have an integral role in collaborating with the team.	Limited Development 04/28/2016		
		Priority Score: 1                      Opportunity Score: 3	Index Score: 3		
<b>How it will look when fully met:</b>		The School LEA monitoring team will be established to include the District Accountability and Testing Executive Director, our District Title 1 and Community and Family Engagement and MTSS Coordinator.	<b>Objective Met 10/17/18</b>	<b>Aisha Howard</b>	<b>05/24/2016</b>
<b>Actions</b>					
11/16/16	Team was selected from district staff to support Focus Schools. Diane Villwock, Alisha Schiltz, Elaine Watson-Grant, Roslyn Moffitt, and Misti Williams.		Complete 06/08/2017	Alisha Schiltz	06/08/2017

Notes:

<b>Implementation:</b>		10/17/2018		
<b>Evidence</b>	11/16/2016 Meeting notes will be attached.			
<b>Experience</b>	11/16/2016 The team was established on May 2016, and the first team meeting was September 28th to begin the process of focusing on three areas of growth.			
<b>Sustainability</b>	11/16/2016 Continue meeting and monitoring.			
<b>B1.02</b>	<b>The Leadership Team serves as a conduit of communication to the faculty and staff.(5857)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	The representatives from the School Improvement Team share School Improvement Team decisions with their stakeholder groups and get feedback when necessary. The School Improvement Team recently expanded and now includes 4 staff representatives, 2 administrators and 5 parents. School Improvement Team meeting dates are posted on the district and school websites. Meeting notes are published on the School Improvement Team website for public view.	Limited Development 10/29/2018		
<b>How it will look when fully met:</b>	In full implementation, all staff will be well versed in school improvement goals, assessed indicators and related actions. All action items will be implemented with fidelity by every staff member and overall school goals will be met. The work of the School Improvement Team will focus solely on attaining school improvement goals.		<b>Natalie Sayag</b>	<b>06/30/2020</b>
<b>Actions</b>		<b>0 of 2 (0%)</b>		
10/29/18	Meeting minutes will be posted on the school's website in both English and Spanish within 72 hours after approval.		Natalie Sayag	06/30/2019
<b>Notes:</b>				
10/29/18	Send out minutes from School Improvement Team Meeting to staff within 24 hours of approval.		Natalie Sayag	06/30/2019
<b>Notes:</b>				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
<b>Effective Practice:</b>	<b>Distributed leadership and collaboration</b>

KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Classroom teachers have 300 minutes of collaboration time each week, with a specified day for planning and data analysis. EC staff has 90 minutes of collaboration time each week. Specials teachers have 150 minutes each week of collaboration time each week.	Limited Development 04/28/2016		
<b>How it will look when fully met:</b>		All PLC members will come to meetings having completed assigned tasks (as assigned by PLC leaders) and ready to collaborate. Quality lesson plans will be created. PLC members will bring updated spreadsheets with complete data to meetings. PLCs will be required to use the school-wide spreadsheet for data collection.		<b>Aisha Howard</b>	<b>11/01/2019</b>
<b>Actions</b>			<b>0 of 4 (0%)</b>		
10/22/18		Each PLC will establish team norms which will include: being on time to team meetings and bringing committed items to contribute to the planning process.		PLC Team Leader	01/15/2019
<i>Notes:</i>					
11/16/16		PLC meetings will occur at least twice per week - one day for planning (Monday) /(Thursday -4th grade) and one day for data meetings (Tuesday). These meetings will be uninterrupted and will be driven by a school-wide agenda.		Aisha Howard	06/08/2019
<i>Notes:</i>					
10/22/18		Grade level PLCs will receive 3 hours of planning time once per quarter.		Aisha Howard	06/30/2019
<i>Notes:</i>					
11/16/16		PLCs will utilize common formative assessment data as the basis for data meetings on Tuesdays, using a specific data protocol. A strategic plan of action will be developed to address student needs based on data analysis with a specific start and end date.		Aisha Howard	11/01/2019
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Administrators currently conduct formal and informal walkthroughs and required evaluations. Non-evaluative feedback is given to	Limited Development 04/28/2016		

	teachers.			
<b>How it will look when fully met:</b>	Teachers will receive weekly written non-evaluative feedback from either an administrator or an instructional coach. Teachers will utilize feedback given to grow in their craft and 100% of teachers will be rated at least proficient in all standards on the teacher evaluation summative tool.		<b>Aisha Howard</b>	<b>01/15/2020</b>
<b>Actions</b>		<b>0 of 7 (0%)</b>		
10/22/18	The principal and assistant principal will maintain high levels of visibility in the classroom and throughout the school.		Aisha Howard	04/01/2019
	<i>Notes:</i> Administrators may talk to students about what they are learning during this time. These times are not necessarily "walkthrough" times although feedback can be given.			
10/22/18	Lesson plans and curriculum alignment will be monitored weekly by instructional coaches. Coaches will address any concerns or questions with grade level teams.		Susie Appelquist and Carolyn Petrow	11/01/2019
	<i>Notes:</i>			
10/22/18	Administrators and coaches will conduct non-evaluative weekly walkthroughs on assigned teachers and give verbal and written feedback to teachers within the same week. Walkthrough will focus on specific areas such as guided reading, student engagement, vocabulary instruction and overall classroom environment.		Aisha Howard	12/01/2019
	<i>Notes:</i>			
10/22/18	Utilize "Spotlight on Learning" during staff meetings to highlight best practices or high quality/ effective instruction or instructional tools in the classroom.		Aisha Howard	12/01/2019
	<i>Notes:</i> Teachers will be selected to share during "Spotlight on Learning" based on practices evidenced during walkthroughs. Teachers may also present ideas to administrators (Howard and Newsome) for approval for "Spotlight on Learning."			
10/22/18	All staff meetings will have an instructional focus		Aisha Howard	12/01/2019
	<i>Notes:</i>			
10/22/18	The Executive Leadership Team will meet weekly to discuss instructional expectations, instructional trends, instructional needs and develop next step actions for advancement.		Aisha Howard	06/01/2020
	<i>Notes:</i> The Executive Leadership Team is comprised of the principal, assistant principal, and the two academic coaches.			



10/22/18	The principal will set school-wide goals based on available data to drive instructional efforts for the school year. Our first focus areas will be guided reading, vocabulary development and student engagement.		Aisha Howard	06/01/2020
<i>Notes:</i> Our 2018-2020 focus area are guided reading, vocabulary instruction and student engagement.				
<b>B3.04</b>	<b>The LEA/School sets goals for professional development (based on data) and monitors the extent to which it has changed practice.(5150)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	We are currently engaged in the following professional development opportunities: Project Advance, guided reading training (2018-19 school year), school-based Equity Team events (2 are required per staff member), and Restorative Practices training. According to our 2017-2018 EOG and mClass data, K-5, intervention, and ESL teachers are participating in guided reading training.	Limited Development 10/22/2018		
<i>How it will look when fully met:</i>	By 2020, all teachers will have completed the Learn level of Project Advance. Professional Development opportunities will be provided according to teacher needs. All teachers will write a PSF grant to attend a professional development opportunity of their choosing that meets their needs.		<b>Tiffany Newsome</b>	<b>06/30/2020</b>
<b>Actions</b>		<b>0 of 3 (0%)</b>		
10/29/18	According to our 2017-2018 EOG and mClass data, K-5, intervention, and ESL teachers will complete the full cycle of ERG guided reading training.		Aisha Howard	06/30/2019
<i>Notes:</i>				
10/29/18	All teachers will implement guided reading and periodically analyze reading data throughout the year.		Aisha Howard	06/30/2019
<i>Notes:</i> Data will be collected via mClass, progress monitoring, benchmarks, and classroom assessments.				
10/29/18	Within a given school year, all new staff members will attend Restorative Practices training.		Tiffany Newsome	09/01/2019
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
<b>Effective Practice:</b>	<b>Quality of professional development</b>

	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			So far this year, we have shared a lot of performance data with parents on the PTA and the SIT. Grade level PLCs have Tuesdays designated for data meetings with coaches and administrators. We utilize the CFIP (Classroom Focus Improvement Process) as a data protocol for analyzing data. The MTSS team holds weekly meetings to discuss student progress for students in the MTSS process and develops action plans to best meet student needs.	Limited Development 04/28/2016		
<b>How it will look when fully met:</b>			Staff will be analyzing data to determine academic and behavioral needs and make decisions for students. Staff will use data to identify specific needs of students in the areas of remediation, enrichment, socio-emotional support, behavior, etc. Data literacy would be a norm for teachers. Students will be making continuous growth and progress in their areas of need.		Aisha Howard	09/01/2019
<b>Actions</b>				<b>0 of 4 (0%)</b>		
	10/29/18	Begin each data discussion with celebrations.			PLC Leaders	06/30/2019
<i>Notes:</i> By quarter 4 (at the latest), all classroom teachers will assume leadership roles in leading discussions during weekly data meetings.						
	10/29/18	Utilize the CFIP data protocol to develop actionable items for remediation and acceleration based on data.			Aisha Howard	09/01/2019
<i>Notes:</i> This protocol will be used in two-week cycles, alternating between math and reading.						
	10/29/18	As part of the CFIP process, teachers will consistently use the subgroup data template to organize and analyze data by subgroups.			PLC Leaders	09/01/2019
<i>Notes:</i>						
	10/29/18	Establish a set time at weekly EC PLC meetings for data sharing.			Karen Scher	06/30/2020
<i>Notes:</i> Teachers will share methods for data collection, as well as the actual data.						

	C2.04	The LEA/School structures professional development to provide adequate time for collaboration and active learning.(5164)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>	Our current staff meetings are structured to include as much professional development as possible. We have many staff members participating in Digital Learning Communities after school and attending Wednesday Project Advance sessions. Additionally, classroom, ESL, and AIG teachers are engaged in Guided Reading Training through Education Resource Group (ERG). PLCs meet at least twice per week to lesson plan, analyze data, and collaborate around student progress. Our MTSS team holds transition meetings with students' prior and current teachers so as to facilitate smooth transitions for learners in the MTSS process. Teachers complete information cards that follow the students through the grade levels and transfer important information about students.	Limited Development 10/30/2018			
<b>How it will look when fully met:</b>	There will be continual conversations and collaboration between teachers of various grade levels, departments, etc. Discussions will be centered around content, curriculum, and individual students. Professional development will be differentiated based on teacher need in order to facilitate growth. PLCs will continue to meet at least twice per week for collaboration purposes. Coaches will support planning efforts.		Rachel Pugliese	06/30/2020	
<b>Actions</b>			<b>0 of 4 (0%)</b>		
10/30/18	Teachers will continue to have the flexibility to create Professional Development Plan goals as a collaborative unit within PLCs.		Aisha Howard	06/30/2019	
<i>Notes:</i>					
10/30/18	Teachers will collaborate and share best practices during the "Spotlight on Learning" segment of staff meetings.		Aisha Howard	06/30/2019	
<i>Notes:</i>					
10/30/18	PLCs will participate in vertical planning meetings twice per school year.		Rachel Pugliese	06/20/2020	
<i>Notes:</i>	Teachers will meet with both the grade level above and below their PLC for the purpose of transmitting ideas, student progress, and curriculum goals.				
10/30/18	Coaches will provide targeted and differentiated professional development to teams, as needed.		Susie Appelquist; Caroline Petrow	06/30/2020	
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity				
Effective Practice:		Talent recruitment and retention				
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date	
<b>Initial Assessment:</b>		Over the summer, staff members were involved in hiring decisions (i.e. interviews, tours, etc.). Teacher input is considered when making decisions regarding hiring. Administrative and coaching walk-throughs happen regularly; there is a weekly walk-through schedule established all certified staff. Coaches or administrators will visit each class at least once a week. Evaluation pre- and post-conferences are conducted fairly and within the allocated period of time. Administrators calibrated their scoring and expectations for evaluations at the start of the school year.	Limited Development 04/28/2016			
<b>How it will look when fully met:</b>		Evaluations are conducted in a fair and constructive manner. Teachers feel supported and stay at McDougle. Take the needs of staff members into consideration when constructing teams from year to year. Ensure that beginning teachers have mentors and feel supported.		<b>Aisha Howard</b>	<b>06/30/2020</b>	
<b>Actions</b>			<b>0 of 5 (0%)</b>			
	10/30/18	As much as possible, utilize electronic forms of paperwork for recording and reporting information.		Aisha Howard	06/30/2019	
		<i>Notes:</i> Communication from Mrs. Howard will go out electronically to the staff. Discipline referrals, data collection, lesson plans, etc. are housed in Google documents.				
	10/29/18	Distribute a staff climate survey at two points within the school year.		Aisha Howard	06/30/2019	
		<i>Notes:</i> The intent of the survey is to gather data about staff perceptions about the school climate and data surrounding retention. The survey questions will target the area of School Leadership from the Teacher Working Conditions Survey. The principal will take precautions to ensure anonymity.				
	10/30/18	Classroom teachers will have a duty-free lunch and daily planning times.		Tiffany Newsome	09/01/2019	
		<i>Notes:</i> Instructional Assistants will cover classes during lunch time.				
	11/26/18	Intentionally recruit teachers of color to interview for certified vacancies at the same rate as white candidates.		Aisha Howard	12/30/2019	
		<i>Notes:</i> An effort will be made to reach out to leaders in education department				

at NCCU for qualified candidates of color.

10/29/18 All teachers are held to the same high expectations in regards to: planning, behavior management, professionalism, positive attitudes, and participation in PLC and school-wide efforts. All classified staff members are held to the same high expectations in regards to: behavior management, coverage, time management, positive attitudes, and participation in PLC and school-wide efforts. Teachers or staff members identified as needing improvement in these areas will be offered additional support.

Tiffany Newsome;  
Aisha Howard

06/30/2020

*Notes:* Walk-throughs will help accomplish this goal. The steps in this action also contributes heavily to school climate.

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>			
<b>Effective Practice:</b>		<b>Family Engagement</b>			
<b>KEY</b>	<b>E1.06</b>	<b>The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	<p>Weekly newsletter communications are sent via email and phone to update the MES community (staff and families) about school events, expectations, news, and updates.</p> <p>Weekly grade-level communications are sent home to describe current classroom content, needs, and updates.</p> <p>Progress Reports are sent home mid-quarter and report cards are sent home every nine weeks.</p> <p>Parent conferences are held after the first quarter report cards are distributed and are held as needed throughout the year.</p>	Limited Development 04/28/2016			
<b>How it will look when fully met:</b>	All families will be fully informed about what is happening at MES and parents/guardians will understand what they can do at home to support their child's learning.		Aisha Howard	06/30/2019	

<b>Actions</b>		<b>0 of 6 (0%)</b>		
10/17/18	We will utilize translation services via contact cards, print media to support all MES families.		VICKIE FORNVILLE	12/01/2018
<i>Notes:</i>				
10/17/18	Each grade level will send home a weekly newsletter that includes classroom updates, news, curriculum information, and ways parents can support students at home.		Natalie Sayag	12/31/2018
<i>Notes:</i>				
10/22/18	Principal will conduct a winter and a spring communication parent survey via the principal newsletter and/or through take-home folders for families who do not have computer or Internet access.		Aisha Howard	06/01/2019
<i>Notes:</i>				
10/17/18	Weekly newsletter communications will be distributed in Spanish.		Aisha Howard	06/08/2019
<i>Notes:</i>				
1/25/17	Two Parent Ambassadors positions have been assigned to MES to build a bridge between the school and our marginalized communities. A team of parent ambassadors will take data provided by the school to help provide accurate contact information (phone numbers and email addresses) for all families. The parent ambassadors will develop strategies to be more inclusive for all families.		VICKIE FORNVILLE	06/30/2019
<i>Notes:</i>				
10/18/17	Utilize Parent University to engage families via workshops that support student development.		Aisha Howard	06/30/2020
<i>Notes:</i>				



School Improvement Plan  
November 2018 to June 2020

School: Morris Grove Elementary School

Principal: Amy Rickard

Chapel Hill-Carrboro City Schools

Approved by School Improvement Team on: October 19, 2018

Approved by Staff on: October 24, 2018

**North Carolina State Board of Education Goals**

**Goal 1** –Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Goal 2** – Every student has a personalized education.

**Goal 3** – Every student, every day has excellent educators.

**Goal 4** – Every school district has up-to- date financial, business, and technology systems to serve its students, parents and educators.

**Goal 5** – Every student is healthy, safe, and responsible.

## **Chapel Hill-Carrboro Strategic Plan Goals**

### **Student Success**

*Student Success addresses the academic, social and emotional capacities of students. The Student Success goals will assist students in exploring, defining and solving complex problems; pursuing their unique interests, passions and curiosities; and contributing to the community through dialogue, service and/or leadership all while supporting the child's well-being.*

**Goal 1: Establish a district instructional framework for all grade levels PreK-12, based on high-yield best practice, culturally relevant strategies within a personalized learning environment so all children receive equitable educational experiences.**

**Goal 2: Empower and support all student groups to meet growth and achievement goals.**

**Goal 3: Build a data-driven culture to inform instruction at the teacher, Professional Learning Community (PLC), school and District levels to positively impact students.**

**Goal 4: Develop a continuum of services to promote the social, emotional and academic development of all students.**

**Goal 5: Create a culture and system of support which empowers, inspires, engages and encourages the school community to embrace diversity, inclusion and different learners.**

### **Employee Experience**



*The greatest resource of any organization is its people. Employee Experience refers to all people, processes, and systems related to an organization's employees. It includes the skills, knowledge, and experience that represent an investment in people. Chapel Hill-Carrboro City Schools is committed to the growth, development, and care of its employees.*

**Goal 1: Actively recruit and retain a workforce that is diverse and represents the population of our students and families.**

**Goal 2: Create a culture and system of support to empower, inspire and engage talent, including an inclusive work environment that embraces and values equity and diversity.**

**Goal 3: Create, promote, and empower an organizational environment that values development and personalized growth opportunities for all employees.**

### **Family and Community Engagement**

*Schools are successful when parents, educators and communities lock arms and work together for the benefit of students. Chapel Hill-Carrboro community stakeholders are crucial partners in student success, and, as such, will be actively engaged in productive and equitable two-way communications.*

**Goal 1: Engage families in the entire educational process.**

**Goal 2: Create meaningful partnerships by building trust, collaboration, and engagement.**

### **Organizational Effectiveness**

*Education of children is the core mission of the school district. Ensuring all children's success will only be possible if the organization is completely aligned and focused on student academic needs, behavioral support, and social and emotional growth. Chapel Hill-Carrboro City Schools is committed to improving our organizational effectiveness and culture to ensure all children succeed.*

**Goal 1: Provide safe school environments for students and staff.**

**Goal 2: Directly align district resources with student needs.**

**Goal 3: Develop and maintain an organizational knowledge base.**

**Goal 4: Initiate effective, relevant and timely communication.**

## CHCCS Board Reference

**3430 School Improvement Plan**

**3430-R Regulations School Improvement Team Operational Framework**

### School Improvement Plan Development

**School Name: Morris Grove Elementary School**

**School Number: 332**

**Plan Year(s): 2018-2020**

**Date Submitted to Board: October 26, 2018**

**Principal Signature: Amy Rickard      Date: October 24, 2018**

**Board Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_**

### 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.”*

<b>Committee Position</b>	<b>Names and Date of Election to Team</b>	<b>Signature</b>
Principal	Amy Rickard - Standing Member, August 2008	On file
Assistant Principal Representative	Michael Brown - appointed August 1, 2017	On file
Teacher Representatives	Ellen DePinto - June 6, 2018	On file
	Cassie Palisky - May 26, 2017	On file
Instructional Support Representatives	Lara Statile - May 26, 2017	On file
Teacher Assistant Representatives	Tanisha Hinton - June 6, 2018	On file
Student Representatives (MS - 3, HS - 3)	N/A	N/A
Parent Representatives	James Bedford - May 26, 2017	On file
	Michael Butrico - May 25, 2018	On file
	Puja Puri - May 25, 2018	On file
	Lee Anne Reilly - May 25, 2018	On file
	Courtney Thomas - May 25, 2018	On file

**School Profile**

**Student Description** *(How can we best describe our school? Student demographic data: grade levels, ages, gender, race, total enrollment, English proficiency, special education, free and reduced lunch, attendance rates, discipline referrals)*

Morris Grove Elementary School, the tenth elementary school in the Chapel Hill-Carrboro City Schools, opened its doors to students on August

Year 2018-2020

25, 2008. Morris Grove serves 551 students (275 male, 276 female.) The school population is fairly diverse, with 57% Caucasian, 11% Hispanic, 8% African-American, 14% Asian, and 9% Multi-Racial students. A more detailed breakdown of student demographics and school statistics is provided below.

Morris Grove Elementary School Demographics

Ethnicity	Kind.	First	Second	Third	Fourth	Fifth	TOTAL	School %
Amer. Indian	<10	<10	<10	<10	<10	<10	<10	<1%
Asian	14	11	16	<10	13	12	75	14%
Hispanic	<10	<10	10	13	12	15	63	12%
Black	<10	<10	<10	<10	<10	12	43	8%
White	49	40	53	61	55	59	317	57%
Multi	<10	<10	14	<10	<10	<10	52	9%
TOTAL	87	70	99	94	96	105	551	100%

Students at Morris Grove have a variety of instructional and social/emotional needs and are served through several programs. The school primarily utilizes an inclusive model so that students receive support and services through collaborative and consultative teaching in the classroom between specialists and teachers. English Language services are provided through direct services, collaborative instruction, and consultation by the EL teachers. Gifted education is supported through differentiated instruction in the classrooms, teacher collaboration with the Gifted Education Specialist, direct services, and specific units of study and projects. Students receiving Special Education services are supported by a variety of specialists within the school who design individualized programs based on areas of student need.

12.5% of the students at Morris Grove receive English as a Second Language services. 33.8% of our students in fourth and fifth grades are identified through the gifted program as “academically/intellectually gifted” or “highly gifted.” 11.4% of our students receive special education services and 2.1% have a 504 plan. The school has a free and reduced lunch population of 17.1%.

**School Description** (*What are unique features of our school? What characteristics set the school apart? School profile: school physical plant, profile of teachers, administrators, special programs, co-curricular, etc.*)

Morris Grove Elementary School has a rich historical connection to our school community. The origin of our school name came from an earlier school built on a plot of land adjacent to the current building. The former school was located on land donated by Morris Hogan, a former slave who was later freed. Mr. Hogan and his wife worked to eradicate illiteracy in their community by opening Morris Grove School. The school operated until the 1940s, when many of the local smaller schools were closed and students were reassigned to the Orange County Training School.

The school building is a “green” facility with many sustainable design features. Extensive use of natural daylighting can be seen throughout the school. To ensure the reduction of energy usage, in combination with the natural daylighting, the school uses an electronic lighting control system that regulates the artificial lighting structures based on the amount of natural daylight. The sloped metal roof also helps keep the building cool during warm months. Morris Grove also has an underground rainwater collection system that allows water to be pumped back into the building, where it is reused to flush toilets and to irrigate landscaping. A solar-assisted domestic water heating system preheats the water used by the kitchen for food preparation and dishwashing. A photovoltaic array which produces electricity from the sun’s rays also provides a portion of the facility’s electrical needs. Some of the building materials were made with recycled content, and many of the environmental features are prominently displayed to be used as a teaching tool within our school community.

The instructional framework for Morris Grove Elementary was designed by the administration and a school Planning Team consisting of classroom teachers, resource teachers, a specials teacher, support staff, parents, and administrators. The school framework is based on the concept of a Professional Learning Community (PLC), where teachers work collaboratively to focus on and commit to high levels of learning for every student. The Planning Team focused on creating a school foundation with a collaborative culture based on collective inquiry and a commitment to continuous improvement. Other key components of the instructional framework at Morris Grove include an emphasis on technology and digital learning, the implementation of a balanced literacy program, the use of inclusive teaching practices and differentiated instruction, and a commitment towards equity and the elimination of the minority student achievement gap.

