

**Frank Porter Graham Bilingüe Mid Year School Improvement Plan**  
**End of Year Update 2019**

Goals 1 Student Success:

Implementation Steps- Reading	End of Year Update
<p><b>Reading</b></p> <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> <p><b>Math</b></p> <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>	<p>See data tables at the end</p> <p>FPG has continued to implement dual language units of study making revisions where needed. The work with the UNC bridge project has supported the development of stronger bridges in grades 3-5 and a continuum of bridge work K-5. For example, it is well defined what aspects of grammar are appropriate for grade K (el, la) versus 3rd (cion, tion). This work has supported students making explicit connections across the languages, building on strengths from both.</p> <p>Grades K-1 implemented Imagine Español as a support for work study and vocabulary. Teachers report that students enjoy the games and activities but data results are mixed. The school will try the program for one additional year with anticipated changes from the company. Grades K-4 have administered the American Reading Company assessments in the language of assessment and have received training on implementation of the guided reading materials.</p> <p>MTSS has provided supported for students in grades 1-5 in the first semester, primarily focusing on reading and social emotional learning. For the second semester, the support staff were assigned to co-teach in grades K-2 to provide more intensive classroom support using school resources and American Reading resources. The gifted teacher provided direct instruction for highly gifted math students weekly in grades 4-5, morning math group each week and provided various resources and materials for classroom teachers in both reading and math.</p> <p>B3 focused on math fluency in the fall, reading fluency and stamina in the winter session and test preparation in the spring. Volunteers (parents, university and high school) have been supporting students with fast facts.</p> <p>Grade 3 has offered parent education sessions on supporting students at home. School staff presented at the district parent education summit in October.</p>

Discipline Disproportionality:

Implementation Steps	End of Year Update
<ol style="list-style-type: none"> <li>1. Continue to refine schoolwide implementation of PBIS, Mindfulness</li> <li>2. Refine and evaluate resources for MTSS for social emotional learning and intervention</li> <li>3. Continue to support school-based mental health</li> <li>4. Train all staff and implement restorative practices</li> </ol>	<p>See data tables at the end</p> <p>FPG implemented PBIS, mindfulness and restorative circles. Most staff have been trained in all three programs. Remaining staff will receive training over the summer or next school year. MTSS used various resources to support social emotional interventions (Second Step, Skill Streaming, Why Try, UNC Anxiety group). Some interventions have been very helpful for students and others have not been a good match.</p> <p>The Our Kids team continues to work with Carolina Outreach for school based mental health services. About 45 students were served with 2 assigned therapists who combined work 4 days each week at FPG.</p> <p>The district initiative of restorative practices was implemented as a strategy for discipline referrals through restorative conferences, circles and peer mediation. Teachers also used the techniques in the classroom to check for understanding and build community.</p>

English Learner Progress in Language Acquisition :

Implementation Steps	End of Year Update
<ol style="list-style-type: none"> <li>1. Continue to implement biliteracy units of study</li> <li>2. Provide professional development on SIOP through a cohort training option</li> </ol>	<p>See data tables at the end</p> <p>New teachers have attended training on Dual Language 101 module (DL research) and 102 (DL curriculum and units) and SIOP through the district's Project Advance program. Other teachers have received model instruction and coaching support on SIOP.</p>

Culture/Climate:

Implementation Steps	End of Year Update
<ol style="list-style-type: none"> <li>1. Engage learners in various programs that support integrated and global learning (e.g. Puerto Rico Project/penpals, unit showcases, technology</li> </ol>	<p>All students participated in the project with Puerto Rican artists in September. The team will continue in the summer with the camp's theme on voice, resilience and social justice. The technology specialist and librarian worked with</p>

<p>integration)</p> <ol style="list-style-type: none"> <li>2. Implement Restorative Practices and Circles</li> <li>3. Offer student interest clubs</li> <li>4. Explore feasibility of Student Council</li> <li>5. Provide school community building opportunities (Hispanic Heritage, African American Culture celebrations, Carnaval)</li> <li>6. Create a forum for parent collaboration/sharing across language/cultural groups to engage across families or volunteer in the school or afterschool programs.</li> <li>7. Seek field trips/family opportunities in the community that support Spanish language and culture</li> </ol>	<p>teachers in integration of technology in their units of study. For example, grade 5 presented video commercials about the body systems based on common problems people have (stomachache, headache, etc).</p> <p>More than 220 grades 2-5 students have participated in clubs for the three rotations FPG has hosted through funding from the PTA. We have not yet explored student council.</p> <p>The school hosted a successful Hispanic heritage night in September and black history celebration in mid February and carnaval in early March.</p> <p>The school hosted an event for parents in collaboration with We Are to explore cultural identity and bias. The school has also lead the Truth and Tamales project in collaboration with the Arts Center.</p> <p>Teachers have sought various field trips and guest speakers in Spanish. For example, some of the grade 4 field trip to UNC for science was done in Spanish.</p>
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Goal 2 Employee Experience :