Morris Grove Elementary has 90 full and part-time staff members (54 professional staff, 36 support staff) for 24 Kindergarten through fifth grade classes, 2 Adapted Curriculum classes, and 1 Pre-Kindergarten class. Of the professional staff, 3 are administrators, 5 are Specials Teachers, and 18 are resource staff. Of the support staff, 29 are teacher assistants. As part of the CHCCS Community Schools, Morris Grove also hosts an after-school program with one director and six group leaders that serves 85 students. 32 of our professional staff members have advanced degrees. 13 teachers have earned the additional recognition of National Board Certification, with a few others in the process of obtaining certification.

## Strengths and Needs Assessment

### Describe the process or tool(s) used to conduct the Needs Assessment:

The following data sources were reviewed and analyzed to support our work:

- District data documents related to student achievement (proficiency and growth) for EOG, mClass, etc.
- Evaluation of ESSA achievements by subgroup proficiency in Reading and Math
- PBIS (TFI) assessment and student discipline data
- MTSS (SAM) assessment
- NC Teacher Working Conditions Survey
- Student Survey Data

Additionally, informal feedback was obtained from the School Improvement Team, school Leadership Team, teachers, parents, and instructional coaches.

#### A. **Areas of Strength** (*What does the analysis of data tell you about your school's strengths?*)

One of Morris Grove's greatest strengths lies in the quality of our staff. Morris Grove created a clear vision and core beliefs for the school that focused on the establishment of a true Professional Learning Community and a school committed to equity and excellence. Our staff displays a willingness to continuously improve and enhance our instructional practices to ensure high levels of learning and achievement for all students. Parent feedback regarding the dedication, effectiveness and skill of the staff and administration has been positive as well.

The Morris Grove Staff has worked to develop high functioning PLC Teams that promote a shared responsibility and ownership for students and their learning. This has been accomplished through the establishment of regular, frequent meeting times and the formation of team norms. Each PLC Team has created common curriculum maps, units of study, and lesson plans for each subject. Each team has also developed and utilized common assessments to monitor student learning and growth. The school has an established communication system for PLC Teams to regularly share their work and progress with one another as well as other staff members.

Morris Grove has also fostered a positive and supportive professional climate. Based on the 2018 North Carolina Teacher Working Conditions survey, Morris Grove yielded positive results in the areas of time, facilities and resources, community support and involvement, managing student conduct, teacher and school leadership, professional development, and instructional practices. Morris Grove exceeded the state and district averages in almost every question on the survey. Our high percentages of agreement in all categories reflect the level of positive working

Year 2018-2020

conditions within our school with 94% of our staff noting that Morris Grove is a good place to work and learn. Parent feedback has also noted the warm, positive and caring school atmosphere as a major strength of our school.

In addition to a positive climate for educators, our implementation of Positive Behavioral Interventions and Supports (PBIS) has continued to provide a safe, supportive environment for student learning and growth. During the 2017-18 school year, Morris Grove continued to attain “Exemplar” status for PBIS program implementation. The 2017-18 overall Tiered Fidelity Inventory (TFI) scores were 100 (Tier 1), 96 (Tier 2), and 94 (Tier 3,) indicating a high level of implementation of systems and practices. The PBIS Team meets on a monthly basis to review student discipline data and other feedback measures to inform decision-making. Our school continues to focus on both reducing discipline referrals overall and reducing the risk index for specific racial groups and has made gains in these areas. During the 2017-18 school year, Morris Grove established an Multi-Tiered System of Supports (MTSS) Leadership Team comprised of the school administration, counselor, and instructional coaches/specialists. Through this process and professional learning opportunities, we have begun to strengthen and build a more comprehensive and connected school framework with regards to academics and social/emotional learning.

With regard to student achievement, Morris Grove Elementary continues to see some positive trends. Morris Grove met the high growth standard on the North Carolina School Report Cards for the 2015-16 and 2016-17 school years and achieved the growth standard in 2017-18. During the 2017-18 school year, the school performance score was 81 (B) with an achievement score of 80.6 and a growth score of 83.1. The school had a composite score of 79.3% for the Reading and Math EOGs and a score of 89.3% for the Science EOG, all of which were similar to the previous years’ data. With the new ESSA requirements, math was a relative strength for Morris Grove, with four out of six groups (Asian, Hispanic, ELS, and EDS) meeting the targets. Additionally, our school met the ESSA target for English Learner progress this year.

In addition to academic supports, Morris Grove has created and established a variety of school traditions and programs. The morning news program, Reading Buddies, the Library League, 5th Grade Orff Ensemble, flag helpers, and the morning drumming program all provide leadership opportunities for students. Our quarterly Recognition Assemblies serve to recognize students and classes for effort and responsibility. The school continues to enhance the instructional program through special events and presentations such as the African-American Read-In, Latinx Read-In, Jump Rope for Heart, the 4th Grade Wax Museum, Mix It Up Day, and the 5th Grade Sound to Sea trip. We have also continued to strengthen our parent outreach through the new school website, weekly Connect Ed messages from the Principal and PTA, our school Twitter account, weekly Gecko Echos, and community events such as Noche Latina and Curriculum Nights.

Finally, Morris Grove has fostered strong parental and community involvement and volunteerism. Our active PTA has been successful in recruiting members and has established a variety of committees and programs. The PTA has helped to support family events such as our Meet-the-Teacher Night, spirit events at local restaurants, book fairs, cultural arts programs, the school Read-a-Thon, and the Spring Fling. Our 10th Birthday Celebration in the fall of 2018 was a historic event that brought former and current Gecko students and families together for a memorable

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time! The Morris Grove PTA also sponsors student enrichment programs such as Odyssey of the Mind, Chess Club, and Math Olympiad. Morris Grove has also initiated the foundation for several parent education and advocacy groups through Special Needs Advisory Council (SNAC) meetings and quarterly Noche Latina events. We have established a strong volunteer program through the use of UNC tutors, Blue Ribbon Mentor Advocate (BRMA) mentors, parent volunteers, ESL volunteers, and School Reading Partners. Finally, our staff has supported the development of future educators with the UNC School of Education by hosting student teachers, administrative interns, and Speech and OT interns, as well as student practicum experiences on our campus.

**B. Areas of Need** (*What does the analysis of data tell you about your school's gaps and opportunities for improvement?*)

Our primary focus for school improvement involves promoting high levels of learning and raising the achievement level for every student. As determined through an analysis of EOG scores and other data, we have several areas of need. The goals established by the Every Student Succeeds Act (ESSA) sets target goals for overall student achievement as well as goals for individual subgroups. As identified in the Goal Area 1 below, we had several groups in reading and math that did not meet targets last year. Our strategies identified in this plan will assist us in helping all student groups meet and/or exceed targets.

Our data analysis also considered the North Carolina School Performance Grades, where achievement and growth are measured. During the 2017-18 school year, Morris Grove Elementary received a “B,” with an overall achievement score of 80.6 (80% of the grade) and a growth score of 83.1 (20% of the grade.) Morris Grove met expected growth this year, but we strive to maintain the status of “exceeds” growth each year. This will be a continued area of focus.

This year, each student subgroup received a grade and indicators for subgroup achievement and growth. While it is positive that all subgroups met growth, we noted that some groups had lower growth scores (African-American - 75.3% and Economically Disadvantaged Students - 77.2%.) coupled with lower achievement scores (African-American - 32.1% and Economically Disadvantaged Students - 38.1%.) Overall subgroup grades ranged from A to D. Subgroups receiving a C or D indicator (African American, Latinx, Economically Disadvantaged Students, English Learners, and Students with Disabilities) will remain a priority in the coming year. We need to focus more intentionally on raising both achievement levels and growth for these groups in order to close our achievement gaps and ensure high levels of success for all students. Our focus on strengthening our Tier 2 intervention process this year will support this effort. Our MTSS Leadership Team will work more intensely with grade level teams on building more effective Tier 2 structures regarding the selection of interventions, progress monitoring, and the evaluation of interventions. These refined processes and systems will be used for students needing both academic and/or social/emotional/behavioral supports.

While the North Carolina Teacher Working Conditions Survey results for Morris Grove Elementary continue to be relatively high, we want to



ensure we continue to recruit, support, and retain an excellent teaching staff. We will continue our efforts to recruit a diverse teaching staff that is representative of our students and families. Other identified areas of need are helping teachers feel supported in matters of student discipline, honoring instructional planning time, and providing quality, differentiated professional learning opportunities.

During the 2017-18 school year, we also administered the North Carolina Student Survey to students in Grades 3-5. Students were assessed in the following categories: class engagement, climate, pedagogical effectiveness, rigorous expectations, teacher-student relationships, and valuing. This year we obtained baseline data for our students, and have identified some needs and strategies based on our overall school goals and values. We strive to meet the various needs of all of our students. This is accomplished through providing engaging learning environments where students feel challenged and teachers utilize best instructional practices. We want ALL of our students to feel that Morris Grove is a place where they feel loved, respected, and safe.

## School Goals and Strategies

### Goal Area 1 Student Success

ESSA Targets are met in Reading and Math.				
Present Status Student Performance Data	Desired Status Target	Strategies (One strategy must be Family and Community Engagement)	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
<b>Reading</b>				
<b>All - 70.9%</b>	<b>76.1%</b>	Teachers will continue to implement a balanced literacy block on daily basis including a mini-lesson, independent practice/small group instruction, and a share.	2018-2020 - Ongoing	K-2 and 3-5 Monthly Literacy Professional Development will continue to support teacher learning and growth related to best instructional practices in literacy
<b>Asian - 67.7%</b>	<b>74.7%</b>			
<b>Black - 25% (&lt;30)</b>	<b>N/A</b>			
<b>Latinx (Hispanic in ESSA Goals) - 38.5%</b>	<b>40.9%</b>			
<b>Multiracial - 81.3% (&lt;30)</b>	<b>N/A</b>			
<b>White - 86%</b>	<b>92.6%</b>			
<b>English Learner - 38.6%</b>	<b>41.7%</b>			
<b>Students with Disabilities - 21.2%</b>	<b>24.2%</b>	Grade 2 will implement the Foundations program as	Summer/Fall of 2018 - Foundations training for	Foundations Professional Development and

		<p>part of Core Instruction. Grades K-1 will continue implementation of Foundations.</p> <p>Foundations Home Support Pack will be provided to families to communicate information about the program and allow families to support their child with literacy skills at home</p> <p>Interventionists and EC Teachers will provide alignment between Foundations core instruction in Grades K-2 and Tier 2 and 3 interventions</p> <p>Grades 3-5 Teachers will implement challenge points and supports in ELA lessons</p> <p>The MTSS Leadership Team will develop and implement a new process for identifying students in need of Tier 2 interventions. Development of intervention plans and research-based strategies will be made in</p>	<p>Grade 2 Teachers 2018-2020 - Ongoing implementation of Foundations</p> <p>Fall/Winter of 2018 - ongoing</p> <p>Training to occur in 2018-19 will full implementation for 2019-2020</p> <p>2018-2020 (ongoing)</p> <p>Tier 2 Team Planning Meetings will occur on a quarterly basis. PLC Teams will review intervention plans and progress monitoring data on a monthly basis. During the fall of 2018, we will initiate this process with</p>	<p>consultation with coaches/trainers; Foundations materials</p> <p>Copies for materials</p> <p>Foundations Professional Development and consultation with coaches/trainers; Foundations materials</p> <p>Consultation and collaboration with Gifted Education Specialist and Literacy Coach</p> <p>Funds are needed for substitutes for initial planning days. Funds have also been requested through a Public School Foundation Professional Learning Grant.</p>
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		<p>collaboration with the administration, instructional coaches, and grade level teams. Intervention plans and progress monitoring data will be reviewed and updated monthly.</p> <p>Interventionists and resource staff will continue to prioritize Grades 4-5 intervention time during the morning arrival time (7:25-8:00) as a way to protect core instruction.</p> <p>Tier 2 Intervention Plans and progress monitoring data will be shared with parents on a quarterly basis.</p> <p>Teachers will provide data-driven small group instruction in literacy based on mClass, F&amp;P, and benchmark data</p> <p>PLC Teams will continue to utilize monthly/quarterly</p>	<p>Grades 1-3, and add other grade level teams as the year progresses.</p> <p>2018-2020 (ongoing)</p> <p>Implementation during the Fall/Winter of 2018 - ongoing</p> <p>Fall, 2018 - Training on District Data Protocol will be provided to lead teachers; ongoing implementation will occur after major assessment window; data review will include all subgroups, including AIG</p> <p>2018-2020</p>	<p>None needed</p> <p>None needed</p> <p>Professional development on data protocols</p> <p>None needed</p>
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		newsletters to inform parents about curriculum units/topics. Weekly or biweekly emails will contain tips, questions, and strategies for parents to engage in learning at home. Leadership Team will work to standardize practices across grade levels.		
<b>Math</b>				
<b>All - 74.5%</b>	<b>82.5%</b>	Grades K-2 will implement the new Ready Math program	Quarter 1, 2018 - Professional Development to learn about program structure and resources Quarters 2-4, 2018-19 - Ongoing professional development and coaching with math specialist and other trainers	Funds will be used to provide planning days during the fall and/or spring of 2018-19 for K-2 teachers to create curriculum maps and instructional plans
<b>Asian - 80.6%</b>	<b>82.4%</b>			
<b>Black - 21.4% (&lt;30)</b>	<b>N/A</b>			
<b>Latinx (Hispanic in ESSA Goals) - 51.3%</b>	<b>54.3%</b>			
<b>Multiracial - 81.3% (&lt;30)</b>	<b>N/A</b>			
<b>White - 87.2%</b>	<b>98.4%</b>			
<b>English Learner - 56.8%</b>	<b>60.3%</b>			
<b>Students with Disabilities - 27.3%</b>	<b>31.1%</b>	Ready Math Family Newsletters will be provided to K-2 Families to communicate information about the program and allow families to support their child with math skills at home	Fall//Winter of 2018 - ongoing	Copies of materials
		The MTSS Leadership Team will develop and implement a new process	Tier 2 Team Planning Meetings will occur on a quarterly basis. PLC	Funds are needed for substitutes for initial planning days. Funds have

		<p>for identifying students in need of Tier 2 interventions. Development of intervention plans and research-based strategies will be made in collaboration with the administration, instructional coaches, and grade level teams. Intervention plans and progress monitoring data will be reviewed and updated monthly.</p> <p>Interventionists and resource staff will continue to prioritize Grades 4-5 intervention time during the morning arrival time (7:25-8:00) as a way to protect core instruction.</p> <p>Tier 2 Intervention Plans and progress monitoring data will be shared with parents on a quarterly basis.</p> <p>Teachers will provide data-driven small group instruction in math based on iReady and/or benchmark data</p>	<p>Teams will review intervention plans and progress monitoring data on a monthly basis. During the fall of 2018, we will initiate this process with Grades 1-3, and add other grade level teams as the year progresses.</p> <p>2018-2020 (ongoing)</p> <p>Implementation during the Fall/Winter of 2018 - ongoing</p> <p>Fall, 2018 - Training on District Data Protocol will be provided to lead teachers; ongoing implementation will occur after major assessment</p>	<p>also been requested through a Public School Foundation Professional Learning Grant.</p> <p>None needed</p> <p>None needed</p> <p>Professional development on data protocols</p>
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		<p>PLC Teams will continue to utilize monthly/quarterly newsletters to inform parents about curriculum units/topics. Weekly or biweekly emails will contain tips, questions, and strategies for parents to engage in learning at home. We will begin to create math videos for core standards (problem solving methods and procedures.) Leadership Team will work to standardize practices across grade levels.</p>	<p>window; data review will include all subgroups, including AIG</p> <p>2018-2020</p>	<p>None needed</p>
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Discipline Disproportionality				
Present Status Discipline Data	Desired Status Target	Strategies (One strategy must be Family and Community Engagement)	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
During the 2017-18 school year, African-American	During the 2018-19 school year, we will reduce our	All staff members will participate in Restorative	August 2018-June 2019	Restorative Practices Professional Development

<p>students were 4.5 times more likely to be referred than White students, representing a 4.5:1 risk ratio.</p>	<p>discipline disproportionality for African-American students by 50%, thus reducing the risk ratio from 4.5:1 to 2.25:1.</p>	<p>Practices Professional Development (RPC 101 and RPC 102) during the 2018-19 school year. New staff members will be trained as needed.</p> <p>Provide a series of three one-hour parent sessions on Restorative Practices (what it is, how it is used at school, how families may use at home.)</p> <p>The Equity Team will continue to design and provide professional learning opportunities through presentations, readings, and coaching conversations focused on social justice standards and strategies for building relationships with all students.</p> <p>The MTSS Leadership Team will develop and implement a new process for identifying students in need of Tier 2 interventions. Development of intervention plans will be made in collaboration with the administration and</p>	<p>Winter/Spring, 2018 - ongoing</p> <p>The Equity Team meets on a monthly basis for planning. Professional development (face to face or article) will be provided on a quarterly basis.</p> <p>Tier 2 interventions plans will be developed as needed, as determined by discipline data review. Administration/counselor will meet on a weekly basis to review data. Tier 1 and Tier 2 data will be reviewed with faculty on a quarterly basis as</p>	<p>and funds for substitutes provided by district</p> <p>Creation of videos/slides for use at future sessions</p> <p>Equity Professional Development funds for substitutes as needed</p> <p>State At-Risk funds will be used to purchase additional social-emotional learning resources. Counselor/administration will provide coaching to teachers on intervention plan development as needed.</p>
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		<p>counselor (PBIS Coach.) Intervention plans and progress monitoring data will be reviewed and updated monthly.</p> <p>Tier 2 Intervention Plans and progress monitoring data will be shared with parents on a quarterly basis.</p> <p>District Data Protocol and Racial Equity Impact Assessment will be used as a strategy for analyzing discipline data.</p>	<p>required by PBIS.</p> <p>Implementation during the Fall/Winter of 2018 - ongoing</p> <p>PBIS Team will review and analyze data on a quarterly basis.</p>	<p>None needed</p> <p>None needed</p>
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EL Progress in Language Acquisition				
Present Status Student Performance Data	Desired Status Target	Strategies (One strategy must be Family and Community Engagement)	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
<p>During the 2017-18 school year, 58.5% of EL students met the Progress Indicator, exceeding the goal by 18.6%. The 2017-18 goal was 39.9%.</p>	<p>During the 2018-19 school year, our goal for EL students meeting the Progress Indicator will be 62.0% or higher based on ESSA targets.</p>	<p>Teachers will continue to implement a balanced literacy block on daily basis including a mini-lesson, independent practice/small group instruction, and a share. ESL Teachers will continue to collaborate</p>	<p>2018-2020 - Ongoing</p>	<p>K-2 and 3-5 Monthly Literacy Professional Development will continue to support teacher learning and growth related to best instructional practices in literacy.</p>



		<p>with PLC Teams to differentiate instructional plans and provide scaffolded supports.</p> <p>Grade 2 will implement the Foundations program as part of Core Instruction. Grades K-1 will continue implementation of Foundations.</p> <p>Intervention Block (“Climb Time”) will be used as primary time for EL pull out services so as to maximize core instructional time for EL students.</p> <p>The MTSS Leadership Team will develop and implement a new process for identifying students in need of Tier 2 interventions. Development of intervention plans and research-based strategies will be made in collaboration with the administration, instructional coaches, and grade level teams. Intervention plans and progress monitoring data</p>	<p>Summer/Fall of 2018 - Foundations training for Grade 2 Teachers 2018-2020 - Ongoing implementation of Foundations</p> <p>Fall 2018 - ongoing; scheduling adjustments will be considered for 2019-20 for further improvements</p> <p>Tier 2 Team Planning Meetings will occur on a quarterly basis. PLC Teams will review intervention plans and progress monitoring data on a monthly basis. During the fall of 2018, we will initiate this process with Grades 1-3, and add other grade level teams as the year progresses.</p>	<p>Foundations Professional Development and consultation with coaches/trainers; Foundations materials</p> <p>None needed</p> <p>Funds are needed for substitutes for initial planning days. Funds have also been requested through a Public School Foundation Professional Learning Grant.</p>
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		<p>will be reviewed and updated monthly.</p> <p>Tier 2 Intervention Plans and progress monitoring data will be shared with parents on a quarterly basis.</p> <p>Teachers will provide data-driven small group instruction in literacy based on mClass, F&amp;P, and benchmark data.</p> <p>Continue to utilize Spanish School Reading Partners as a way to promote and support biliteracy among Spanish EL students</p> <p>Continue to facilitate and co-plan quarterly Noche Latina sessions with families as a means to build relationships and community and share information about school/district programs and resources.</p>	<p>Implementation during the Fall/Winter of 2018 - ongoing</p> <p>Fall, 2018 - Training on District Data Protocol will be provided to lead teachers; ongoing implementation will occur after major assessment window</p> <p>2018-2020 (ongoing)</p> <p>2018-2020 (ongoing)</p>	<p>None needed</p> <p>Professional development on data protocols</p> <p>Volunteer recruitment</p> <p>PTA funds for food</p>
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<b>Culture/Climate</b> (Based on Student Survey Data)				
<b>Present Status</b>	<b>Desired Status</b> Target	<b>Strategies</b> (One strategy must be Family and Community Engagement)	<b>Milestone Dates</b> Quarterly	<b>Resources/Professional Development to Support Progress</b>
<p>Student Survey Data from 2017-18 indicated some opportunities for growth with regards to Teacher Student Relationships. Specific data points included:</p> <ul style="list-style-type: none"> <li>- If you walked into class upset how concerned would your teacher be? (73.4%)</li> <li>- When your teacher asks "how are you?" how often do you feel that your teacher really wants to know your answer? (75.9%)</li> <li>- How respectful is this teacher towards you? (86.6%?)</li> </ul>	<p>We would like to focus on continuing to improve Teacher Student Relationships. We would like to improve the agreement data by at least 5 percentage points for each of the three questions listed here.</p> <p>Additional questions from counselor survey may be used to evaluate student perceptions of school climate.</p>	<p>All staff members will participate in Restorative Practices Professional Development (RPC 101 and RPC 102) during the 2018-19 school year. New staff members will be trained as needed.</p>	<p>August 2018-June 2019</p>	<p>Restorative Practices Professional Development and funds for substitutes provided by district</p>
		<p>All classroom teachers will use Restorative Circles on a minimum weekly basis as a means to build community and foster positive student relationships.</p>	<p>August 2018-ongoing</p>	<p>None needed</p>
		<p>Principal will conduct focus groups with students throughout the year to gather student input about school climate, relationships, and other needs. Results will be shared with Leadership Team for potential strategy development.</p>	<p>Fall 2018 - ongoing</p>	<p>None needed</p>
		<p>Provide a series of three</p>	<p>Winter/Spring, 2018 -</p>	<p>Creation of videos/slides</p>

		<p>one-hour parent sessions on Restorative Practices (what it is, how it is used at school, how families may use at home.)</p> <p>Continue to hold Morris Grove Multicultural Night as a way for students, families, and staff to learn more about the diverse cultures in our school community</p>	<p>ongoing</p> <p>January 2019 (annual event)</p>	<p>for use at future sessions</p> <p>PTA Funds for materials, food, presenters</p>
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**Goal Area 2 Employee Experience**

Retention or Culture (Based on NCTWCS Results)				
Present Status	Desired Status Target	Strategies	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
<p>Based on the 2018 NC Teacher Working Conditions Survey, two student conduct goals have been identified as in need of improvement:</p> <ul style="list-style-type: none"> <li>- Policies and procedures about student conduct are clearly</li> </ul>	<p>By the 2020 NC Teacher Working Conditions Survey, our goal is to improve teacher agreement percentages to the levels established in 2016:</p> <ul style="list-style-type: none"> <li>- Policies and procedures about student conduct are clearly</li> </ul>	<p>Professional development will be provided to improve clarity regarding policies and procedures. This will help ensure staff members understand major vs. minor referrals as well as appropriate consequences.</p>	<p>Fall-Spring, 2018; ongoing for new staff</p>	<p>Professional development on policies and procedures</p>

<p>understood by the faculty (89.6% agreement.)</p> <ul style="list-style-type: none"> <li>- School administrators consistently enforce rules for student conduct (89.1% agreement.)</li> </ul>	<p>understood by the faculty (98% agreement.)</p> <ul style="list-style-type: none"> <li>- School administrators consistently enforce rules for student conduct (94% agreement.)</li> </ul>	<p>Professional development will be provided to support teachers and staff in behavior management, including additional professional learning with Restorative Practices circles and conversations, and Crisis Prevention Institute (CPI) training.</p> <p>The MTSS Leadership Team will develop and implement a new process for identifying students in need of Tier 2 interventions. Development of intervention plans will be made in collaboration with the administration and counselor (PBIS Coach.) Intervention plans and progress monitoring data will be reviewed and updated monthly.</p>	<p>Fall, 2018 - ongoing (RP Professional Development and Coaching) Fall, 2019 - CPI Training</p> <p>Tier 2 interventions plans will be developed as needed, as determined by discipline data review. Administration/counselor will meet on a weekly basis to review data. Tier 1 and Tier 2 data will be reviewed with faculty on a quarterly basis as required by PBIS.</p>	<p>Restorative Practice Professional Development and Coaching; CPI Professional Development</p> <p>Counselor/administration will provide coaching to teachers on intervention plan development as needed.</p>
<p>Additionally, our NC TWC survey indicated a decline in the professional development strand related to technology:</p> <ul style="list-style-type: none"> <li>- Teachers have sufficient training to fully utilize instructional</li> </ul>	<p>By the 2020 NC Teacher Working Conditions Survey, our goal is to improve teacher agreement percentages to the levels established in 2016:</p> <ul style="list-style-type: none"> <li>- Teachers have sufficient training to fully utilize</li> </ul>	<p>The Instructional Technology Facilitator will facilitate Digital Learning Competencies (DLC) courses for the four pathways on Project Advance Wednesdays. Approximately 78% of our certified staff members</p>	<p>DLC Courses will be provided on an ongoing basis by the school/district.</p>	<p>DLC Course Resources and Facilitator</p>

technology (89.4% agreement.)	instructional technology (98% agreement.)	have elected to complete a DLC course during the 2018-2019 school year.		
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**Goal Area 3 Organizational Effectiveness**

Organizational Effectiveness Budget				
Present Status	Desired Status Target	Strategies	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
School expenditures are currently aligned to Strategic Plan and School Improvement Goals in order to support student learning and growth and the enhancement of school programs. Formal documentation is maintained in budget spreadsheets and through the purchasing process.	100% of all expenditures are aligned to Strategic Plan and School Improvement Goals	Administration will continue to maintain budget spreadsheet for all accounts to document that expenditures align to Strategic Plan and School Improvement Goals	2018-2020 (ongoing)	None needed
		Major budget expenditures regarding instructional resources and professional development will be shared with the School Improvement Team and Faculty on a regular basis.	November, 2018 - Provide budget updates on a monthly basis at SIT Meetings and Faculty Meetings (ongoing)	None needed

**Other Required Goals**

*The school will provide a duty free lunch period for every teacher on a daily basis or as otherwise approved by School Improvement Team.*

School Improvement Decision/Date	Plan for providing Duty-free Lunch
The school will provide a duty free lunch period to all teachers on a regular basis, with the exception of the first two weeks of the year when behavioral expectations and student relationships are being established.	Resource and Specials teachers have duty free lunch created within their schedules. Classroom teachers will have duty free lunch covered by Teacher Assistants.

*The school will provide a duty-free instructional planning time for every full-time assigned classroom teacher, with a goal of providing an average of at least five full hours of planning time per week.*

School Improvement Decision/Date	Plan for providing Duty-free Instructional Planning
The school will provide duty free instructional planning time for classroom teachers with a goal of providing five hours of planning time per week.	The master schedule will allow for 2-3 PLC Team planning sessions per week; all teachers will have a minimum of 30 minutes per day due to the Specials schedule. We will protect teacher planning time (15 minutes) at the start of the school day. We will provide duty free lunch and recess (when feasible) as additional planning time; the school has established a schedule for Teacher Assistants to monitor students at recess on a regular basis to support additional teacher planning time.

*The school shall include a plan to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.*

School Improvement Decision/Date	Plan for eliminating unnecessary and redundant reporting requirements.
The school will continue to work to identify and eliminate unnecessary and redundant reporting requirements for classroom teachers. The	The school will: <ul style="list-style-type: none"> <li>● Utilize email for professional communication when</li> </ul>

<p>school will continue to utilize and improve the use of electronic forms when possible.</p>	<p>appropriate</p> <ul style="list-style-type: none"><li>● Eliminate redundant requests for reports</li><li>● Fully utilize existing data and processes as much as possible to complete require reports</li><li>● Utilize the Leadership Team as a venue to examine and analyze current reporting requirements. Continue to move forms and other reporting requirements to the Google Staff Handbook and/or through the use of Google spreadsheets and forms.</li></ul>
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*Reference GC115C-105.27*





**School Improvement Plan  
November 2018 to June 2020**

**School: Mary Scroggs Elementary**

**Principal: Crystal Epps**

**Chapel Hill-Carrboro City Schools**

Approved by School Improvement Team on: October 18, 2018

Approved by Staff on: October 26, 2018

## North Carolina State Board of Education Goals

**Goal 1** –Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Goal 2** – Every student has a personalized education.

**Goal 3** – Every student, every day has excellent educators.

**Goal 4** – Every school district has up-to- date financial, business, and technology systems to serve its students, parents and educators.

**Goal 5** – Every student is healthy, safe, and responsible.

## Chapel Hill-Carrboro Strategic Plan Goals

### Student Success

*Student Success addresses the academic, social and emotional capacities of students. The Student Success goals will assist students in exploring, defining and solving complex problems; pursuing their unique interests, passions and curiosities; and contributing to the community through dialogue, service and/or leadership all while supporting the child's well-being.*

**Goal 1: Establish a district instructional framework for all grade levels PreK-12, based on high-yield best practice, culturally relevant strategies within a personalized learning environment so all children receive equitable educational experiences.**

**Goal 2: Empower and support all student groups to meet growth and achievement goals.**

**Goal 3: Build a data-driven culture to inform instruction at the teacher, Professional Learning Community (PLC), school and District levels to positively impact students.**

**Goal 4: Develop a continuum of services to promote the social, emotional and academic development of all students.**

**Goal 5: Create a culture and system of support which empowers, inspires, engages and encourages the school community to embrace diversity, inclusion and different learners.**

### Employee Experience

*The greatest resource of any organization is its people. Employee Experience refers to all people, processes, and systems related to an organization's employees. It includes the skills, knowledge, and experience that represent an investment in people. Chapel Hill-Carrboro City Schools is committed to the growth, development, and care of its employees.*

**Goal 1: Actively recruit and retain a workforce that is diverse and represents the population of our students and families.**

**Goal 2: Create a culture and system of support to empower, inspire and engage talent, including an inclusive work environment that embraces and values equity and diversity.**

**Goal 3: Create, promote, and empower an organizational environment that values development and personalized growth opportunities for all employees.**

### **Family and Community Engagement**

*Schools are successful when parents, educators and communities lock arms and work together for the benefit of students. Chapel Hill-Carrboro community stakeholders are crucial partners in student success, and, as such, will be actively engaged in productive and equitable two-way communications.*

**Goal 1: Engage families in the entire educational process.**

**Goal 2: Create meaningful partnerships by building trust, collaboration, and engagement.**

### **Organizational Effectiveness**

*Education of children is the core mission of the school district. Ensuring all children's success will only be possible if the organization is completely aligned and focused on student academic needs, behavioral support, and social and emotional growth. Chapel Hill-Carrboro City Schools is committed to improving our organizational effectiveness and culture to ensure all children succeed.*

**Goal 1: Provide safe school environments for students and staff.**

**Goal 2: Directly align district resources with student needs.**

**Goal 3: Develop and maintain an organizational knowledge base.**

**Goal 4: Initiate effective, relevant and timely communication.**

School Name Mary Scroggs Elementary

Year 2018-2020

## CHCCS Board Reference

**3430 School Improvement Plan**

**3430-R Regulations School Improvement Team Operational Framework**

### School Improvement Plan Development

**School Name: Mary Scroggs Elementary**

**School Number: 681330**

**Plan Year(s): 2018-2020**

**Date Submitted to Board:**

**Principal Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Board Chair Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### 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.”*

<b>Committee Position</b>	<b>Names and Date of Election to Team</b>	<b>Signature</b>
Principal	Crystal Epps	Crystal Epps
Assistant Principal Representative	Lauren Lawrence	Lauren Lawrence
Teacher Representatives	Shelby Goerne Leigh Iler	Shelby Goerne Leigh Iler
Instructional Support Representatives	Sonja Nelson	Sonja Nelson
Teacher Assistant Representatives	Jen Elton	Jen Elton
Student Representatives (MS - 3, HS - 3)		
Parent Representatives	Tonya Jenkins Manish Kumar	Tonya Jenkins Manish Kumar

### School Profile

**Student Description** (*How can we best describe our school? Student demographic data: grade levels, ages, gender, race, total enrollment, English proficiency, special education, free and reduced lunch, attendance rates, discipline referrals*)

Mary Scroggs Elementary School (MSES) serves grades Pre-K-5. Students come from the following neighborhoods in Carrboro and Chapel Hill: Abby/Collins Crossing, Carolina Apartments, Chase Park, Culbreth Park, Dogwood Acres, Hundred Oaks, Laurel Ridge, Mt. Carmel Church Road, Royal Park, Southern Village and Wildwood Springs.

There are currently 492 students in grades Kindergarten through Fifth Grade comprising of 26 classrooms. The campus also houses 2 Pre-K classes. The average daily attendance is 97.5%. Students at MSES come from 10 different countries and speak 13 different languages. Chapel Hill Carrboro City Schools Transportation Department provides three buses to transport approximately 181 students. Forty percent of our students live within the walk zone.

Our Student Demographics and classroom breakdown are indicated in the chart below:

Student Population	Asian	African-American	Latino	American Indian/Alaskan Native	Multi	Native Hawaiian/Pacific Islander	White	No Ethnicities Chosen	Unclassified
Total 492	47	78	60	>10	41	>10	264	>10	>10
%	10%	16%	12%	10	8%	0	54%	0	0
# of 26									

classes									
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Additionally, Mary Scroggs provides for the varying needs of our students through specialized and targeted instructional services. Specialists and resource staff work as a team with the classroom teachers to provide necessary scaffolding, support and challenge for all students. Approximately twenty-two percent of our students qualify for Free and Reduced Lunch. Students are formally identified in CHCCS gifted education program in the fourth and fifth grade. At Scroggs, 26% of our 4th and 5th grade students are identified as gifted in math and 27% in reading. All students K-5 receive direct gifted services through our primary talent development program or indirectly in the classroom through differentiation. Thirteen (13%) percent of our students qualify for English as a Second Language (ESL) services, provided by one full-time and one half-time ESL teachers. ESL instruction is provided at different levels depending upon the needs of the students, using both inclusion and pull-out instructional models. Our Exceptional Children staff provide special education services to seven (7%) percent of our students. We have (3) three resource teachers who serve students using inclusion, co-teaching, and pull-out instruction, based on the needs of each student.

<b>Support Services</b>	<b>KIND.</b>	<b>FIRST</b>	<b>SECOND</b>	<b>THIRD</b>	<b>FOURTH</b>	<b>FIFTH</b>	<b>TOTAL</b>	<b>SCHOOL%</b>
ACADEMICALLY GIFTED ( Identified AIG )	0	0	0	0	37	57	94	<b>19%</b>
ESL (English as a Second Language)	10	8	14	12	8	8	60	<b>12%</b>
Exceptional Children (Special Education)	3	3	3	6	6	14	35	<b>7%</b>

**School Description** (*What are unique features of our school? What characteristics set the school apart? School profile: school physical plant, profile of teachers, administrators, special programs, co-curricular, etc.*)

Scroggs is a warm and welcoming physical space, with flags of countries, student art, pictures of staff members and recognition of students' efforts spread throughout the building. We have highly engaged staff and families.

Currently Mary Scroggs Elementary School serves students in Pre-Kindergarten through Fifth Grades. We also host an After School program, which is accredited by the National Afterschool Association. Our program holds a Five STAR license rating from the North Carolina Division of Child Development. We were built to serve 509 students. With the addition of two mobile units on campus, we are equipped to house 649 students and 29 classrooms. Our building is nineteen years old and is well-equipped with furniture, resources and technology to address the needs of our students and staff.

One unique feature of our school, which sets us apart in the district, is our successful PBIS implementation. This is specifically due to our use of the Nurtured Heart Approach. The Nurtured Heart Approach is a way of being with students and coworkers that builds positive relationships through the use of specific feedback, increased positive interactions and clear and consistent rules and expectations. It fosters an equitable environment in which students and staff feel seen, heard and appreciated. This approach fits into the Growth Mindset initiative and increases student motivation to learn and try new and even challenging tasks. When used regularly, it dramatically increases academic achievement. Our commitment to Nurtured Heart/PBIS earned us model and Exemplar status. Additionally, we are a Restorative Practice school. We have also received a Mindfulness grant and our teachers were trained in mindfulness strategies.

We offer a variety of extracurricular activities for our students. Our student council allows students in our upper grades the opportunity to assemble to share ideas and to address the concerns of their peers. Students are selected for student council by advisors for this group. We partner with UNC and America Reads to offer tutoring support for students. Another partnership is with UNC Science Days an after school group that promotes science through engaging activities. Additionally, we have after school Chess, Art, Basketball clubs for our students. We have also been awarded a grant to fund an after school Adventures Club for our 2nd grade students to support them with reading and math



## **Strengths and Needs Assessment**

### **Describe the process or tool(s) used to conduct the needs Assessment:**

- Assessment data
- MTSS data
- TWCS
- PBIS (SET data)
- Racial Analysis Impact Protocol

### **A. Areas of Strength** (*What does the analysis of data tell you about your school's strengths?*)

- Administrative Leadership is focused on improving instructional outcomes.
- Student conduct is important in the building
- Good growth data for some targeted students
- Restorative Practices Implementation has supported overall discipline data.

**B. Areas of Need** (*What does the analysis of data tell you about your school's gaps and opportunities for improvement?*)

- We will need to be intentional when progress monitoring for academic improvement.
- We need to help stakeholders develop a deeper understanding of the MTSS process and awareness of research based interventions would like to gain a deeper understanding of different research-based interventions. In addition, it would be helpful to have a suggested timeline for implantation of interventions and how/when data should be collected and presented.
- Additional work is needed to support and grow: ELL, EC, Black and SWD students.
- Behavioral expectations should be personalized to specific locations, i.e. what does LEAP look like in the gym, hallway, etc.
- We will work to recruit a diverse teaching staff representative of our school's population.

### School Goals and Strategies

**Goal Area 1 Student Success**

ESSA Targets are met in Reading and Math.				
Present Status Student Performance Data	Desired Status Target	Strategies (One strategy must be Family and Community Engagement)	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
<b>Reading</b>				
<b>All</b> <b>71.9</b>	<b>73.9</b>	<b>Implementation of Foundations phonics</b>	<b>November March</b>	<b>Professional Development with</b>

		<b>curriculum K-3</b>	<b>June</b>	<b>Literacy coaches/and other district experts</b>
<b>Asian 50.3</b>	<b>52.0</b>	<b>Whole / Small Group / and individual instruction</b>		<b>District gifted plan</b>
<b>Black</b>				
<b>Latinx (Hispanic in ESSA Goals) 50.8</b>	<b>53.3</b>			
<b>Multiracial</b>				
<b>White 85.5</b>	<b>87.1</b>			
<b>English Learner</b>				
<b>Students with Disabilities</b>		<b>Provide enrichment instruction using Junior Great books, William and Mary materials...to improve instructional outcomes for our female gifted and highly gifted AIG students.</b>		
		<b>Targeted Intervention groups with students- i.e LLI, Wilson...</b>		
		<b>Literacy Information Night for parents</b>		
<b>Math</b>				
<b>All 78.5</b>	<b>81.2</b>	<b>Implementation K-2: Ready Math Units as a resource to support core teaching.</b>	<b>November</b>	
			<b>March</b>	
<b>Asian 71.5</b>	<b>73.2</b>	<b>Family Connection Letters</b>	<b>June</b>	
<b>Black</b>				
<b>Latinx (Hispanic in ESSA Goals) 54.6</b>	<b>57.6</b>			
<b>Multiracial</b>		<b>3-5: Weekly Curriculum Updates</b>		
<b>White 89.4</b>	<b>91.8</b>			
<b>English Learner</b>				
<b>Students with Disabilities</b>		<b>Small group instruction</b>		

		<p><b>and interventionist i.e. number worlds, reflex math...</b></p> <p><b>Create strategy anchor charts with content vocabulary. Ensure that Math manipulatives are available for student use as needed.</b></p> <p><b>Ensure that Math Matters school website is shared and available for all families.</b></p>		
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<b>Discipline Disproportionality</b>				
<b>Present Status</b> Discipline Data	<b>Desired Status</b> Target	<b>Strategies</b> (One strategy must be Family and Community Engagement)	<b>Milestone Dates</b> Quarterly	<b>Resources/Professional Development to Support Progress</b>

<p><b>Office Discipline Referral (ODR's) African American Students</b></p> <p><b>31%</b></p>	<p><b>Reduce our discipline referral (ODR's) to match and/or be less than our current enrollment ( 14% )</b></p>	<p><b>PBIS self assessment will be utilized to determine strengths and areas of need.</b></p> <p><b>PBIS team will review ODRs monthly</b></p> <p><b>Restorative Practices will be implemented (circle discussions and restorative conversations)</b></p> <p><b>Second Step</b></p> <p><b>Pre-teaching builds academic confidence and reduces frustrational behaviors</b></p> <p><b>Big/little buddies promotes positive behaviors through the role of mentor/mentee</b></p> <p><b>CARE Team newsletter</b></p> <p><b>Apply and embed Mindfulness strategies in daily lessons</b></p>	<p><b>November</b> <b>March</b> <b>June</b></p>	<p><b>PBIS Team “reset” training to share SET.</b></p> <p><b>Restorative Circles - Morning meetings</b></p>
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<b>EL Progress in Language Acquisition</b>				
<b>Present Status</b> Student Performance Data	<b>Desired Status</b> Target	<b>Strategies</b> (One strategy must be Family and Community Engagement)	<b>Milestone Dates</b> Quarterly	<b>Resources/Professional Development to Support Progress</b>
<b>Students will make expected growth according to the ESSA <u>English Language Proficiency Progress Value Chart</u></b>	<b>SIOP training and strategies</b>  <b>Ellevation strategies</b>	<b>ESL Department Professional Development</b>  <b>ESL teachers provide an overview of ACCESS testing for staff</b>	<b>January</b> <b>March</b> <b>June</b>	

<b>Culture/Climate</b> (Based on Student Survey Data)				
<b>Present Status</b> Student Performance Data	<b>Desired Status</b> Target	<b>Strategies</b> (One strategy must be Family and Community Engagement)	<b>Milestone Dates</b> Quarterly	<b>Resources/Professional Development to Support Progress</b>
<b>Student Engagement 36.61%</b>	<b>Increase student engagement to 50%</b>	<b>Morning Choice - Create Opportunities for students to choose activities that appeal to his/her learning modalities.</b>	<b>January</b> <b>March</b> <b>June</b>	<b>Third grade team attended Get Your Teach On Conference</b>  <b>Disseminating information about Get</b>

		<p><b>Morning Circles to create community</b></p> <p><b>Teaching student to track the speaker with eyes and ears.</b></p> <p><b>Create and execute engaging lessons that will allow for student voice and participation.</b></p> <p><b>Literacy Family Night</b></p> <p><b>Math Family Night</b></p> <p><b>STEAM Night</b></p>		<p><b>Your Teach On conference during faculty meeting.</b></p>
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**Goal Area 2 Employee Experience**

Retention or Culture (Based on NCTWCS Results)				
Present Status	Desired Status Target	Strategies	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
<p>The faculty are recognized for accomplishments.</p> <p><b>67.4%</b></p>	<p><b>75%</b></p>	<p><b>Kudos (individual &amp; team) meaningful discourse about work that contributes to teacher and student</b></p>	<p><b>Holidays</b></p> <p><b>October celebration</b></p> <p><b>February celebration</b></p>	<p><b>PTA support</b></p> <p><b>Utilize website, Twitter, Instagram</b></p>

<p>Teachers feel comfortable raising issues and concerns that are important to them.</p> <p>42.9%</p>	<p>50%</p>	<p>success</p> <p>Recognizing staff accomplishments via school website/Twitter/Instagram</p> <p>Attend HBCU teacher recruitment fairs to recruit diverse candidates.</p> <p>Monthly PTA recognitions</p> <p>Scheduled quarterly check-in with PLC</p> <p>Create surveys/ exit tickets.</p>	<p>End of Year Luncheon</p>	<p>Local Business Support</p>
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**Goal Area 3 Organizational Effectiveness**

<p style="text-align: center;"><b>Organizational Effectiveness Budget</b></p>				
<p><b>Present Status</b></p>	<p><b>Desired Status</b> Target</p>	<p><b>Strategies</b></p>	<p><b>Milestone Dates</b> Quarterly</p>	<p><b>Resources/Professional Development to Support Progress</b></p>
<p>No data Available</p>		<p>Collect baseline data</p>		<p>Finance office Reports</p>



### Other Required Goals

*The school will provide a duty free lunch period for every teacher on a daily basis or as otherwise approved by School Improvement Team.*

<b>School Improvement Decision/Date</b>	<b>Plan for providing Duty-free Lunch</b>
October 2018	School Schedule ( provided)

*The school will provide a duty-free instructional planning time for every full-time assigned classroom teacher, with a goal of providing an average of at least five full hours of planning time per week.*

<b>School Improvement Decision/Date</b>	<b>Plan for providing Duty-free Instructional Planning</b>
October 2108	Schedule

*The school shall include a plan to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.*

<b>School Improvement Decision/Date</b>	<b>Plan for eliminating unnecessary and redundant reporting requirements.</b>
October 2018	We will email professional communication when appropriate Eliminate redundant requests for reports, and Use existing data and processes as much as possible to complete required reports.

*Reference GC115C-105.27*



[Timeline](#)

# School Improvement Plan

## November 2018 to June 2020

School: Northside Elementary

Principal: Coretta Sharpless

Chapel Hill-Carrboro City Schools

Approved by School Improvement Team on: September 25, 2018

Approved by Staff on: October 3, 2018

**North Carolina State Board of Education Goals**

School Name

Year

**Goal 1** –Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Goal 2** – Every student has a personalized education.

**Goal 3** – Every student, every day has excellent educators.

**Goal 4** – Every school district has up-to- date financial, business, and technology systems to serve its students, parents and educators.

**Goal 5** – Every student is healthy, safe, and responsible.

## **Chapel Hill-Carrboro Strategic Plan Goals**

### **Student Success**

*Student Success addresses the academic, social and emotional capacities of students. The Student Success goals will assist students in exploring, defining and solving complex problems; pursuing their unique interests, passions and curiosities; and contributing to the community through dialogue, service and/or leadership all while supporting the child’s well-being.*

**Goal 1: Establish a district instructional framework for all grade levels PreK-12, based on high-yield best practice, culturally relevant strategies within a personalized learning environment so all children receive equitable educational experiences.**

**Goal 2: Empower and support all student groups to meet growth and achievement goals.**

**Goal 3: Build a data-driven culture to inform instruction at the teacher, Professional Learning Community (PLC), school and District levels to positively impact students.**

**Goal 4: Develop a continuum of services to promote the social, emotional and academic development of all students.**

**Goal 5: Create a culture and system of support which empowers, inspires, engages and encourages the school community to embrace diversity, inclusion and different learners.**

### **Employee Experience**

*The greatest resource of any organization is its people. Employee Experience refers to all people, processes, and systems related to an organization’s employees. It includes the skills, knowledge, and experience that represent an investment in people. Chapel Hill-Carrboro City Schools is committed to the growth, development, and care of its employees.*

**Goal 1: Actively recruit and retain a workforce that is diverse and represents the population of our students and families.**

School Name

Year

**Goal 2: Create a culture and system of support to empower, inspire and engage talent, including an inclusive work environment that embraces and values diversity.**

**Goal 3: Create, promote, and empower an organizational environment that values development and personalized growth opportunities for all employees.**

### **Family and Community Engagement**

*Schools are successful when parents, educators and communities lock arms and work together for the benefit of students. Chapel Hill-Carrboro community stakeholders are crucial partners in student success, and, as such, will be actively engaged in productive and equitable two-way communications.*

**Goal 1: Engage families in the entire educational process.**

**Goal 2: Create meaningful partnerships by building trust, collaboration, and engagement.**

### **Organizational Effectiveness**

*Education of children is the core mission of the school district. Ensuring all children's success will only be possible if the organization is completely aligned and focused on student academic needs, behavioral support, and social and emotional growth. Chapel Hill-Carrboro City Schools is committed to improving our organizational effectiveness and culture to ensure all children succeed.*

**Goal 1: Provide safe school environments for students and staff.**

**Goal 2: Directly align district resources with student needs.**

**Goal 3: Develop and maintain an organizational knowledge base.**

**Goal 4: Initiate effective, relevant and timely communication.**

## **CHCCS Board Reference**

**3430 School Improvement Plan**

School Name

Year

### 3430-R Regulations School Improvement Team Operational Framework

## School Improvement Plan Development

**School Name:**

**School Number:**

**Plan Year(s):**

**Date Submitted to Board:**

**Principal Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Board Chair Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## 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*

School Name

Year

*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.”*

<b>Committee Position</b>	<b>Names and Date of Election to Team</b>	<b>Signature <span style="color: red;">on file</span></b>
Principal	Coretta Sharpless	
Assistant Principal Representative	Kirtisha Jones	
Teacher Representatives	Tequila Powell (April 2015)	
Instructional Support Representatives	Jennifer Pedersen April 2017), Cathy Musci April 2017)	
Teacher Assistant Representatives	TBD	
Student Representatives (MS - 3, HS - 3)	N/A	
Parent Representatives	Rebecca Bosworth (April 2017), John French April 2017), Allison Crawford (May 2016), Elese Stutts April 2017), Brooke Conklin (May 2018)	

### **School Profile**

**Student Description** (*How can we best describe our school? Student demographic data: grade levels, ages, gender, race, total enrollment, English proficiency, special education, free and reduced lunch, attendance rates, discipline referrals*)

School Name

Year

Grade Level	Total in Grade	(AM) American Indian or Alaska Native	(AS) Asian	(BL) Black or African American	(PI) Native Hawaiian/Other Pacific Islander	(WH) White	Hispanic/Latino	Two or More Race Categories
<u>-2</u>	<u>10</u> 5 / 5	<u>0</u> 0 / 0	<u>1</u> 0 / 1	<u>4</u> 3 / 1	<u>0</u> 0 / 0	<u>4</u> 1 / 3	<u>1</u> 1 / 0	<u>0</u> 0 / 0
<u>-1</u>	<u>9</u> 6 / 3	<u>0</u> 0 / 0	<u>2</u> 2 / 0	<u>0</u> 0 / 0	<u>0</u> 0 / 0	<u>5</u> 2 / 3	<u>2</u> 2 / 0	<u>0</u> 0 / 0
<u>0</u>	<u>49</u>	<10	<10	<10	<10	<u>20</u>	<u>10</u>	<10
<u>1</u>	<u>59</u>	<10	<10	<u>18</u>	<10	<u>23</u>	<10	<10
<u>2</u>	<u>76</u>	<10	<u>11</u>	<u>18</u>	<10	<u>30</u>	<u>12</u>	<10
<u>3</u>	<u>74</u>	<10	<u>10</u>	<u>13</u>	<10	<u>38</u>	<u>10</u>	<10
<u>4</u>	<u>103</u>	<10	<u>14</u>	<u>22</u>	<10	<u>41</u>	<u>21</u>	<10

School Name

Year

<u>5</u>	<u>83</u>	<10	<u>11</u>	<u>17</u>	<10	<u>36</u>	<u>16</u>	<10
<u>Total</u>	<u>463</u>	<10	<u>61</u>	<u>101</u>	<10	<u>197</u>	<u>81</u>	<u>21</u>

**School Description** (*What are unique features of our school? What characteristics set the school apart? School profile: school physical plant, profile of teachers, administrators, special programs, co-curricular, etc.*)

Northside is set apart by our ability to use our school building as a teaching tool. Our school was built using sustainable technologies and design strategies that include: a comprehensive stormwater management plan to reduce runoff through features such as 60,000 gallon rainwater cistern and porous concrete; vegetated roof area to further manage stormwater through plant absorption, while providing a unique learning environment for science classes; plumbing fixtures and cooling tower that utilize captured rainwater from the cistern to reduce the strain on potable drinking water supplies; rooftop solar thermal panels to generate hot water for the building’s kitchen and space heating needs; east-west building orientation with carefully designed windows and clerestories to maximize daylight in the classrooms and reduce the energy spent for lighting; and educational displays and curriculum integration, including a “building dashboard” in the media center to create a learning environment that features the school as a teaching tool.

Lastly, Northside is set apart by its distinction as the first Leadership in Energy and Environmental Design (LEED) Platinum school in North Carolina.

### **Strengths and Needs Assessment**

**Describe the process or tool(s) used to conduct the needs Assessment: Used the Comprehensive Report from Indistar. The Targeted Support and Improvement along with the District Coordinator for MTSS identified areas of need based on the task completed with fidelity.**

**A. Areas of Strength** (*What does the analysis of data tell you about your school’s strengths?*)

We have developed a leadership team that consists of school administration, instructional coaches, a classroom teacher, a parent and



School Name

Year

an intervention specialist. This team reviews action items monthly and determines next steps to support student learning. We have been able to support problem solving as it relates to implementing systematic learning walks and peer observations.

**B. Areas of Need** (*What does the analysis of data tell you about your school’s gaps and opportunities for improvement?*)

Building capacity within all our PLCs to ensure data analysis is used for planning instruction and supporting positive student learning outcomes. We will need to implement a Plan Do Check Act (PDCA) cycle to monitor ongoing growth and development opportunities. In addition to the PDCA cycle, we will need to monitor Data Literacy implementation.

In addition to the Plan Do Check Act cycles, we will continue to actively seek a diverse teaching staff that represents our student population.

### School Goals and Strategies

#### Goal Area 1 Student Success

<b><u>ESSA</u> Targets are met in Reading and Math.</b>					
<b>Present Status</b> Student Performance Data		<b>Desired Status</b> Target	<b>Strategies</b> (One strategy must be Family and Community Engagement)	<b>Milestone Dates</b> Quarterly	<b>Resources/Professional Development to Support Progress</b>
<b>Reading</b>					
All	58.6	60.6	Implement American Reading Company in grades k-2.	Quarterly data reviews using District Data Protocol	American Reading Company (ARC)  Ongoing Coaching/PD led
Asian	72.2	75.7			
Black	21.5	26.6			
Latinx (Hispanic in ESSA Goals)	25.8	30.7			

School Name

Year

<b>Multiracial</b>		N/A (11)	Implement Reading Research to Practice in 3rd grade  Implement Science Literacy in grades 3rd-5th  Parent reading challenge		by ARC Coach  Partnership with Wake-UTD and UNC  Duke Energy Grant  AVID
<b>White</b>	79.6	82.8			
<b>English Learner</b>		N/A (23)			
<b>Students with Disabilities 6.5</b>		12.5			
<b>Math</b>					
All	61.9	67.3	Ready/I-Ready in K-2  Flexible grouping K-5 to provide differentiation and collaborative teaching, including highly gifted services  Co-teaching in 3rd  EL Teacher collaboration in grades k-5  Content specific teaching in 5th grade  Use of Reflex Math  Math Nights for parents	Quarterly data reviews using District Data Protocol	I-Ready Math Workshop  Learning Labs
Asian	77.8	81.3			
Black	23.1	29.8			
Latinx (Hispanic in ESSA Goals)	43.8	49.8			
Multiracial		N/A (11)			
White	84.1	88.8			
English Learner		N/A (24)			
Students with Disabilities 19.6		27.2			

**Discipline Disproportionality**

School Name

Year

<b>Present Status</b> Discipline Data	<b>Desired Status</b> Target	<b>Strategies</b> (One strategy must be Family and Community Engagement)	<b>Milestone Dates</b> Quarterly	<b>Resources/Professional Development to Support Progress</b>
54.4% (25 referrals) for African Americans	52.2% (22 referrals) for African Americans	PBIS Restorative Practice Parent Night	Quarterly Review	Equity Development TIPS for Classroom management Lessons Restorative Practice Showcases/Tips

<b>EL Progress in Language Acquisition</b>				
<b>Present Status</b> Student Performance Data	<b>Desired Status</b> Target	<b>Strategies</b> (One strategy must be Family and Community Engagement)	<b>Milestone Dates</b> Quarterly	<b>Resources/Professional Development to Support Progress</b>
46.4% met expected growth	49.8% will meet expected growth	EL teachers will support grade level planning to increase the use of previewing, accelerating, and vocabulary strategies as well as language support strategies.  EL teachers will meet with classroom teachers to identify appropriate classroom modifications	Quarterly Review	

School Name

Year

		<p>for ELL students.</p> <p>EL teachers will support a push-in model 70% of the day to support student learning.</p>		
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<b>Culture/Climate</b> (Based on Student Survey Data)				
<b>Present Status</b>	<b>Desired Status</b> Target	<b>Strategies</b> (One strategy must be Family and Community Engagement)	<b>Milestone Dates</b> Quarterly	<b>Resources/Professional Development to Support Progress</b>
58.33%- excited to participate	70% of students will be excited to participate	Provide Quarterly student check in.  Provide student interest learning opportunities  Provide Quarterly parent check in		

**Goal Area 2 Employee Experience**

<b>Retention or Culture</b> (Based on NCTWCS Results)
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School Name

Year

Present Status	Desired Status Target	Strategies	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
34.3%- Differentiated Professional Development	44%- Differentiated Professional Development	Provide Survey to determine staff need	August 2018	Wednesday PD Time
56.1%- Teacher influence in decision making	61%- Teacher influence in decision making	Offer PD based on survey	Quarterly	Tuesday PD Time
68.9% of staff noted that NES is a good place to work and learn.	80% of staff will note that NES is a good place to work and learn.	Development decision-making guidelines and implement	January 2019 June 2019	Project Advance
73.5% of staff feel concerns are addressed	80% of staff feel concerns are addressed	Identify staff needs and develop system to support.  Provide quarterly staff check in.	Quarterly	

**Goal Area 3 Organizational Effectiveness**

Organizational Effectiveness Budget				
Present Status	Desired Status Target	Strategies	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
No data available at this time		Collect baseline data 18-19		Finance Office reports

School Name

Year

### Other Required Goals

*The school will provide a duty free lunch period for every teacher on a daily basis or as otherwise approved by School Improvement Team.*

School Improvement Decision/Date	Plan for providing Duty-free Lunch
October 2018	Noted on Schedule

*The school will provide a duty-free instructional planning time for every full-time assigned classroom teacher, with a goal of providing an average of at least five full hours of planning time per week.*

School Improvement Decision/Date	Plan for providing Duty-free Instructional Planning
October 2018	Noted on Schedule

*The school shall include a plan to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.*

School Improvement Decision/Date	Plan for eliminating unnecessary and redundant reporting requirements.
October 2018	<ul style="list-style-type: none"><li>• utilizing email for professional communication when appropriate,</li><li>• eliminating redundant requests for reports, and</li><li>• fully utilizing existing data and processes as much as possible to complete required reports.</li></ul>

Reference GC115C-105.27



School Improvement Plan  
November 2018 to June 2020

School: Rashkis Elementary School

Principal: Janice Croasmun

Chapel Hill-Carrboro City Schools

Approved by School Improvement Team on: October 25, 2018

Approved by Staff on: October 26, 2018

**North Carolina State Board of Education Goals**

School Name: Rashkis Elementary School

Year 2018-2020

**Goal 1** –Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Goal 2** – Every student has a personalized education.

**Goal 3** – Every student, every day has excellent educators.

**Goal 4** – Every school district has up-to- date financial, business, and technology systems to serve its students, parents and educators.

**Goal 5** – Every student is healthy, safe, and responsible.

## **Chapel Hill-Carrboro Strategic Plan Goals**

### **Student Success**

*Student Success addresses the academic, social and emotional capacities of students. The Student Success goals will assist students in exploring, defining and solving complex problems; pursuing their unique interests, passions and curiosities; and contributing to the community through dialogue, service and/or leadership all while supporting the child's well-being.*

**Goal 1: Establish a district instructional framework for all grade levels PreK-12, based on high-yield best practice, culturally relevant strategies within a personalized learning environment so all children receive equitable educational experiences.**

**Goal 2: Empower and support all student groups to meet growth and achievement goals.**

**Goal 3: Build a data-driven culture to inform instruction at the teacher, Professional Learning Community (PLC), school and District levels to positively impact students.**

**Goal 4: Develop a continuum of services to promote the social, emotional and academic development of all students.**

**Goal 5: Create a culture and system of support which empowers, inspires, engages and encourages the school community to embrace diversity, inclusion and different learners.**

### **Employee Experience**



School Name: Rashkis Elementary School

Year 2018-2020

*The greatest resource of any organization is its people. Employee Experience refers to all people, processes, and systems related to an organization's employees. It includes the skills, knowledge, and experience that represent an investment in people. Chapel Hill-Carrboro City Schools is committed to the growth, development, and care of its employees.*

**Goal 1: Actively recruit and retain a workforce that is diverse and represents the population of our students and families.**

**Goal 2: Create a culture and system of support to empower, inspire and engage talent, including an inclusive work environment that embraces and values equity and diversity.**

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### **Family and Community Engagement**

*Schools are successful when parents, educators and communities lock arms and work together for the benefit of students. Chapel Hill-Carrboro community stakeholders are crucial partners in student success, and, as such, will be actively engaged in productive and equitable two-way communications.*

**Goal 1: Engage families in the entire educational process.**

**Goal 2: Create meaningful partnerships by building trust, collaboration, and engagement.**

### **Organizational Effectiveness**

*Education of children is the core mission of the school district. Ensuring all children's success will only be possible if the organization is completely aligned and focused on student academic needs, behavioral support, and social and emotional growth. Chapel Hill-Carrboro City Schools is committed to improving our organizational effectiveness and culture to ensure all children succeed.*

**Goal 1: Provide safe school environments for students and staff.**

**Goal 2: Directly align district resources with student needs.**

**Goal 3: Develop and maintain an organizational knowledge base.**

**Goal 4: Initiate effective, relevant and timely communication.**

School Name: Rashkis Elementary School

Year 2018-2020

## CHCCS Board Reference

### 3430 School Improvement Plan

### 3430-R Regulations School Improvement Team Operational Framework

## School Improvement Plan Development

**School Name: Mel & Zora Rashkis Elementary School**

**School Number:**

**Plan Year(s): 2018-2019**

**Date Submitted to Board:**

**Principal Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Board Chair Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## 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."*

School Name: Rashkis Elementary School

Year 2018-2020

<b>Committee Position</b>	<b>Names and Date of Election to Team</b>	<b>Signature</b>
Principal	Janice Croasmun	
Assistant Principal Representative	Christina Richardson	
Teacher Representatives	Laura Harris - 2018 Cristin Najera - 2017	
Instructional Support Representatives	Amy Clifton - 2017	
Teacher Assistant Representatives	Madeleine Salazar, 2018	
Student Representatives (MS - 3, HS - 3)	N/A	
Parent Representatives	Marci Emmet - 2018 Tacoya Harris - 2018 Adam Lovelady - 2018 Stephanie Minter - 2017 Deanna Patrick - 2018	

### **School Profile**

**Student Description** (*How can we best describe our school? Student demographic data: grade levels, ages, gender, race, total enrollment, English proficiency, special education, free and reduced lunch, attendance rates, discipline referrals*)

Rashkis Elementary School is home to 454 students in grades K-5, plus two Pre-K classes with a combined total of 20 students. Our school is located in the Meadowmont area and our school community is made up of students from Meadowmont as well as other neighborhoods across the district. The student population is ethnically diverse with 47.4% White, 23.8% Asian, 13.2% African American, 9.2% Latino, and 6.4% Multiracial students. The chart below provides a more detailed breakdown of student demographics.

<b>2018-19 Rashkis Elementary Demographics</b>								
	KIND	FIRST	SECOND	THIRD	FOURTH	FIFTH	TOTAL	SCHOOL %
<b>African American</b>	10	<10	12	12	<10	10	60	13.2%
<b>Asian</b>	18	21	17	20	15	17	108	23.8%
<b>Latino</b>	<10	<10	<10	<10	<10	<10	42	9.2%
<b>Multiracial</b>	<10	<10	<10	<10	<10	<10	29	6.4%
<b>White</b>	35	28	36	41	33	42	215	47.4%
<b>TOTAL students in each grade level</b>	75	66	81	85	69	78	454	

Rashkis provides for the varying needs of our students through specialized and targeted instructional services. Specialists and resource staff work as a team with the classroom teachers to provide necessary scaffolding, support and challenge for all students. Rashkis has been designated as a Title 1 Targeted Assistance School for the 2018-19 school year. Approximately 34 % of our students qualify for Free and Reduced Lunch. Federal Title 1 funds are used to provide additional intervention support and resources for students who are considered academically at-risk.

Academically gifted students are identified beginning in 4th grade. Identified students receive services in either the Academically Gifted or Nurturing/Emerging Talent categories. Gifted education is implemented through differentiated classroom instruction, collaboration with the gifted education specialist, and student-centered projects, programs and units of study.

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Approximately 20% of our students qualify for English as a Second Language (ESL) services, and are served by two full-time and one half-time ESL teachers. ESL instruction is provided at different levels depending upon the needs of the students, using both inclusion and pull-out instructional models. Our Exceptional Children staff provides special education services to 11.6% of our students. We have two full time and two half time resource teachers who serve students using inclusion, co-teaching, and pull-out instructional models, based on the needs of each student. Three of the district's elementary adapted curriculum classrooms are located at Rashkis Elementary. Rashkis is also home to 2 Pre-K classrooms, which provide three- and four-year-old students a comprehensive education in both self-contained and blended education settings.

The chart below provides additional information regarding student qualification for support services at Rashkis:

<b>2018-19 Supplementary Support Services</b>								
	KIND	FIRST	SECOND	THIRD	FOURTH	FIFTH	TOTAL	SCHOOL %
<b>Academically Gifted (AIG) and Nurturing/Emerging Talent (NE/EMT)</b>					21 AIG+ <10 EMT	24 AIG+ <10 EMT	AIG+ EMT= 52	11.4%
<b>ESL (English as a Second Language)</b>	18	14	16	17	11	14	90	19.8%

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<b>Exceptional Children (Special Education)</b>	<10	<10	15	10	13	<10	53	11.6%
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**School Description** (*What are unique features of our school? What characteristics set the school apart? School profile: school physical plant, profile of teachers, administrators, special programs, co-curricular, etc.*)

Rashkis Elementary School was built in 2003 and is currently home to 474 students - 20 in Pre-K and 454 in Kindergarten through fifth grade. The school is located in the Meadowmont community of Chapel Hill. We have 21 regular education classrooms in kindergarten through fifth grade, three adapted curriculum classroom, and two Pre-K classrooms. Support staff and specialists assist teachers in meeting the needs of all students. Members of our certified support staff include a school social worker, school counselor, school nurse, two full time and two part time EC resource teachers, two full time and one part time ESL teachers, two instructional coaches, one gifted education specialist, a full time reading intervention teacher, a half-time math specialist and half-time math interventionist. The half time math intervention position and half of the reading intervention position are funded by Title 1. Support teachers and interventionists provide a combination of co-teaching, inclusion, and pull-out services to students, depending upon the intervention and level of service.

Weekly PLC planning sessions within grade levels and monthly sessions facilitated by the instructional coaches are utilized to plan instruction, develop and differentiate curriculum, and assess student progress. Coaches and specialists provide staff development to assist teachers in implementing NC common core and essential standards. Our school has a focus on culturally responsive teaching practices. Emphasis is placed on building relationships with students and parents as well as establishing learning communities within the classroom and school.

We strive to establish relationships with all of our Rashkis families through evening and weekend events designed around family fun and involvement. Events include: Multicultural Celebrations with performances, activities, and displays created by our families to share their cultural highlights and traditions, and Curriculum Events, where parents and children are actively involved in hands-on, make-it-and-take-it activities throughout the school. In order to foster an appreciation for the arts, develop the whole child, and provide instruction through multiple learning styles, Rashkis has been taking part in the North Carolina Arts in Action program for the past 13 years. This innovative and exciting dance program is provided for all 4th graders. Students participate in weekly

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intensive dance sessions for 12-16 weeks, culminating with fabulous performances for students, families and the community. We hope to be able to continue this program for many years to come. Our PTA also sponsors events to strengthen family involvement in the school community, such as popsicle socials, kindergarten playdate, and family dance nights and movie nights.

## **Strengths and Needs Assessment**

### **Describe the process or tool(s) used to conduct the needs Assessment:**

#### **A. Areas of Strength** (*What does the analysis of data tell you about your school's strengths?*)

The Rashkis community strives to ensure that our school is a warm and welcoming place for all students and families. Our staff, parents, and community are focused on maintaining the best possible learning environment for all students.

Our school incorporates a strong spirit of collaboration. Teachers meet regularly in Professional Learning Communities (PLC) to analyze assessment data, as well as plan instruction and interventions. Another priority for PLC meetings is to give teachers the opportunity to discuss students' strengths and needs. Our math specialist and instructional coaches meet weekly with each grade level PLC to make plans aligned with the North Carolina Standard Course of Study and create assessments to monitor student progress. In addition, to meeting at least twice per week, PLCs are given half-day planning opportunities each semester to work on Learning Focused lesson plans and instructional best practices.

Rashkis has been designated as an Exemplar School for its implementation of Positive Behavior Intervention Support (PBIS).

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We established school-wide expectations centered around Responsibility, Organization, Active learning, Respect, and Safety (ROARS). Classroom expectations and procedures are also aligned with ROARS, resulting in consistent reinforcement of appropriate behavior in all areas of the school. The total number of school discipline referrals are among the lowest 25% of all elementary schools that use SWIS software to record their office referrals. We met our 2017-18 discipline disproportionality goal by decreasing the number of referrals for African American male students by over 5%. Based on the Self-Assessment of MTSS (SAM), our school is at or above the expected ratings for the level of communication and collaboration within the Multi-Tiered Systems of Support. Our school provides social-emotional and academic support to all students through the tiered model. Second Steps is our social-emotional curriculum that all students learn throughout the school year. We are also fortunate to have community based mental health providers come to our campus and provide counseling services to specific students.

During the 2017-18 school year, Rashkis exceeded expected growth targets in math and met the reading targets on the End of Grade (EOG) tests. We also exceeded growth for students identified as academically and intellectually gifted. 82.5% of kindergartners passed their reading proficiency test, as measured by the mCLASS assessment.

Fourth grade reading scores for college and career readiness increased from 62.7% to 68.6%. We have also seen continued growth in the science proficiency score of our African American students. Only fifth grades have a science EOG. The college and career ready scores for African American students increased from 54.5 % in the 2016-17 school year to 66.7% in 2017-18 school year. Math scores for all third through fifth grade students increased from 73.6% to 78.9% in 2017-18.

We are fortunate to have strong parental involvement and support at Rashkis. The Parent Teacher Association and the School Improvement Team work diligently on behalf of all students at Rashkis. The PTA leads fundraising efforts to support the extra needs of our school, designating money for cultural arts enrichment opportunities for students, as well as discretionary funds for teachers to use in their classrooms. Each week, the PTA communicates to parents through the Rashkis News email newsletter and maintains an up-to-date website. Additional areas of strength identified by staff and parents include: Arts in Action dance residency for fourth grade students, student leadership opportunities (such as Student Ambassadors, Safety Patrol, and Fire Marshals), after school opportunities for students (including chess club and Girls on the Run), availability of technology, cultural arts assemblies, supportive administration, safe and secure facility, and the availability of resources and services.

**B. Areas of Need** (*What does the analysis of data tell you about your school's gaps and opportunities for improvement?*)



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While we enjoy a high level of parent involvement at our school, many of our families live relatively far from our school. This poses a challenge for some families to become involved and participate in school activities. We continue to explore ways to make our school more accessible to all families. Our goal is to ensure that they feel welcomed as members of our school community and are able to participate fully in school events.

District and state assessments indicate the need to focus on increased proficiency rates for our students with disabilities, as this was the subgroup which did not meet the expected proficiency rate. Increasing all subgroup scores to 80% proficiency is still an area of needed growth.

We must continue to challenge all students with expectations for high academic growth, and focus on closing the achievement gap that exists between white students and students of color. Regular education teachers, Exceptional Children's teachers, interventionists, specialists, and gifted education teachers must continue to work together to ensure effective instruction meets the needs of every student. We need to continue to strengthen our Multi-Tiered Systems of Support (MTSS) process to provide effective interventions and progress monitoring for students who are not making expected growth with the core instructional program, specifically at the tier 2 level. There have been recent improvements in the identification process for students that need additional support by using explicit criteria to determine student needs. We have a full time reading interventionist, but only a half-time interventionist for math. We have a need for additional math intervention support.

Teachers have planning time to work with their PLC teams, but would like more opportunities for vertical planning and collaboration between grade levels. We would also like to provide more training for our teacher assistants in ways to support instruction in the classroom.

Additional areas of need, identified by staff and parents, include increasing our staff diversity, additional opportunities for student celebrations and recognitions, new staff support, and consistent communication with all families in languages they can access.

### School Goals and Strategies

#### Goal Area 1 Student Success

ESSA Targets are met in Reading and Math				
Present Status Student Performance Data	Desired Status Target	Strategies (One strategy must be Family and Community Engagement)	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
<b>Reading</b>				
<b>All</b> 65.0	<b>69.9</b>	Full implementation of balanced literacy block on a daily basis: <ul style="list-style-type: none"> <li>■ Mini-lesson</li> <li>■ Independent Practice/Small Group Instruction</li> <li>■ Share</li> </ul> Alignment between Foundations core instruction K-2 and Tier 2 and 3 intervention (Title I and EC teachers are being trained this year; this	September 2018-June 2020	Monthly Core meetings, weekly literacy PLC meetings, instructional coaches        Title I and EC teachers
<b>Asian</b> 73.2	<b>77.4</b>			
<b>Black</b> 25.0	*			
<b>Latinx (Hispanic in ESSA Goals)</b> 32.3	<b>39.9</b>			
<b>Multiracial</b>	*			
<b>White</b> 80.2	<b>81.0</b>			
<b>English Learner</b> 41.9	<b>43.7</b>			
<b>Students with Disabilities</b> 11.1	*			
	<b>*not enough students in subgroup</b>		September 2018-June 2020	

	<p>speaks to gaps for EC and ED students)</p> <p>Implementation of challenge points/supports in ELA lessons grades 3-5</p> <p>Data driven small group instruction in Literacy</p> <p>Each grade level will have a dedicated intervention time in their daily schedule based on student performance data</p> <p>Monthly Kid Talk meetings to discuss student progress and intervention groups</p> <p>Incorporate culturally responsive teaching strategies into lesson plans and learning activities</p> <p>Hold parent involvement events in neighborhoods where families are provided with: books they can keep at home on their children’s reading level, activities and questions</p>	<p>August 2018-June 2020</p> <p>October 2018-June 2020</p> <p>October 2018-June 2020</p> <p>2nd Wednesday of each month</p> <p>January 2019-June 2020</p> <p>November 2018-June 2020 (two or three dates per year)</p>	<p>Gifted specialist</p> <p>mCLASS diagnostic test data, ELA benchmark data, unit skill assessment data</p> <p>Kid Talk, intervention ideas from CHCCS STP Intervention Protocol, grade level data meeting with admin and reading specialists</p> <p>Kid Talk Agenda with discussion notes, Racial Equity Impact Assessment Tool</p> <p>Equity PD to include culturally responsive strategies</p> <p>Funds and materials for families, reading interventionist</p>
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		<p>they can use at home when reading with their children</p> <p>Provide support to students through previewing, scaffolding, and differentiated assignments</p> <p>Use district data protocol to discuss and monitor student achievement of all students and subgroups (SWD, AIG, EL, etc.)</p> <p>Utilize district volunteers to support independent reading</p> <p>Implement Paideia to foster critical and creative thinking and discourse skills</p> <p>STREAM Family Night</p>	<p>August 2018-June 2020</p> <p>November 2018-June 2020, after assessment windows</p> <p>September 2018-June 2020</p> <p>November 2018-June 2020</p> <p>March 2019-June 2020 (Date TBD)</p>	<p>Access to online resources and subscriptions</p> <p>Administration, instructional coaches, GES, literacy data protocol</p> <p>School Reading Partners Program, district volunteers, Books on Break Program</p> <p>Gifted Specialist</p> <p>Special Events Committee, literacy specialist, materials for hands on activities</p>	
<b>Math</b>					
<b>All</b>	<b>76.7</b>	<b>79.4</b>	Implementation of K-2 Math Ready with fidelity	August 2018-June 2019	Ready materials and iReady access for all students and teachers; math specialist; Ready Coach
<b>Asian</b>	<b>80.5</b>	<b>82.3</b>			
<b>Black</b>	<b>42.9</b>	<b>*</b>			
<b>Latinx (Hispanic in ESSA Goals)</b>	<b>41.9</b>	<b>60.1</b>			
<b>Multiracial</b>		<b>*</b>			

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<b>White</b> 91.9	<b>94.2</b>	Data driven small group instruction in Math	October 2018-June 2020 (Updated following each assessment window)	iReady diagnostic test data, math benchmark data, AIMS Comp/CAP, unit skill assessment data
<b>English Learner</b> 48.4	<b>58.5</b>			
<b>Students with Disabilities</b> 22.2	*	<p><b>*not enough students in subgroup</b></p> <p>Each grade level will have a dedicated intervention time in their daily schedule based on student performance data</p> <p>Explicitly teach and display Math Vocabulary for each unit</p> <p>STREAM Family Night</p> <p>Hold parent involvement events in neighborhoods where families are provided with: math games and activities for use at home and information about how to support their child in math</p> <p>Monthly Kid Talk meetings to discuss student progress and intervention groups</p> <p>Use Reflex Math to increase math fact fluency</p>	August 2018-June 2020 (Updated following each assessment window)	Kid Talk, intervention ideas from CHCCS STP Intervention Protocol, grade level data meeting with admin and math specialist
			August 2018-June 2020	Math Vocabulary from Ready and District Math Units
			August 2018-June 2020 (Date TBD)	Special Events Committee, math specialist, materials for hands on activities
			November 2018-June 2020 (two or three dates per year)	Funds and materials for families, math specialist
			2nd Wednesday of each month	Kid Talk Agenda with discussion notes Racial Equity Impact Assessment tool
			August 2018-June 2020	Reflex Math accounts for all students to access at

		Incorporate culturally responsive teaching strategies into lesson plans and learning activities	August 2018-June 2020	school and home Equity PD to include culturally responsive strategies
		Number talks to promote higher order thinking, development of math vocabulary	August 2018-June 2020	Math specialist
		Use district data protocol to discuss and monitor student achievement of all students and subgroups (SWD, AIG, EL, etc.)	August 2018-June 2020, after assessment windows	Administration, math specialists, GES, district data protocol

Discipline Disproportionality				
Present Status Discipline Data	Desired Status Target	Strategies (One strategy must be Family and Community Engagement)	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
<b>Presently, 38% of office discipline referrals (ODR) are for African-American males, but they make up less than 10% of the school population.</b>	<b>By June 2019, Rashkis office discipline referrals (ODR) for African-American male students will decrease from 38% of referrals to 32% of referrals.</b>	<p>PBIS team will review ODRs monthly and provide behavioral interventions as necessary</p> <p>Continue restorative practices in all classrooms, including use of affective</p>	<p>September 2018 - June 2020, Monthly Meetings</p> <p>August 2018 - June 2020</p>	<p>PBIS Team, SWIS discipline data</p> <p>Restorative Practices 101 and 102</p>

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		statements and circles at least twice weekly		
		Provide staff with Equity PD to include understanding culturally responsive teaching practices, cultural/racial biases and addressing cultural misunderstandings	October 2018 - June 2020, monthly planning meeting, school based delayed opening dates	Equity PD, Equity Coaches, collaboration with district equity coordinator
		Recruit staff and community volunteers to mentor at-risk students	January 2019 - June 2020	Equity Team, Community Volunteers, Staff Volunteers
		Second Step lessons taught with fidelity	September 2018 - June 2020	Second Steps Curriculum
		Recruit and retain staff that reflects student population	August 2018 - June 2020	Teacher Job Fairs, Staff Buddies

<b>EL Progress in Language Acquisition</b>				
<b>Present Status</b> Student Performance Data	<b>Desired Status</b> Target	<b>Strategies</b> (One strategy must be Family and Community Engagement)	<b>Milestone Dates</b> Quarterly	<b>Resources/Professional Development to Support Progress</b>

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72.1	77.1	<p>EL Parent Night</p> <p>New parent resource folders to new EL families with language learning strategies</p> <p>Develop keyboarding skills, especially in upper grades, because students in 4th and 5th grades type their written responses on the ACCESS test</p> <p>Familiarize students with ACCESS format using ACCESS practice tests prior to testing window</p> <p>EL teachers attend grade level PLC and CORE meetings and collaborate with grade levels during Half Day Plannings</p> <p>EL teachers attend parent teacher conferences and MTSS/EC referral meetings with translators as needed</p> <p>District, School, and classroom documents are</p>	<p>September 2018 and September 2019</p> <p>September 2018-June 2020</p> <p>September 2018-June 2020</p> <p>January/February 2019 and 2020</p> <p>Each week September 2018-May 2020</p> <p>September 2018-June 2020</p> <p>September 2018-June 2020</p>	<p>EL Teachers, translators</p> <p>Materials for folders</p> <p>Keyboarding program, Instructional Technology Facilitator (ITF)</p> <p>District translation/interpretation services</p> <p>District translation/interpretation</p>
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		translated into multiple languages  EL teachers preview vocabulary for upcoming units with EL students	September 2018-June 2020	services  Access to classroom unit plans
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<b>Culture/Climate</b> (Based on Student Survey Data)				
<b>Present Status</b>	<b>Desired Status</b> Target	<b>Strategies</b> (One strategy must be Family and Community Engagement)	<b>Milestone Dates</b> Quarterly	<b>Resources/Professional Development to Support Progress</b>
<b>56.49% of 4th and 5th grade students at Rashkis responded, “my teachers ask me to explain my answers often or almost always” on the NC Student Survey.</b>	<b>70% of 4th and 5th grade students at Rashkis will respond, “my teachers ask me to explain my answers often or almost always” on the NC Student Survey.</b>	Preview survey questions with students to clarify meaning  Utilizing turn and talk in classroom discussions so students can explain their	May 2019  August 2018- June 2020	Restorative Practices training to ensure students feel safe sharing their

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		answers to their peers		thoughts and opinions
		Teachers model explaining thinking aloud	August 2018- June 2020	
		Continue the use of accountable talk and post sentence starters in classroom	August 2018- June 2020	
		Revise lesson plans to explicitly indicate when students are prompted to explain their thinking	January 2019- June 2020	

**Goal Area 2 Employee Experience**

<b>Retention or Culture (Based on NCTWCS Results)</b>				
<b>Present Status</b>	<b>Desired Status Target</b>	<b>Strategies</b>	<b>Milestone Dates Quarterly</b>	<b>Resources/Professional Development to Support Progress</b>
<b>65.8% of our teachers agreed on the Teacher Working Conditions survey in May 2017 Rashkis’ professional development offerings are data-driven.</b>	<b>On the May 2019 TWC survey, 80% of our teachers will agree or strongly agree that Rashkis’ professional development offerings are data-driven.</b>	Staff choice - differentiated book clubs to include books on literacy, equity, and culturally proficient teaching practices	October 2018-May 2019	Professional Development Wednesdays, survey to choose books/topics, sets of professional book club books
		Survey teachers for professional development	May-June 2019	Student performance data, Google Form

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		opportunities based on the student performance data		
		Provide professional development in literacy	Ongoing throughout the 2018-2019 and 2019-2020 school years	Professional Development Wednesdays, Monthly Core Meetings, Instructional Coaches

**Goal Area 3 Organizational Effectiveness**

Organizational Effectiveness Budget				
Present Status	Desired Status Target	Strategies	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
	<b>100% of the expenditures are aligned with the CHCCS Strategic Plan.</b>	Spending request form to ensure proposed expense is aligned with the strategic plan  Administration reviews and approves all expenditure requests	November 2018 -June 2020  September 2018-June 2020	Google form for requests

**Other Required Goals**

*The school will provide a duty free lunch period for every teacher on a daily basis or as otherwise approved by School Improvement Team.*

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<b>School Improvement Decision/Date</b>	<b>Plan for providing Duty-free Lunch</b>
<b>Provide duty-free lunch period for teachers</b>	<b>Evidenced in master schedule</b>

*The school will provide a duty-free instructional planning time for every full-time assigned classroom teacher, with a goal of providing an average of at least five full hours of planning time per week.*

<b>School Improvement Decision/Date</b>	<b>Plan for providing Duty-free Instructional Planning</b>
<b>Provide duty free planning time for classroom teachers</b>	<b>Evidenced in master schedule</b>

*The school shall include a plan to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.*

<b>School Improvement Decision/Date</b>	<b>Plan for eliminating unnecessary and redundant reporting requirements.</b>
<b>Eliminate unnecessary and redundant reporting requirements</b>	<ul style="list-style-type: none"><li>● utilizing email for professional communication when appropriate,</li><li>● eliminating redundant requests for reports, and</li><li>● fully utilizing existing data and processes as much as possible to complete required reports</li></ul>

*Reference GC115C-105.27*



School Improvement Plan  
November 2018 to June 2020

School: Seawell Elementary

Principal: Arrica DuBose

Chapel Hill-Carrboro City Schools

Approved by School Improvement Team on: October 25, 2018  
Approved by Staff on: November 1, 2018

**North Carolina State Board of Education Goals**

**Goal 1** –Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Goal 2** – Every student has a personalized education.

**Goal 3** – Every student, every day has excellent educators.

**Goal 4** – Every school district has up-to- date financial, business, and technology systems to serve its students, parents and educators.

**Goal 5** – Every student is healthy, safe, and responsible.

### **Chapel Hill-Carrboro Strategic Plan Goals**

#### **Student Success**

*Student Success addresses the academic, social and emotional capacities of students. The Student Success goals will assist students in exploring, defining and solving complex problems; pursuing their unique interests, passions and curiosities; and contributing to the community through dialogue, service and/or leadership all while supporting the child's well-being.*

**Goal 1: Establish a district instructional framework for all grade levels PreK-12, based on high-yield best practice, culturally relevant strategies within a personalized learning environment so all children receive equitable educational experiences.**

**Goal 2: Empower and support all student groups to meet growth and achievement goals.**

**Goal 3: Build a data-driven culture to inform instruction at the teacher, Professional Learning Community (PLC), school and District levels to positively impact students.**

**Goal 4: Develop a continuum of services to promote the social, emotional and academic development of all students.**

**Goal 5: Create a culture and system of support which empowers, inspires, engages and encourages the school community to embrace diversity, inclusion and different learners.**

#### **Employee Experience**

*The greatest resource of any organization is its people. Employee Experience refers to all people, processes, and systems related to an organization's employees. It includes the skills, knowledge, and experience that represent an investment in people. Chapel Hill-Carrboro City Schools is committed to the growth, development, and care of its employees.*

**Goal 1: Actively recruit and retain a workforce that is diverse and represents the population of our students and families.**

**Goal 2: Create a culture and system of support to empower, inspire and engage talent, including an inclusive work environment that embraces and values equity and diversity.**

**Goal 3: Create, promote, and empower an organizational environment that values development and personalized growth opportunities for all employees.**

### **Family and Community Engagement**

*Schools are successful when parents, educators and communities lock arms and work together for the benefit of students. Chapel Hill-Carrboro community stakeholders are crucial partners in student success, and, as such, will be actively engaged in productive and equitable two-way communications.*

**Goal 1: Engage families in the entire educational process.**

**Goal 2: Create meaningful partnerships by building trust, collaboration, and engagement.**

### **Organizational Effectiveness**

*Education of children is the core mission of the school district. Ensuring all children's success will only be possible if the organization is completely aligned and focused on student academic needs, behavioral support, and social and emotional growth. Chapel Hill-Carrboro City Schools is committed to improving our organizational effectiveness and culture to ensure all children succeed.*

**Goal 1: Provide safe school environments for students and staff.**

**Goal 2: Directly align district resources with student needs.**

**Goal 3: Develop and maintain an organizational knowledge base.**

**Goal 4: Initiate effective, relevant and timely communication.**

### **CHCCS Board Reference**

### **3430 School Improvement Plan**

School Name: Seawell ES

Year: 2018-2019

**3430-R Regulations School Improvement Team Operational Framework**

**School Improvement Plan Development**

**School Name: Seawell ES**

**School Number: 919-967-4343**

**Plan Year(s): 2018-2020**

**Date Submitted to Board:**

**Principal Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Board Chair Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**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.”*

**Table 1: School Improvement Team Membership**

<b>Team Position</b>	<b>Names and Date of Election to Team</b>	<b>Signature</b>
Principal	Arrica DuBose	On file
Assistant Principal Representative	Matthew Paylor	On file
Teacher Representatives	Shanice Harrington Chelsea Robinette	On file
Instructional Support Representatives	Tomika Altman-Lewis	On file
Teacher Assistant Representatives	Anna Meyer	On file
Student Representatives (MS - 3, HS - 3)	NA	NA
Parent Representatives	Christa Abedi Tina Coyne Smith Bilyana Georgieva Tammie Knights Cheryl Woods-Giscombe	On file On file On file On file Absent for vote

**School Profile**

**Student Description** (*How can we best describe our school? Student demographic data: grade levels, ages, gender, race, total enrollment, English proficiency, special education, free and reduced lunch, attendance rates, discipline referrals*)

Seawell ES is a racially, ethnically, and socioeconomically diverse pre-K- 5 school. Below is a summary table that highlights the demographics of our school.

**Table 2: Seawell ES Student Demographics**

	Enrollment	Number of English Language Learners	Number of exceptional students	Number of students who are economically disadvantaged	Number of African Americans students	Number of Asian/Asian Americans students	Number of Latinx students	Number of Multi-racial students	Number of White students	Number of Female students	Number of Male students
<b>Pre-K</b>	<b>30</b>	<b>*</b>	<b>&lt;10</b>	<b>*</b>	<b>11</b>	<b>&lt;10</b>	<b>&lt;10</b>	<b>&lt;10</b>	<b>&lt;10</b>	<b>19</b>	<b>11</b>
<b>K</b>	<b>81</b>	<b>15</b>	<b>&lt;10</b>	<b>*</b>	<b>&lt;10</b>	<b>31</b>	<b>&lt;10</b>	<b>&lt;10</b>	<b>27</b>	<b>43</b>	<b>38</b>
<b>1</b>	<b>67</b>	<b>12</b>	<b>&lt;10</b>	<b>*</b>	<b>&lt;10</b>	<b>18</b>	<b>&lt;10</b>	<b>&lt;10</b>	<b>32</b>	<b>37</b>	<b>30</b>
<b>2</b>	<b>81</b>	<b>17</b>	<b>&lt;10</b>	<b>*</b>	<b>10</b>	<b>26</b>	<b>12</b>	<b>&lt;10</b>	<b>25</b>	<b>35</b>	<b>46</b>
<b>3</b>	<b>65</b>	<b>14</b>	<b>&lt;10</b>	<b>*</b>	<b>&lt;10</b>	<b>23</b>	<b>&lt;10</b>	<b>&lt;10</b>	<b>24</b>	<b>37</b>	<b>28</b>
<b>4</b>	<b>110</b>	<b>11</b>	<b>&lt;10</b>	<b>*</b>	<b>15</b>	<b>33</b>	<b>13</b>	<b>&lt;10</b>	<b>42</b>	<b>52</b>	<b>58</b>
<b>5</b>	<b>109</b>	<b>10</b>	<b>11</b>	<b>*</b>	<b>&lt;10</b>	<b>25</b>	<b>&lt;10</b>	<b>&lt;10</b>	<b>58</b>	<b>48</b>	<b>61</b>
<b>Total</b>	<b>543</b>	<b>79</b>	<b>42</b>	<b>121*</b>	<b>63</b>	<b>162</b>	<b>57</b>	<b>45</b>	<b>216</b>	<b>271</b>	<b>272</b>

Data Source: Power Schools as of 9/25/2018

\*Data does not include our pre-K population

The table below breaks down Seawell's attendance, number and percentage of discipline referrals, and the number of out of school suspensions for the 2017-2018 school year based on race/ethnicity.

**Table 3: 2017-2018 Attendance Rates and Number/Percentage of Discipline Referrals 2017-2018**

	<b>Overall</b>	<b>Black</b>	<b>Asian</b>	<b>Hispanic/ Latino</b>	<b>Multi- Racial</b>	<b>White</b>
<b>Attendance Rate</b>	<b>96.52%</b>	<b>96%</b>	<b>97.20%</b>	<b>96.60%</b>	<b>96.30%</b>	<b>96.50%</b>
<b>Number of Discipline Referrals and percentage of total referrals</b>	<b>55</b>	<b>15 (27.78%)</b>	<b>7 (12.96%)</b>	<b>3 (5.56%)</b>	<b>2 (3.70%)</b>	<b>27 (50%)</b>
<b>Number of Out of School Suspensions</b>	<b>4</b>					

Data Source: Powerschools

**School Description** (*What are unique features of our school? What characteristics set the school apart? School profile: school physical plant, profile of teachers, administrators, special programs, co-curricular, etc.*)

“Together SeaWell Can”, the last line of the school motto, reflects our belief that through a collaboration of staff, families, and students, our students will be **empowered, inspired, and engaged** in their academic and social development. Seawell’s philosophy for student success involves a combination of meaningful adult student relationships, focused interventions, and school wide equity staff development. For those of us at Seawell, it is difficult to separate the academic and social-emotional needs of the students in the learning process. For the faculty and staff to be able to reach all the children, all the adults, from the principals to the cafeteria staff, are responsible for the children’s progress. It is obvious that Seawell sees itself as a village where all adults can help children blossom. Everyone tries to make children comfortable and successful at school.

Seawell ES is a unique school that optimizes its diversity and open campus concept. Our committed group of educators (Table 4) pools its efforts in grade-level and subject area-based Professional Learning Communities (PLCs). The PLCs have worked to increase the use of meaningful assessments, followed by instruction, to remediate or extend learning as needed. PLC conversation is more and more focused on the children, their needs, and their successes. We have found that more students are gaining success as we continue to refine and extend our PLC work. The resource teachers (Exceptional Children teachers, English as a Second Language teachers,

Math-Science Specialist, Literacy Coaches, Art Therapist, Mental Health Support Programs, and Academically Gifted teacher) consult and collaborate with the classroom teachers, pushing into the classrooms and co-teaching. For those students who need more intense assistance, some time is spent in pull-out classes, but most students have been grouped in their regular classrooms, so resource teachers can serve them in the least restrictive environment. Our school is also fortunate enough to have 21 teacher assistants (two serve pre-k only), a team of 6 “specials” teachers (art, music, physical education, spanish-2, technology), a school librarian, three teachers for exceptional children, one AIG teacher, and three resource teachers to support our students.

A comprehensive literacy program and math program, which relies heavily on problem-solving and differentiation, have been put into place to increase the performance of the children. Teachers are following district scope and sequence guides to plan and teach the Common Core and NC Essential Standards. We have incorporated Accountable Talk into a variety of subject areas and are implementing units from the Institute for Learning that incorporate a variety of Principles of Learning.

Seawell has maintained an on-going commitment to equity and for staff development on equity related topics for more than fifteen years. We feel that we must understand the cultural perspectives of our diverse student population. Training sessions have included: experiential components; articles and books concerning equity, discrimination, and closing the achievement gap; and presentations by experts on cultural and ethnic groups (African Americans, Latinos, Asians, etc.). Community members and parents contribute to these presentations. The reflection on the material and the shared perspectives among us helps each of us to grow in our awareness and knowledge of the issues. We truly believe, given an environment with acceptance and understanding by quality teachers, all our children can be successful. We will continue to prioritize equity and seek opportunities for all staff to continue their personal journeys of being culturally competent educators. Three years ago, Seawell began the READY program designed to engage parents of African American students. READY meetings provide parents the opportunity to discuss best practices for home support in reading and math as well as learn about district and school initiatives to bridge the opportunity gap that exists both at Seawell and in our district.

Seawell also hosts LEAP (Learning Environment for Advanced Programming) for the districts’ 4<sup>th</sup> and 5<sup>th</sup> grade students who qualify for the program. Currently Seawell has two classes each for 4<sup>th</sup> and 5<sup>th</sup> grade. LEAP provides a learning environment and advanced curriculum and instruction designed to meet the needs of highly gifted students in grades four through eight. These students are unlikely to meet their potential through differentiated instruction for gifted learners in the regular classroom and need accelerated study in all four of the content areas, including language arts, math, science, and social studies.

Our Positive Behavior Intervention Support (PBIS) effort looks at student behavior; how to reinforce, motivate, and support appropriate behavior and encourage high achievement through quality instruction, on-going assessment, and recognition of students’

efforts. Students receive “fuzzies” for on-task behavior, extra effort, kind behavior, etc. for the whole class to engage in special events, which helps build a feeling of community. As the students chant each morning, “Yes, we can be responsible, Yes we can be respectful, Yes we can be ready to learn, Together SeaWELL Can,” everyone shares in the work to be done and the celebrations.

Our school community also relies on families, community volunteers, and businesses. Parents participate in classroom and school activities through collaborative efforts with teachers and staff. The PTA and FORT (Family Out Reach Team) hold regular meetings and provide activities that promote a sense of community. Regular School Improvement Team (SIT) meetings include opportunities for parent and teacher input in an atmosphere that encourages discussion. Outside of these regular meetings, teachers and staff discuss parent concerns through email, by phone, and through scheduled meetings. To reach children at all levels, we tap many community resources for teaching expertise and tutoring. We collaborate with UNC and NCCU students, high school and middle school students, parent volunteers, Community Mentors, Big Brothers/Big Sisters, Dispute Settlement Center and local businesses. In addition, we have ongoing relationships with public and private pre-kindergarten programs, the School Reading Partners, and St. Augustine Tutors. All stakeholders are encouraged to work together to foster a team approach to best educate the students.

Our school layout is unique in that is primarily an open campus. Seawell has 13 separate buildings and adjoins woods with walking trails on both sides with Smith Middle School on one side. Walking trails connect Seawell ES to the middle school and Chapel Hill High School. This structure allows for students to breathe fresh air and walk past our “Critter Corner” which houses goats, bunnies, and chickens as they walk to and from the cafeteria, the gym, and other classes such as art, library, etc. The physical layout of the school calls for special measures to keep the children safe. Everyone shares the responsibility to watch for any unannounced individuals or wildlife on the campus, as well as have the K-3 children accompanied by an adult at all times while 4th and 5th grade children travel in pairs or groups of three, if not with an adult. Our Ident-A-Kid program requires all visitors to sign in, be photographed, and wear an ID badge declaring who they are. Anyone on campus without an ID badge is asked to return to the office for a tag. The safety of the students is a major priority at Seawell. Over the past few years we have added additional locked doors from the main office lobby to the cafeteria and have cameras to allow for visuals for safety purposes. Leadership has prioritized grade level teachers to be near each other and not isolated if possible.

With a campus so spread out, many extras have been added to the grounds to make the school more engaging for the children who travel between the many buildings. Much work has been done to make the physical layout more welcoming for students including leveling of the hills that lead down to the courtyard. The opportunity has also been used to extend the children’s learning and experiences as they move around the campus. From the Critter Corner, which has a small barn and two goats, a rooster, chickens, and

rabbits, to the butterfly gardens, to the beautiful flower gardens and vegetable gardens around the school, to the North Carolina History climbing wall, and to the rain garden that has been put in place with large cisterns to alleviate flooding in two of our pods. The students at Seawell have many learning experiences beyond the traditional classroom. Each of these areas is designed to enhance learning while creating an inviting and exciting environment for children.

Our community hosts several events that celebrate our cultural diversity, our academic fortitude, and our school community. Each year we hold Big Fall Play Day, a community celebration for Seawell families. In the spring there is Folkmoot, highlighting countries and their cultures through dance and learning activities. Fort Family Night: Global Traditions is also held in the spring highlighting the many cultures represented at Seawell. Bingo Night, Science Night, and the St. Patrick’s Day Dance have also become favorites for many families. Finally, every other year our special area team organizes a Variety Show in which students perform various acts, such as dancing, singing, juggling, magic, etc. for both a student and parent audience. There are also several extracurricular activities/clubs for the children including Math Olympiads, STEAM club, Scrabble, Chess, Guitar Club, Affinity Groups, and Battle of the Books groups. Children also participate as fire marshals, school safety patrol members, and student council representatives. The student council helps with the food drive and finds areas on our campus that need to be improved.

Our school community is a family that values the whole child and every child. We will continue to strive to ensure every child can be successful both academically and socially.

**Table 4: Seawell Faculty Profile**

	<b>Total Number of Classroom Teachers</b>	<b>Fully Licensed Teachers</b>	<b>Teachers with Advanced Degrees</b>	<b>Nationally Board-Certified Teachers</b>	<b>Years of Experience</b>			<b>One Year Turnover Rate</b>
					<b>0-3 years</b>	<b>4-10 years</b>	<b>10+ years</b>	

<b>2017-18</b>	Not reported yet	Not reported yet	Not reported yet	Not reported yet	Not reported yet	Not reported yet	Not reported yet	Not reported yet
<b>2016-17</b>	<b>40</b>	<b>97.5%</b>	<b>45%</b>	<b>13</b>	<b>25%</b>	<b>22.5%</b>	<b>52.5%</b>	<b>18%</b>
<b>2015-16</b>	<b>39</b>	<b>97.4%</b>	<b>42.5%</b>	<b>13</b>	<b>15.4%</b>	<b>25.6%</b>	<b>59%</b>	<b>7.5%</b>
<b>2014-15</b>	<b>40</b>	<b>97.5%</b>	<b>42.5%</b>	<b>16</b>	<b>22.5%</b>	<b>22.5%</b>	<b>55%</b>	<b>20.7%</b>

Data Source: North Carolina Department of Public Instruction

**Strengths and Needs Assessment**

**Describe the process or tool(s) used to conduct the needs Assessment:**

The School Improvement Team (SIT) agreed to hold multiple planning sessions for the entire SIT to collaboratively participate in the needs assessment and the writing of the School Improvement Plan (SIP). The SIT hosted two work session, the first on September 26, 2018 and the second on October 5, 2018. The SIT also discussed the SIP at the October 4th regularly scheduled SIT meeting. During these meetings, the SIT used the CHCCS Data Protocol to guide the conversation. This allowed team members who weren't accustomed in the past in this level of engagement with the SIP drafting to observe the data at the school and subgroup level.

Figures 1-11 highlight the key data we analyzed for each of the sections of the plan. All students enrolled at Seawell are included in this data which includes our LEAP program students. Per state requirements, Seawell analyzed the End of Grade Data (EOG) for math and reading that assesses student performance in grades 3-5. This data is what North Carolina uses to meet Every Student Succeeds Act (ESSA) requirements. It should also be noted that some subgroups do not have data. This is because at the time of that data collection, Seawell did not have enough students in that subgroup to be analyzed. The goals referenced in these charts are determined by the North Carolina Department of Instruction based on the growth necessary to stay in compliance with school improvement and performance requirements which our guided by state legislation and Every Student Succeeds Act (ESSA). Below the figures is a summary of our strengths and needs based on this data. In our analysis we were tasked with identifying the largest gaps and the greatest priorities for our school.

School Name: Seawell ES

Year: 2018-2019

**Figure 1: End of Grade Math Results**



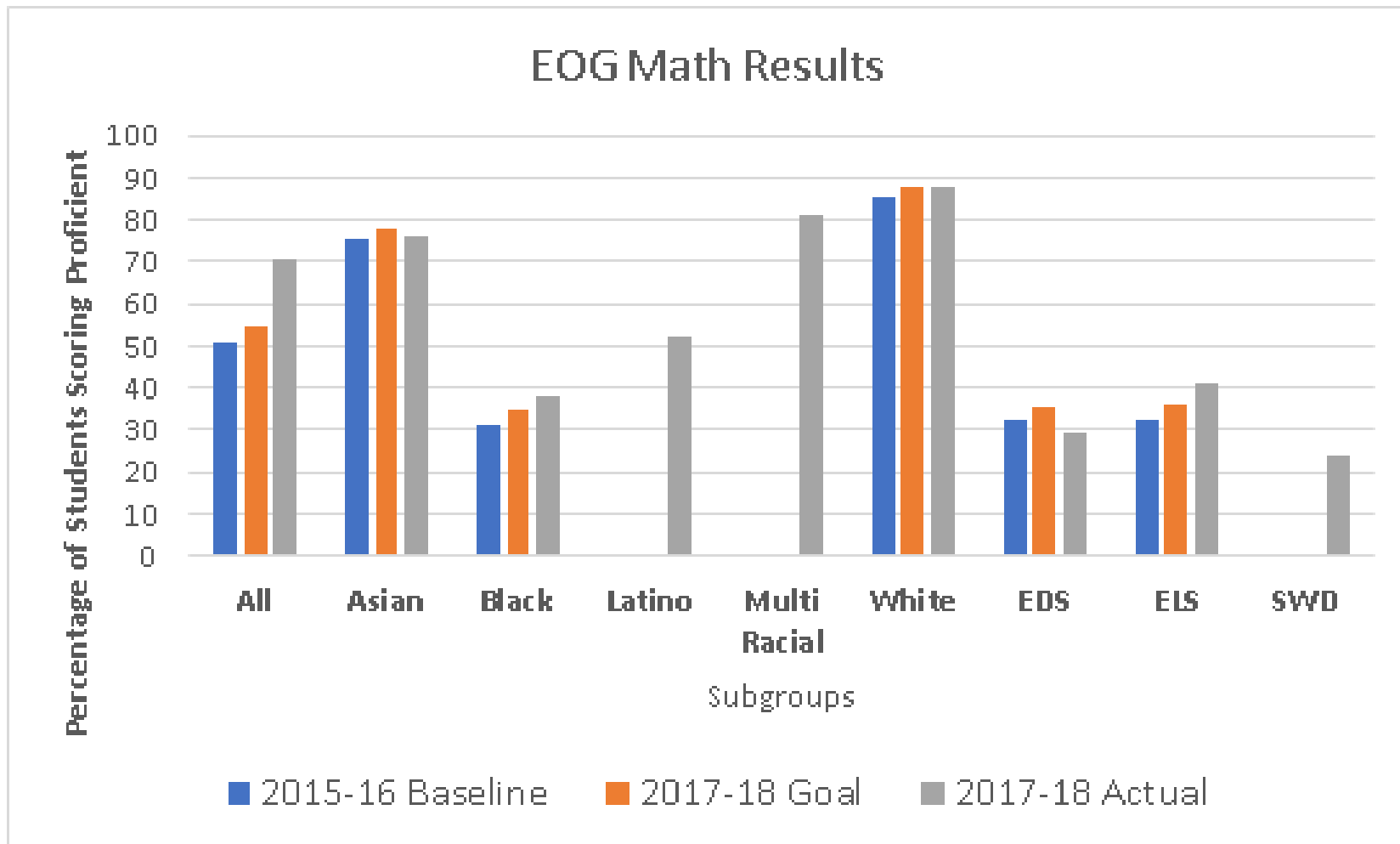
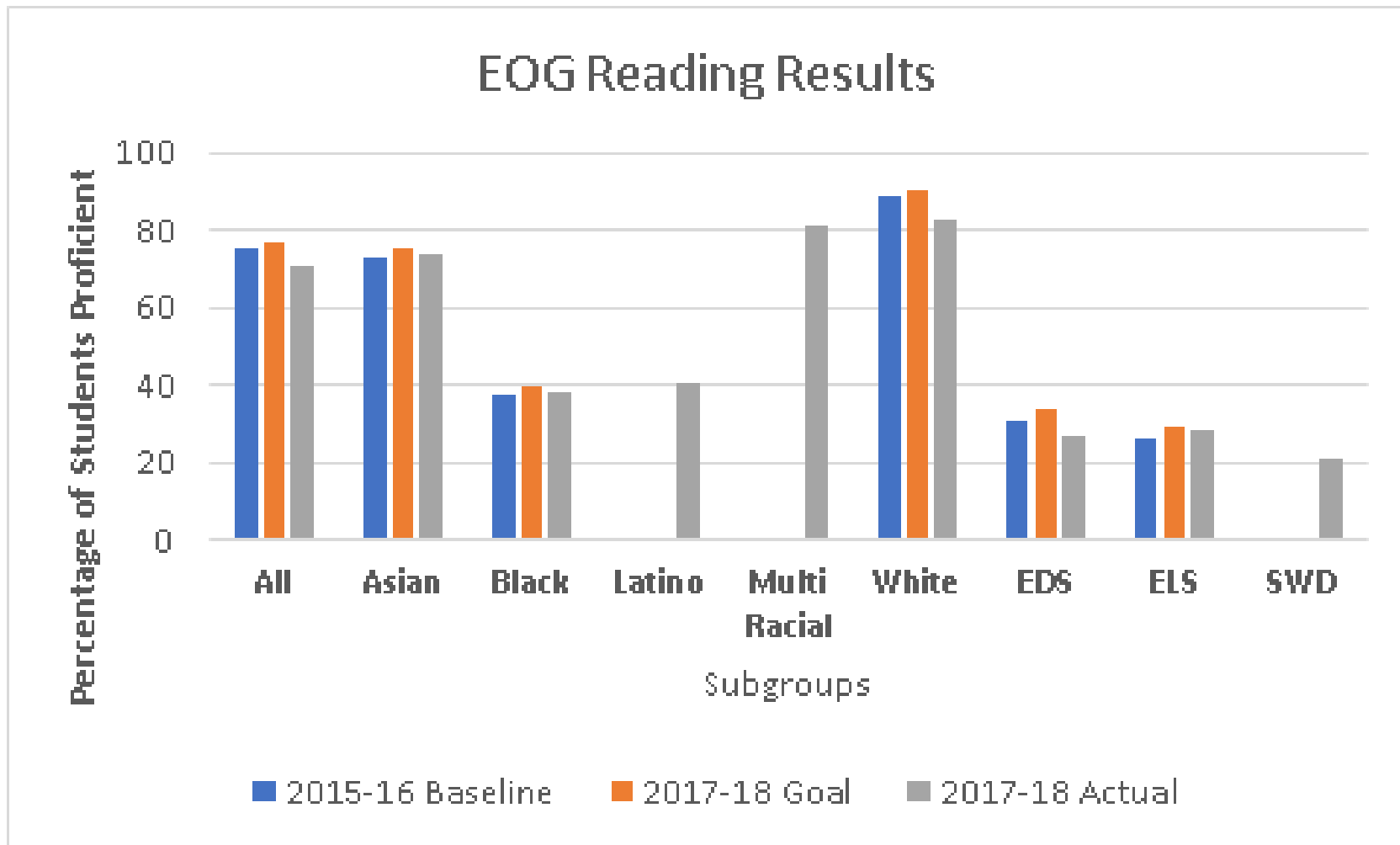


Figure 2: End of Grade Reading Results



Data Source for Figures 1 and 2: North Carolina Department of Public Instruction

**Figure 3: Percentage of Total Enrollment compared to percentage of discipline referrals by Race/Ethnicity**

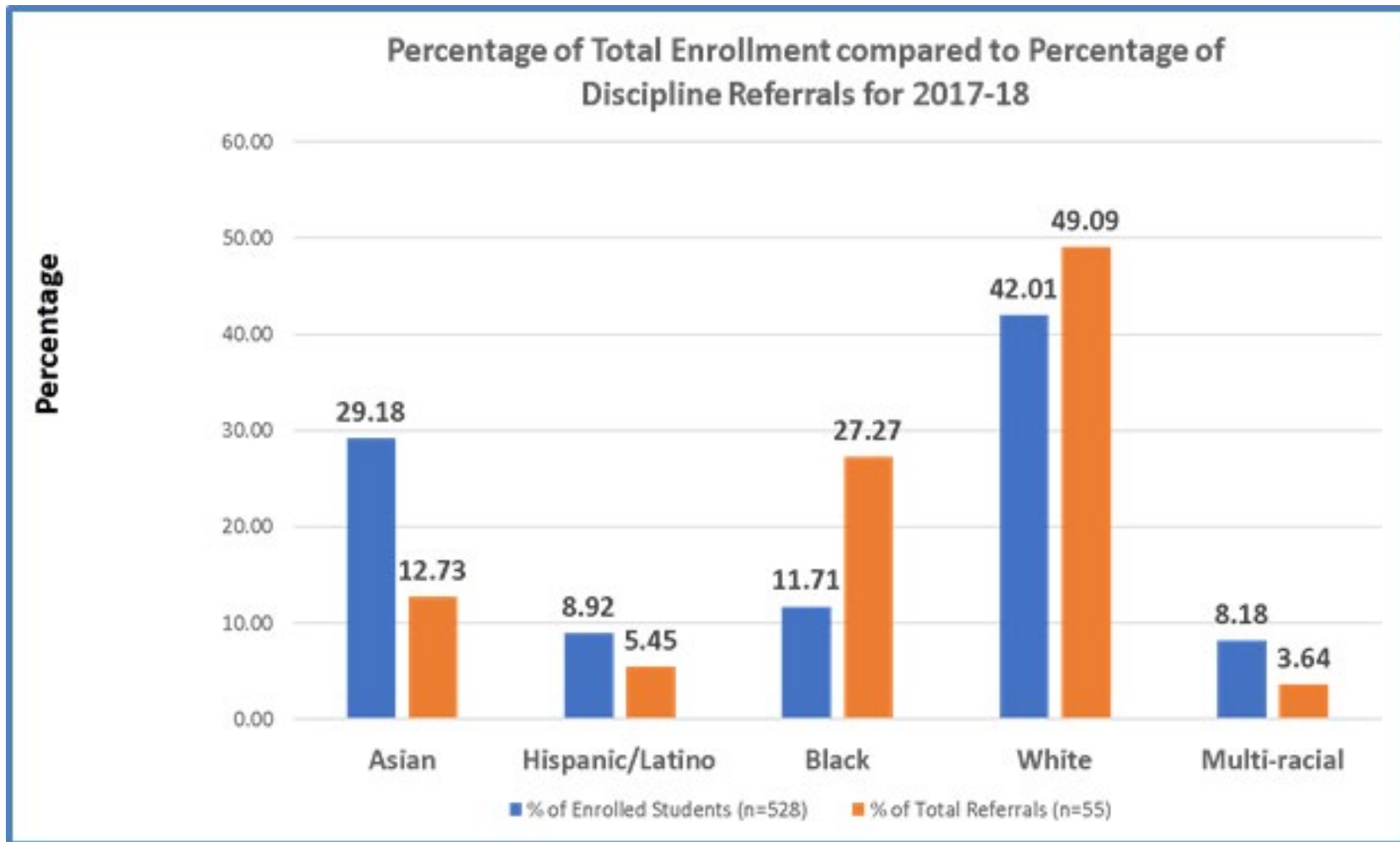
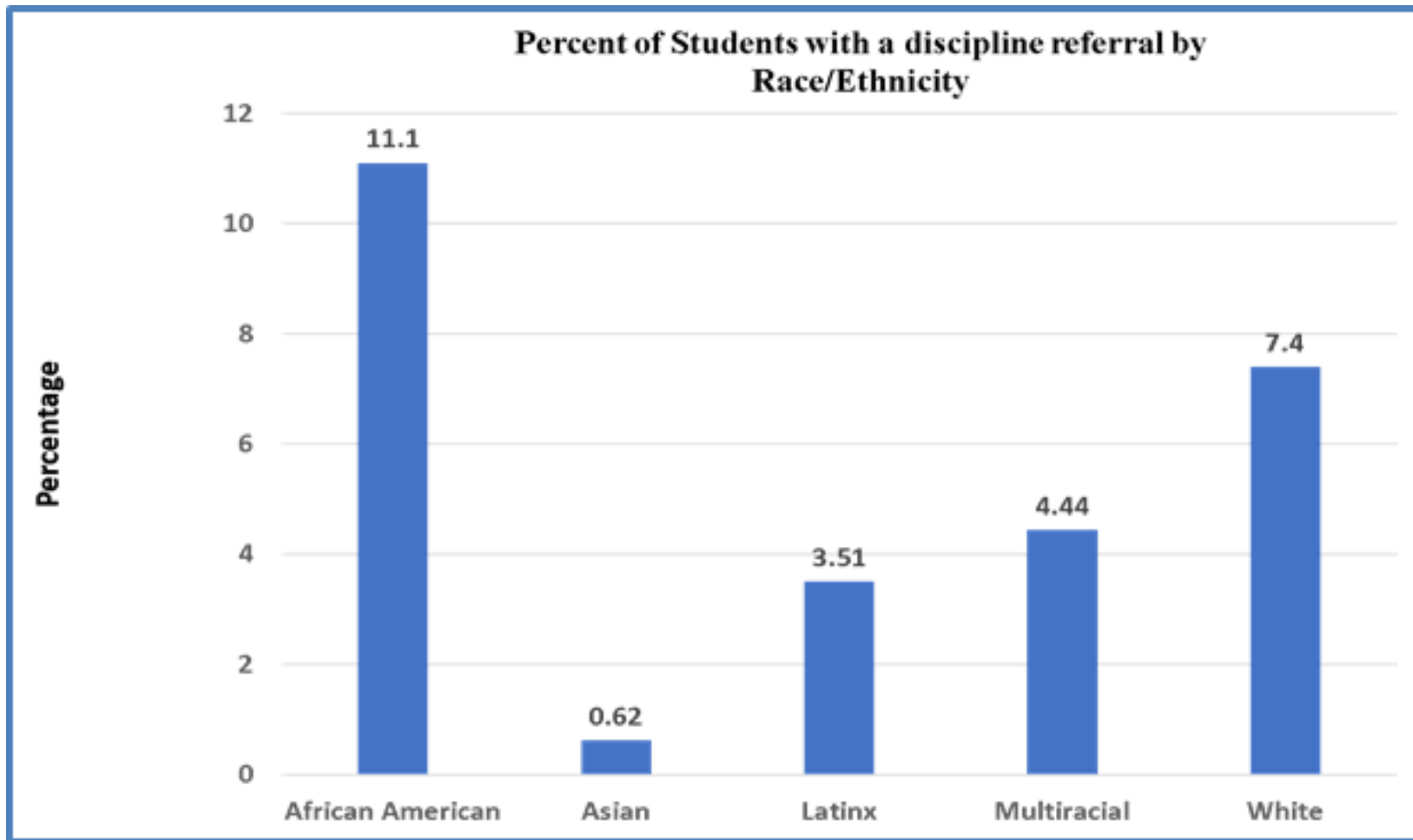


Figure 4: Percent of Students with a discipline referral by Race/Ethnicity



Data Source for Figures 3 and 4: Power School

**Figure 5: Grades 3-5 Student Survey: Class Engagement**

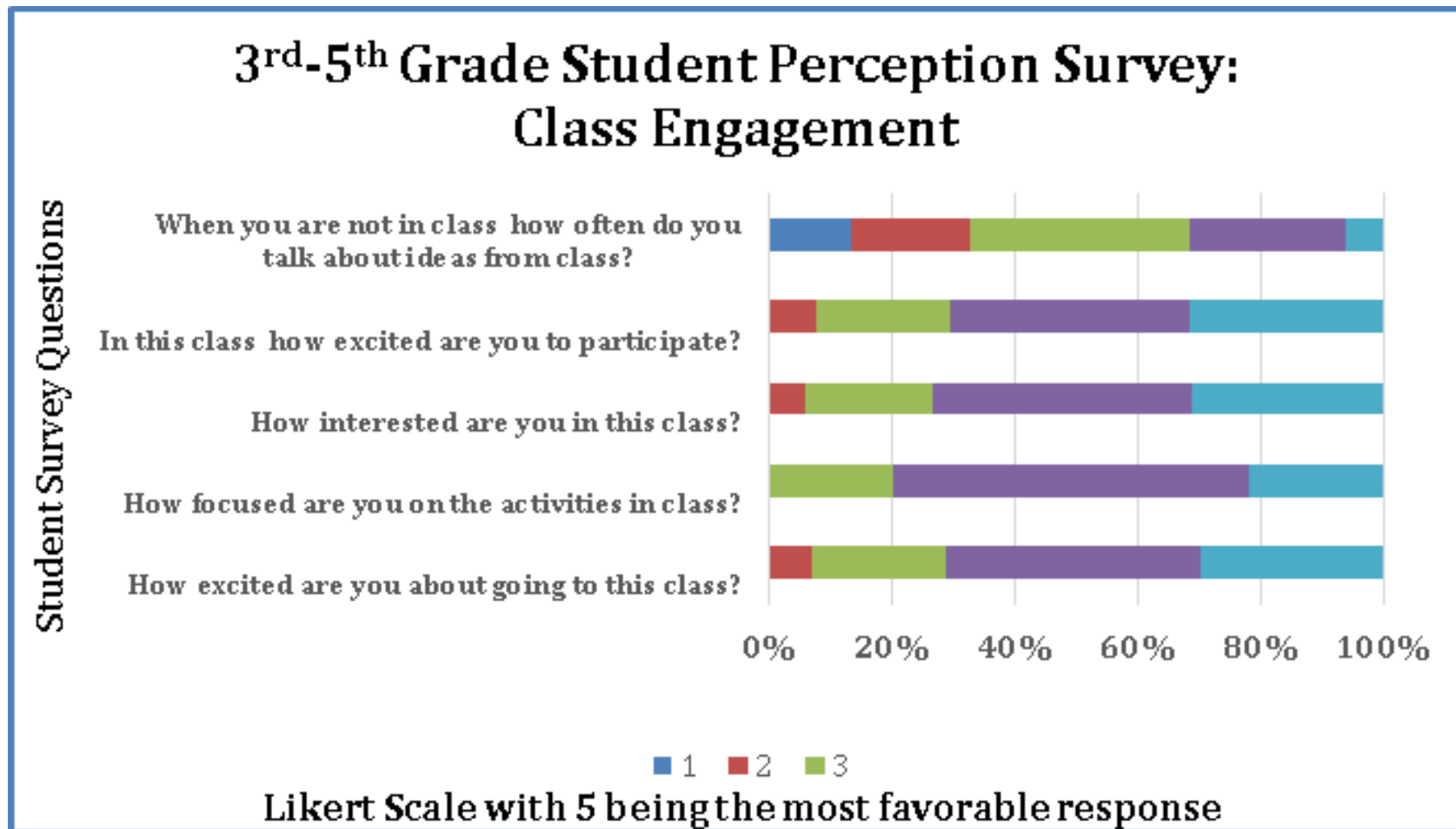


Figure 6: Grades 3-5 Student Survey: Climate

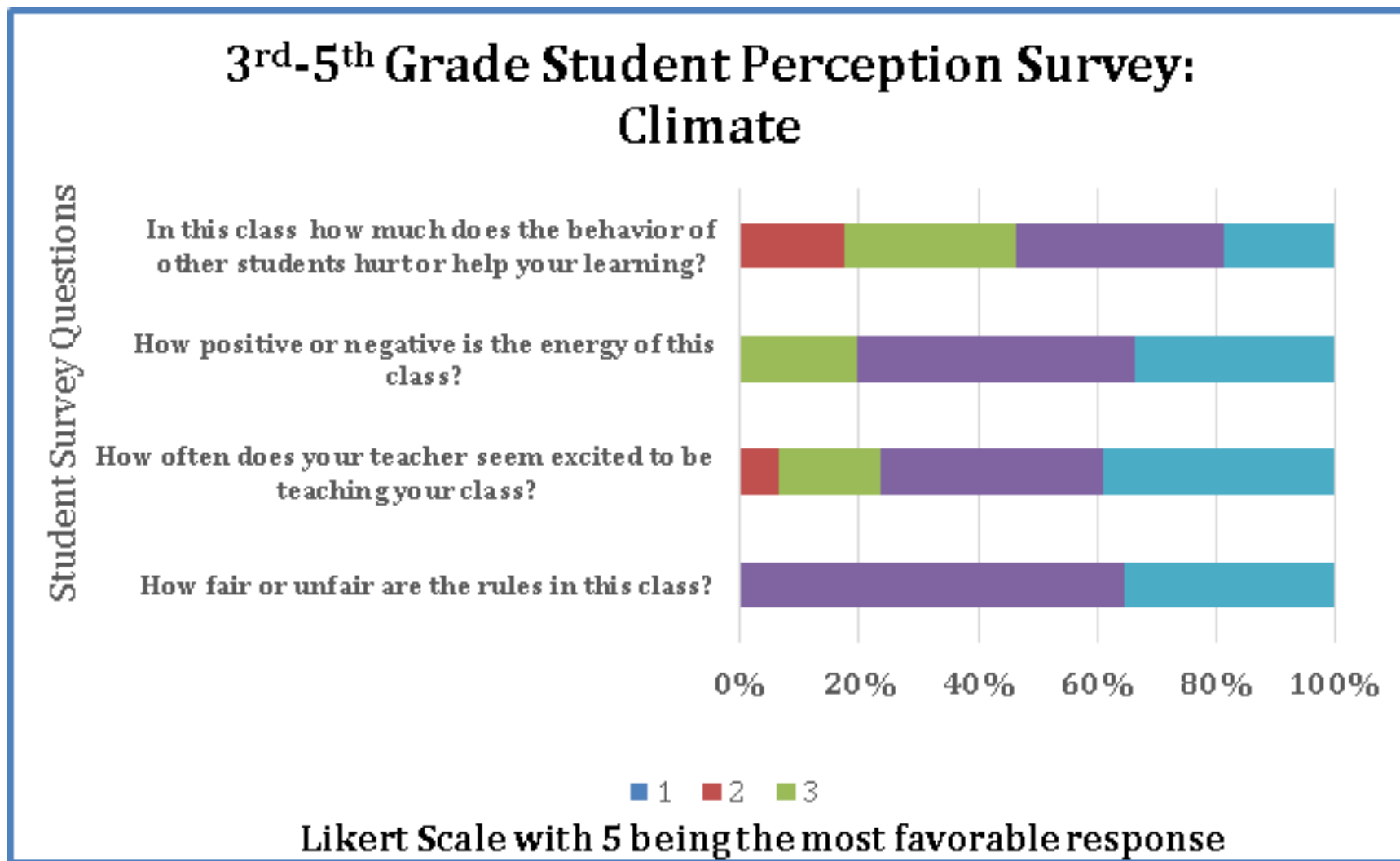


Figure 7: Grades 3-5 Student Survey: Pedagogical Effectiveness

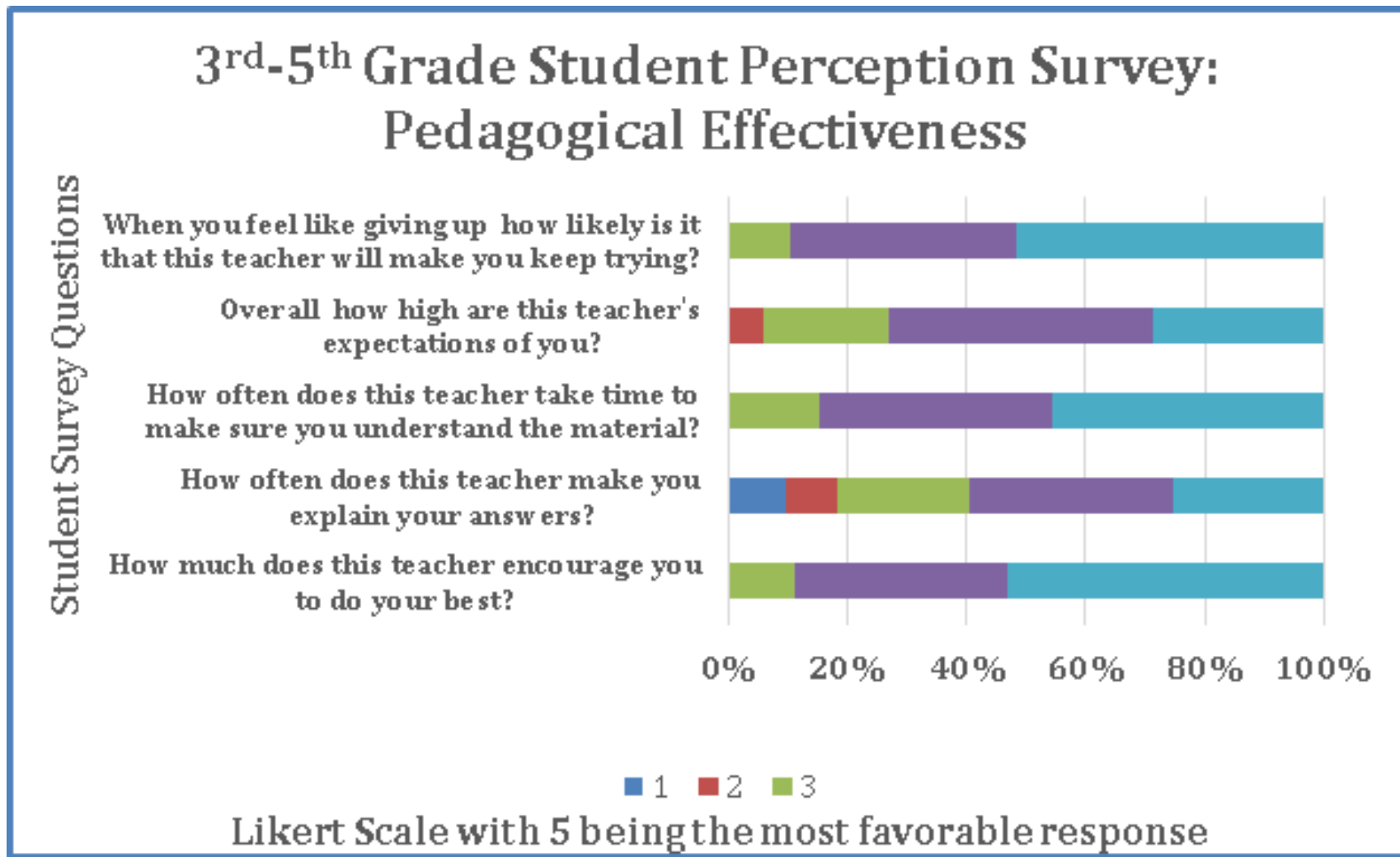


Figure 8: Grades 3-5 Student Survey: Rigorous Expectations

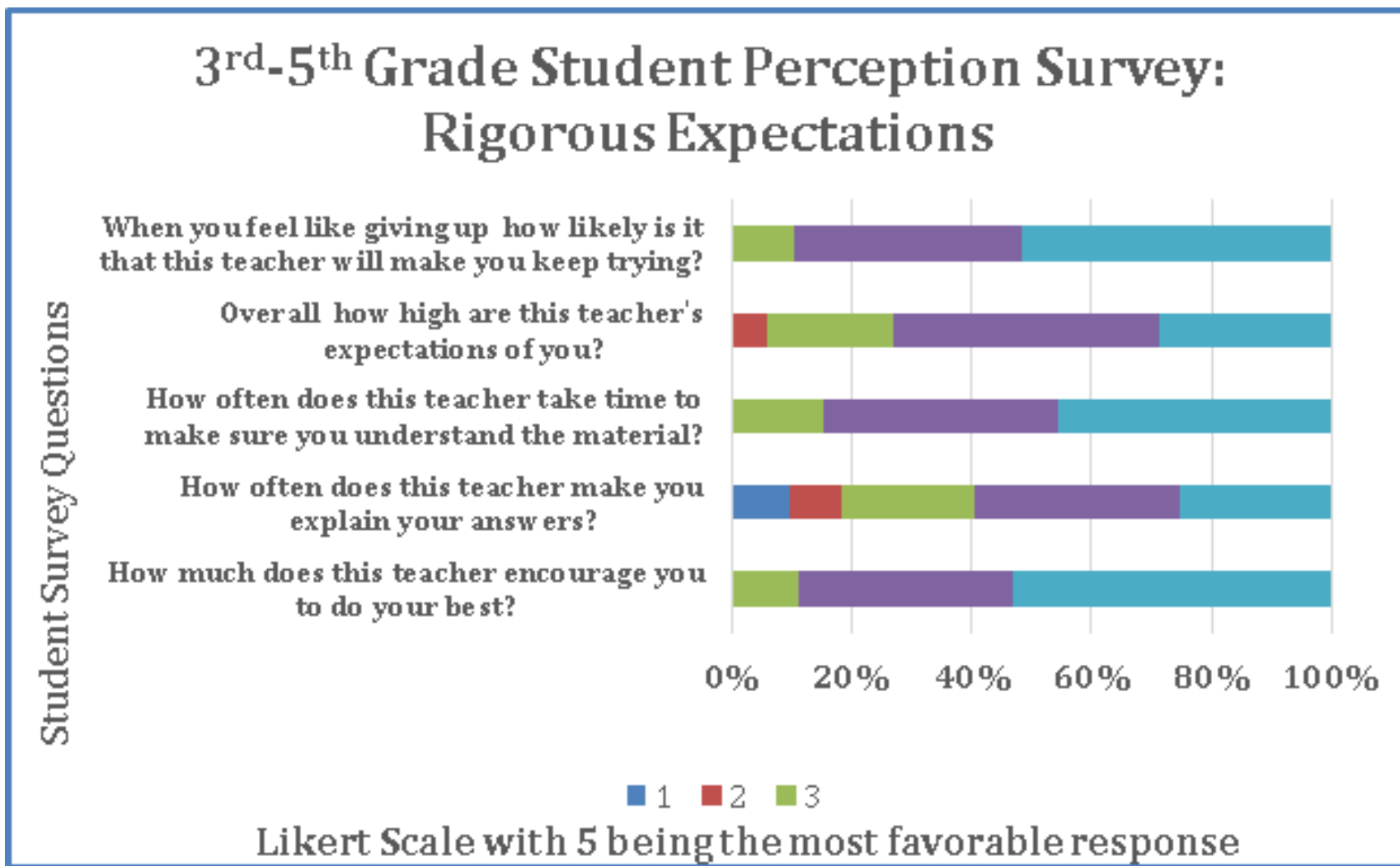


Figure 9: Grades 3-5 Student Survey: Teacher Student Relationships



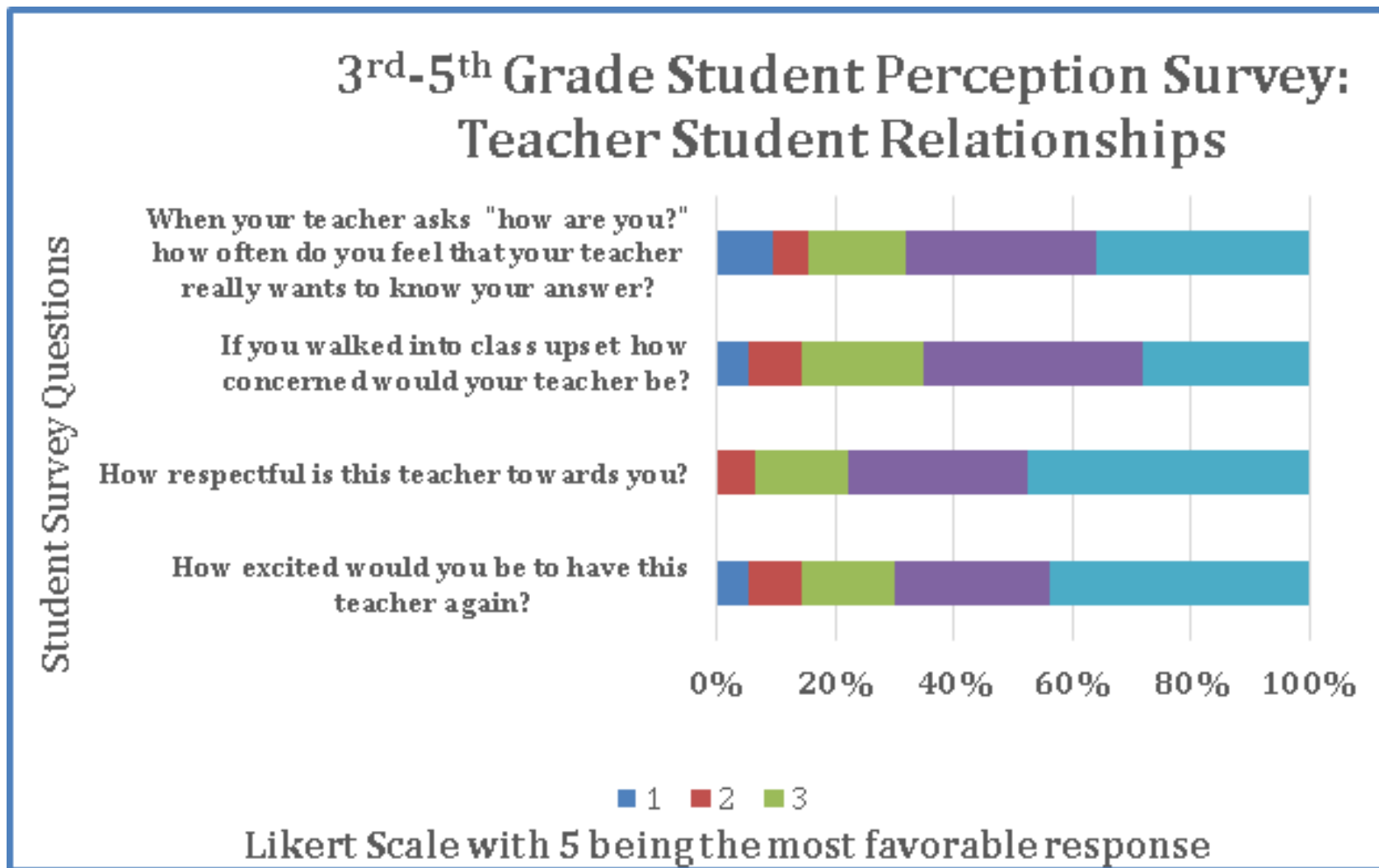
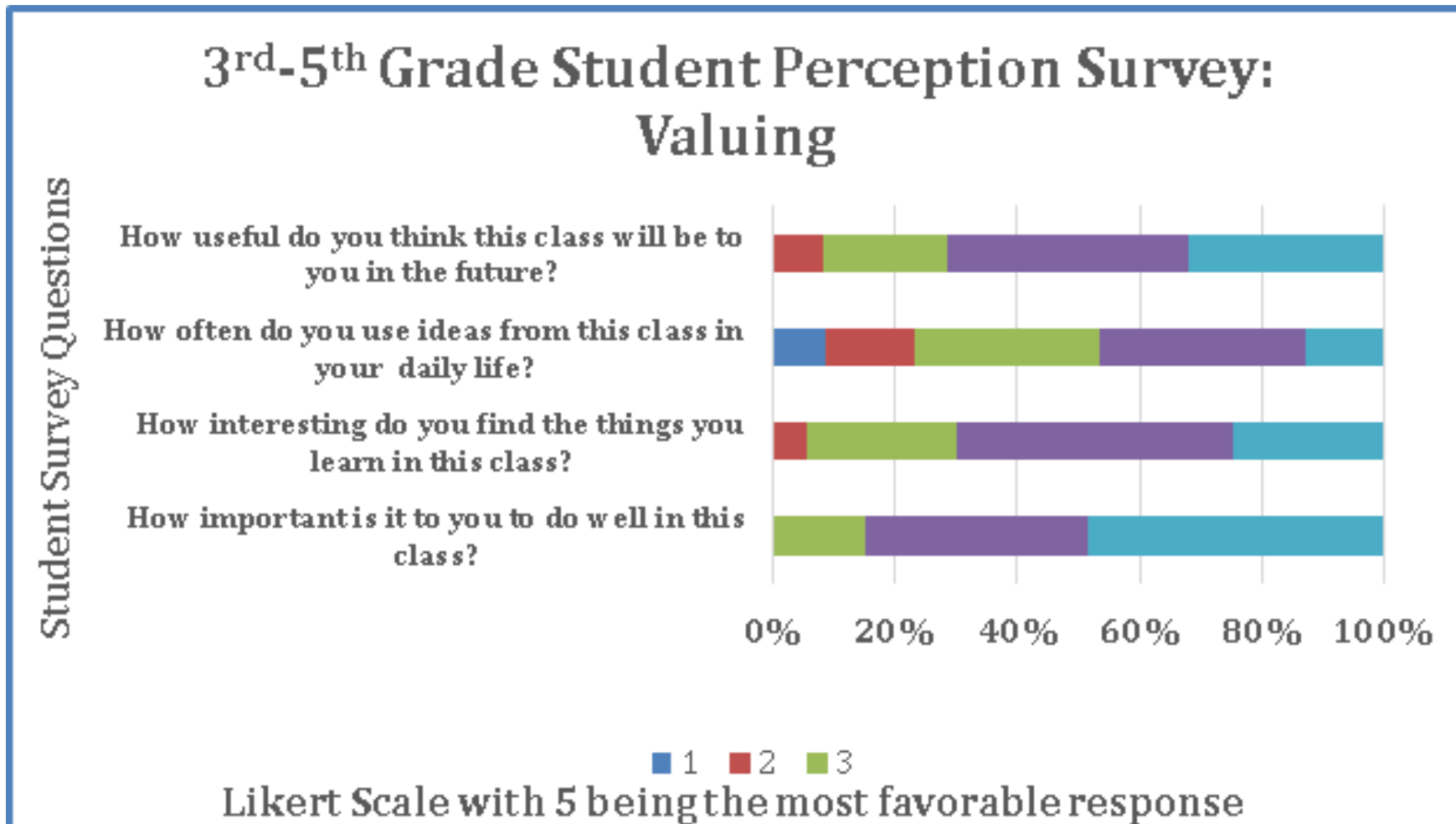
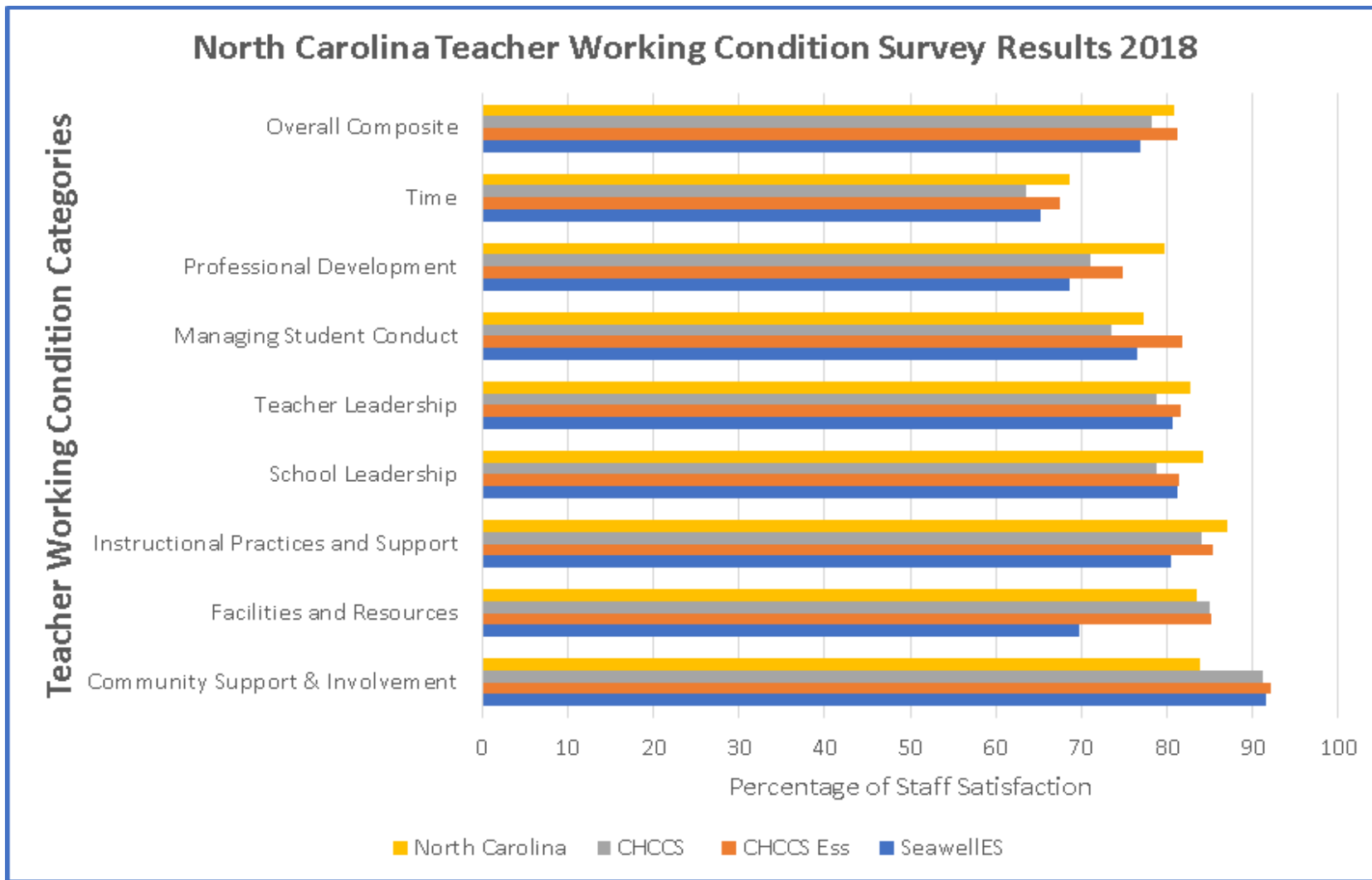


Figure 10: Grades 3-5 Student Survey: Valuing



Data Source for Figures 5 through 10: Grades 3-5 Student Perception Survey

Figure 11: 2018 NCWCS Summary Results



Data Source for Figure 11: NCTWCS

A. **Areas of Strength** (*What does the analysis of data tell you about your school's strengths?*)

**Student Success**

### *EOG Math*

Based on our EOG math scores, Seawell was successful in exceeding our targets for our overall student population and for the following subgroups: Black, White, and English Learners. Goals for our Latino, multi-racial, and exceptional children subgroups are not included due to the low population numbers in these subgroups.

### *EOG Reading*

Based on our EOG reading scores, Seawell came within one percent of meeting our target for the following subgroups: Asian, Black, and English Learners.

### *EL Progress in Language Acquisition*

Seawell continues to make progress with our students who are learning English for the first time. In 2017-18, our target was for 54.4% to meet the standards and we surpassed this with 70.5% proficient on the ACCESS assessment.

### **Discipline Disproportionality and School Culture**

Our team noticed that we had a very small number of out of school suspensions (4) and minimal discipline referrals in 2017-18 (55 total). In our root cause analysis, we determined that relationships are the key to this success: teacher to student, student to student, and teacher to family. We will continue to build on the success of these relationships and continue to encourage the development of the whole child by refining our classroom culture tools and our relationship building skills.

Using the school climate survey taken by 3-5th graders, we noticed overall our students are positive about our school. They cited teacher relationships as being strong. We will continue to work on engaging our students and teacher to ensure our school culture remains positive for all students.

We are working with our PBIS Committee to address in needs or changes. This committee will continue reviewing our referral process, interventions and PBIS incentives.

### **Retention or Culture (Staff)**

The SIT and school leadership analyzed both staff retention and staff culture. Given there has not been an increase in staff turnover,

the team decided to focus on staff culture. Using the NCTWC survey, the team notices strengths in community support and involvement, school leadership, instructional practices and support, and teacher leadership.

**B. Areas of Need** (*What does the analysis of data tell you about your school's gaps and opportunities for improvement?*)

### **Student Success**

#### *EOG Math*

Although Seawell continues to experience success in math, our overall proficient rate for black students is only 38.1%, our rate for economically disadvantaged students is 29.6%, our rate for English learners is 41.3%, and even though not measured due to low numbers, our proficiency rate for exceptional children is 24.1% All of these are key areas for improvement as we work to minimize the opportunity gap for all our students.

#### *EOG Reading*

Reading will be a main priority for Seawell in 2018-2020 as we did not meet our proficiency targets overall or for any subgroup. In addition, our black, economically disadvantaged, English learners, and exceptional children have proficiency rates lower than 40%.

### **Discipline Disproportionality and School Culture**

During our data analysis, we determined that we have a very positive school culture with minimal discipline disproportionality. However, that does not excuse us from ensuring that the small disproportionality does not improve, nor does it mean that we should not continue to have classroom and school culture as a priority. What we found is that we have disproportionality amongst our black students in terms of referrals (see Table 4). When peeling back a layer of the data, we also learned that 7 black students received the 15 office referrals. This led us to a plan where school leadership would identify those students and their teacher(s) and determine a course of support and intervention. We also identified that because we have minimal referrals, we want to go a step further and focus on ensuring the classroom culture tools being used are psychologically supportive for all students and to identify additional data sets that might show discipline disproportionality (such as how many students are being referred to special education or our school's check in-check out program).

Using the school climate survey taken by 3-5th graders, we noticed that class engagement and valuing were our two lowest categories.

In our newly formed school climate committee, we have begun planning a PBIS 2.0 to engage our students and teachers in the implementation of PBIS so that it can be most successful.

**Retention or Culture (Staff)**

Using the NCTWCS, the SIT identified the following areas to improve: professional development and use of time. In the NCTWCS survey, only 68.6% of Seawell staff were satisfied with professional development. Given we believe that professional development of teachers is a key to improving student achievement, we believe this is a priority. However, there was data that showed that teachers rated individual professional development opportunities favorably. We need additional information to more accurately assess teacher perception of professional development. One potential reason for this discrepancy is the continuity of professional development and the fact that professional development is limited both in time (days are taken due to weather) and financial resources.

**Professional Development/Budget**

In our efforts to draft concrete professional development opportunities to support teachers in our goals, we became hyper aware of the lack of financial resources to provide whole school learning opportunities let alone being able to provide differentiated learning opportunities for teachers.

**School Goals and Strategies**

**Goal Area 1 Student Success**



To meet ESSA Targets in Reading and Math.				
Present Status Student Performance Data (EOG Data, percent proficient or advanced)	Desired Status (2019) Target	Strategies (One strategy must be Family and Community Engagement)	Milestone Dates Quarterly	Resources/Professional Development to Support Progress
<b>Reading</b>				
All: 70.6%	78.8%	<p><b>Using data to improve instruction.</b> Grade level PLCs will incorporate data digs and data talks using the District Discipline Data Protocol and/or Racial Equity Impact Assessment. This includes looking at grade level data, class data, individual student data, and student work.</p> <p><b>Small Group Instruction</b> We will focus on best practices to make small group instruction most impactful. This includes strategic and flexible groupings, ensuring all students are engaged in meaningful learning opportunities during small-group instruction</p>	<p>Benchmark reading progress in the beginning, middle and end of the year using the M-Class results</p> <p>Review TE 21 Reading (3-5) in the middle of the year</p> <p>Use instructional coaches to support teacher practice and to support groups of students.</p> <p>Benchmark successes and challenges of each engagement evening (# participants, survey data, etc.)</p>	<p>Teachers will participate in professional development during delayed openings and embedded professional development days once a month. Monthly staff meetings and feedback from leadership will focus on using data and small group instruction.</p> <p>K-5 teachers will meet weekly in a grade-level PLC to work on data analysis, lesson plans, curriculum mapping, and best practices.</p> <p>The literacy coach will model instruction, co-teach, and coach teachers in best practices.</p>
Asian: 73.7%	76.7%			
Black: 38.1%	42.1%			
Latinx (Hispanic in ESSA Goals): 40.7%	NA			
Multiracial: 81%	NA			
White: 82.9%	91.9%			
EDS: 26.8%	35.8%			
English Learner: 28.3%	32%			
Exceptional children: 20.7%	NA			

		<p>and maximizing time with small groups.</p> <ul style="list-style-type: none"> <li>● Small Group Instruction Training for Teachers and Instructional Assistants if needed</li> <li>● Socratic Seminar in grade 3</li> <li>● Talent Development by our GES Specialist</li> <li>● William and Mary Units of Study for AIG and LEAP students to increase rigor and growth</li> <li>● Monitoring of AIG student achievement through PLC Data Digs</li> </ul> <p><b>Create a culture of reading through student and family activities.</b></p> <ul style="list-style-type: none"> <li>● Read-a-thon</li> <li>● Battle of the Books (4<sup>th</sup>-5<sup>th</sup> grade)</li> <li>● Classroom literacy support (mystery readers, literacy volunteers, etc.)</li> <li>● Student Leadership</li> </ul>		<p>Provide teachers with tips and tools for having successful parent conferences and open houses.</p>
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		<p>(5<sup>th</sup> grade students reading to pre-K and K students)</p> <ul style="list-style-type: none"> <li>● Focused homework in grades K-2 emphasizing reading</li> </ul> <p><b>Host 3-5 family engagement sessions</b></p> <ul style="list-style-type: none"> <li>● READY</li> <li>● Literacy Curriculum Night</li> <li>● Parent Conference Night</li> </ul>		
<b>Math</b>				
All: 76.1%%	80.9%	<p><b>Using data to improve instruction.</b> Grade level PLCs will incorporate data digs and data talks using the District Discipline Data Protocol and/or Racial Equity Impact Assessment. This includes looking at grade level data, class data, individual student data, and student work.</p> <p><b>Small Group Instruction</b> We will focus on best practices to make small group instruction most</p>	<p>Benchmark math progress for K-2 using I Ready at the beginning, middle and end of the year.</p> <p>Benchmark math progress for 3-5 using T-21 at the middle of the year.</p>	<p>Teachers will participate in professional development during delayed openings and embedded professional development days once a month. Monthly staff meetings and feedback from leadership will focus on using data and small group instruction.</p> <p>K-5 teachers will meet weekly in a grade-level PLC to work on data analysis, lesson plans, curriculum mapping, and best practices.</p>
Asian: 82.9%	85.7%			
Black: 38.1%	38.2%			
Latinx (Hispanic in ESSA Goals): 51.9%	NA			
Multiracial: 81%	NA			
White: 87.9%	90%			
EDS: 29.6%	38.7%			
English Learner: 41.3%	44.849%			
Exceptional children: 24.1%	NA			

		<p>impactful. This includes strategic and flexible groupings, ensuring all students are engaged in meaningful learning opportunities during small-group instruction and maximizing time with small groups.</p> <p><b>Host 3-5 family engagement sessions</b></p> <ul style="list-style-type: none"> <li>● Open House</li> <li>● READY</li> <li>● Science Night</li> <li>● Math Curriculum Night</li> <li>● Parent Conference Night</li> </ul>		<p>The math coach will model instruction, co-teach, and coach teachers in best practices</p> <p>Provide teachers with tips and tools for having successful parent conferences and open houses.</p>
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Discipline Disproportionality				
Present Status Discipline Data	Desired Status Target	Strategies (One strategy must be Family and Community	Milestone Dates Quarterly	Resources/Professional Development to Support Progress

		Engagement)		
<p><b>2017-18</b>                      Out of School Suspensions                      All: 4</p> <p>Referrals:                      Asian: 7                      Hispanic/Latino:3                      Black:15                      White:27                      Multi-racial: 2                      Total: 54</p>	<p><b>2018-19</b>                      Decrease number of referrals by 10%</p> <p>Decrease disproportionality of black referrals by 13% to be on track to eliminating our disproportionality by 2020.</p> <p>2019-20                      Decrease number of referrals by 10%</p> <p>Decrease disproportionality of black referrals by 13% to eliminate our disproportionality.</p>	<p>-Capture additional data points such as:</p> <ul style="list-style-type: none"> <li>● which students are referred to “check in check out system”</li> <li>● how many students of color are in our MTSS program</li> <li>● how many students of color are being referred to special education, etc.</li> </ul> <p>-Begin implementation of “Restorative Practice” system</p> <p>-Implement PBIS with fidelity</p> <p>-Encourage teachers to build positive relationships with families (i.e. calls home, attend community engagement events)</p> <p>-Ensure all classroom culture initiatives are not shame-based programs.</p> <p>-Teams will drill down on data to determine individual students of color that are being referred and set a plan of support.</p>	<p>-Quarterly Discipline Data Dives including:</p> <ul style="list-style-type: none"> <li>● Referrals to administration</li> <li>● Referrals to check-in check out system</li> <li>● Referrals to MTSS program</li> <li>● Referrals to special education</li> </ul> <p>-Quarterly check in on Restorative Practices implementation</p> <p>-Quarterly check in on MTSS implementation</p> <p>-Quarterly check in on PBIS implementation</p> <p>-By 2019-2020 school year, no classroom teacher will use a shame-based classroom management system.</p> <p>-By 2019-20, staff and leadership will create a family engagement plan that will be implemented by all teachers in 2019-</p>	<p>-Restorative Practice Training for every staff member</p> <p>-Additional support for teachers to Implement the intervention strategies that are listed in the code of conduct</p> <p>-Classroom observations and support for teachers identified in the data dive.</p> <p>- Student interventions and support for students identified in the data dive.</p> <p>-Share proactive family engagement strategies with staff.</p> <p>-Increased training for TAs on creating positive relationships with students.</p>

		<ul style="list-style-type: none"><li>-Host READY meetings, communicate PBIS revamp with families</li><li>-Equity book study</li></ul>	<p>2020.</p> <ul style="list-style-type: none"><li>-Quarterly check in on equity team goals</li></ul>	
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<b>EL Progress in Language Acquisition</b>				
<b>Present Status</b> Student Performance Data	<b>Desired Status</b> Target	<b>Strategies</b> (One strategy must be Family and Community Engagement)	<b>Milestone Dates</b> Quarterly	<b>Resources/Professional Development to Support Progress</b>
EL Progress: 70.5% (Goal 54.4%- Met)	EL Progress: 57.9% is target for the state.  Our goal will be 74% (a 5% increase).	<p>-Provide opportunities for EL and general education teachers to attend SIOP training.</p> <p>-EL teachers and general education teachers will collaborate on best practices and planning in PLCs</p> <p>-SIOP strategies will be incorporated in daily EL lesson plans</p> <p>-Mentor/Mentee group for students.</p> <p>-ESL parent orientation, specific communication in the home language about special events</p>	<p>-January 2019- check in on student progress towards meeting language acquisition goals.</p> <p>-Review parent orientation success (# of attendees, feedback from staff who conducted training)</p>	<p>-EL Department Professional Development</p> <p>-EL teachers provide overview of ACCESS testing for staff</p>

<b>Culture/Climate (Based on Student Survey Data)</b>				
<b>Present Status</b>	<b>Desired Status Target</b>	<b>Strategies (One strategy must be Family and Community Engagement)</b>	<b>Milestone Dates Quarterly</b>	<b>Resources/Professional Development to Support Progress</b>
<p>Office Discipline Referrals (55)</p> <p><b>Student Survey Data:</b>  <a href="https://docs.google.com/spreadsheets/d/164GN0GYIRajJwCkXbB_XFpJQ_RcysCDLTeYeRKg-8cQ/edit?usp=sharing">https://docs.google.com/spreadsheets/d/164GN0GYIRajJwCkXbB_XFpJQ_RcysCDLTeYeRKg-8cQ/edit?usp=sharing</a></p>	<p>Decrease overall office discipline referrals by at least 10 percentage points.</p>	<p>-PBIS</p> <ul style="list-style-type: none"> <li>● To improve PBIS implementation by separating incentives into two groups: K-2 and 3-5.</li> <li>● Revise and rebrand the schoolwide matrix to reflect the two groups and school-wide priorities.</li> <li>● Major and Minors and PBIS Systems and Structures utilized</li> <li>● Start quarterly PBIS celebrations</li> <li>● Implement PBIS committee</li> </ul> <p>-Host 3-5 family engagement sessions</p> <ul style="list-style-type: none"> <li>● Global Traditions</li> <li>● Big Fall Play Day</li> </ul>	<p>-Quarterly Check in on PBIS committee initiatives</p> <p>-Review quarterly family activity schedule.</p> <p>-Review student survey data with staff by October</p> <p>-Quarterly check ins on student centered groups.</p> <p>-Quarterly check ins on student leadership opportunities.</p> <p>-Quarterly check in on restorative practices implementation</p>	<p>-Quarterly town hall meetings (professional development for K-2, 3-5) to refresh best practices in implementation.</p> <p>-PBIS training for all staff</p> <p>-PBIS committee meetings monthly (committee members share with grade level team)</p> <p>-Engage PTA, staff, SIT, and students in family engagement session.</p> <p>-Team analysis of student survey to inform committees.</p>

		<ul style="list-style-type: none"> <li>● READY</li> <li>● Donuts with Dubose</li> <li>● Folkmoot</li> <li>● School dances</li> </ul> <p>-Student Survey data analysis</p> <p>-Host student-centered social-emotional learning opportunities (Affinity groups, guidance counselor groups)</p> <p>-Provide leadership opportunities for students (safety patrol, student council, fire marshals, etc.)</p> <p>-Implement restorative practices</p> <p>-Staff Committees to increase collaboration in the decision-making process.</p>		-Restorative practices training for all teachers
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**Goal Area 2 Employee Experience**

<b>Retention or Culture (Based on NCTWCS Results)</b>				
<b>Present Status</b>	<b>Desired Status Target</b>	<b>Strategies</b>	<b>Milestone Dates Quarterly</b>	<b>Resources/Professional Development to Support Progress</b>
1. Overall Composite: 76.8% 2. Community Support and Involvement: 91.5% 3. Facilities and Support 69.8% 4. Instructional Practices and Support 80.5% 5. School Leadership 81.3% 6. Teacher Leadership 80.6% 7. Managing Student Conduct 76.6% 8. Professional Development 68.6% 8. Time 65.3%	Overall Composite will increase by 5% percentage points.	-Develop team systems and structures for team Committees/Vertical PLCs (to build collaboration and decision making) -Systems and structures for norms within our school, meetings -Survey Data to address professional development needs -Star Teacher/Teacher Assistant of Month (recognized during staff meetings). -Interview Committee that includes team members. We will have a focus to recruit diverse teaching staff at our school and develop partnerships with local college and universities for recruitment. -Shout Out Board	-End of the Year PD Survey Data	-PLC Training for staff -School Leadership Team Training for team leaders -Survey data -Committee agendas, minutes, surveys and agendas



		<ul style="list-style-type: none"> <li>-Weekly Shout-Outs</li> <li>-The Scoop and Daily News</li> <li>-Culture Climate Committee will create systems and structures for staff to recognize/celebrate, birthdays, retirements, new additions, deaths and staff milestones.</li> <li>-Quarterly Staff Socials</li> <li>-School Leader Reps for our School Leadership Team from every area and training.</li> <li>-Despite the Best Intentions book study for staff</li> </ul>		
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**Goal Area 3 Organizational Effectiveness**

<b>Organizational Effectiveness Budget</b>				
<b>Present Status</b>	<b>Desired Status Target</b>	<b>Strategies</b>	<b>Milestone Dates Quarterly</b>	<b>Resources/Professional Development to Support Progress</b>
-Instructional needs are limited by our overall budget	-Increase overall budget to effectively impact the instructional program.	-Instructional Needs Assessment and Inventory	Ongoing	Grant writing PD Professional Development Plan
-Our current budget	-Systems and structures	-Grade levels will		

cannot fund all needs	to align instructional needs with funding	submit supplies and instructional needs based on SIP and funds  -Request will be submitted to the SLT for approval  -Grant Writing Training for staff  -Review needs to with key stakeholders for increased funding	Ongoing  Ongoing	
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**Other Required Goals**

*The school will provide a duty-free lunch period for every teacher daily or as otherwise approved by School Improvement Team.*

School Improvement Decision/Date	Plan for providing Duty-free Lunch
October 25, 2018	The master schedule was created so that every teacher has a duty-free lunch.

*The school will provide a duty-free instructional planning time for every full-time assigned classroom teacher, with a goal of providing an average of at least five full hours of planning time per week.*

School Improvement Decision/Date	Plan for providing Duty-free Instructional Planning
<p><b>October 25, 2018</b></p>	<p>The master schedule was created so that every teacher has duty-free instructional planning each day. Seawell is fortunate to offer classes such as music, art, physical education, Spanish, and library that support the well-roundedness of our students and allows us to provide teachers with common planning times daily.</p>

*The school shall include a plan to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.*

School Improvement Decision/Date	Plan for eliminating unnecessary and redundant reporting requirements.
<p><b>October 25, 2018</b></p>	<p>Seawell is committed to using technology solutions as much as possible including the following:</p> <ul style="list-style-type: none"> <li>● Weekly electronic bulletin</li> <li>● Electronic Daily news</li> <li>● Email used for communication as much as possible</li> <li>● Surveys and google docs will be utilized as much as possible.</li> </ul>

Reference GC115C-105.27