Implementation Steps	End of Year Update
<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>	<p>Teachers participated in various study groups of choice (biliteracy, Resilience and Trauma, co-teaching, math and equity, standards, translanguaging) and Project Advance courses. New teachers all had a mentor or assigned buddy. Some teachers received additional support from the district peer assistance and review staff.</p> <p>The school leadership team talked about decision making after conducting a survey with teacher leaders and coaches. There is a clear process for decision making but it is not always followed by all staff.</p> <p>The school has closely monitored the maintenance needs of the school and has submitted monthly reports to the SIT. The plumbing challenges have been repaired and new HVAC in the gym, 2-3 and media buildings will be installed over the summer, along with the new playground.</p>

Goal 4 Organizational Effectiveness :

Implementation Steps	End of Year Update
Budget- Collect baseline data	CHCCS finance office will collect baseline data throughout the school year.

Data Tables

	Reading			
<b>Kindergarten</b>	BOY TRC level RB	MOY TRC level B	EOY TRC level D	Average Growth 4.0
Total	20%	6%	44%	4.2
White	14%	5%	46%	4.7
African American	0%	0%	29%	2.6
Hispanic	29%	4%	40%	3.8
Asian	0	0	100%	6
Multi	13%	25%	75%	5.6
LEP	0%	0%	30%	3.3
EC	0	0	0%	3
<b>First Grade</b>	BOY TRC level D	MOY TRC level F/G	EOY TRC level J	Average Growth 6.0
Total	16%	42%	64%	6.2
White	17%	49%	79%	7.1
African American	14%	0%	13%	4.7
Hispanic	15%	39%	59%	5.7
Asian	NA	NA	NA	NA
Multi	50%	67%	75%	5.2
LEP	7%	38%	50%	5.4
EC	0%	0%	20%	5.8

<b>Second Grade</b>	BOY TRC level J	MOY TRC level K	EOY TRC level M	Average Growth 3.0
Total	48%	31%	62%	5.5
White	57%	33%	66%	5.6
African American	29%	29%	38%	4.1
Hispanic	48%	26%	60%	5.3
Asian	0%	0%	50%	5.5
Multi	17%	67%	86%	7.6
LEP	27%	6%	43%	4.1
EC	40%	25%	60%	3.6

<b>Third Grade</b>	BOY TRC (level M)	MOY TRC (level O)	EOY TRC (level Q)	Average Growth (3.0)	Q2 Benchmark	BOG 2018	2019 EOG
Total	52%	40%	66%	6.1	64%	42%	66%
White	81%	63%	100%	6.8	93%	76%	98%
African American	40%	60%	60%	6.5	80%	40%	40%
Hispanic	30%	16%	36%	5.5	36%	12%	40%
Asian	100	100%	100%	5	100%	100	100%
Multi	33%	100%	100%	7	100%	33%	100%
LEP	27%	13%	33%	5.6	17%	5%	33%
EC	25%	13%	0%	5.9	0%	0%	0%

<b>Fourth Grade</b>	BOY F & P level P Spanish	MOY F&P level Q/R	EOY F&P level S	Average Growth (3.0)	Q2 Benchmark	2019 EOG
Total	86%	82%	71%	3.1	54%	57%
White	100%	97%	81%	3.1	97%	97%
African American	100%	50%	0%	1	0%	0%
Hispanic	73%	71%	65%	3.5	20%	25%
Asian	100	100%	100%	6	100%	100%
Multi	100%	100%	100%	3.3	100%	100%
LEP	72%	70%	58%	3.5	17%	25%
EC	44%	50%	50%	3.4	25%	25%

<b>Fifth Grade</b>	BOY F & P Level S	MOY F & P Level T/U	EOY F & P Level V	Average Growth (3.0)	Q2 Benchmark	2019 EOG	
Total	79%	83%	82%	2.2	71%	67%	
White	98%	98%	98%	0.85	98%	98%	
African American	50	100%	100%	2	50%	50%	
Hispanic	62%	70%	68%	3.4	47%	40%	
Asian	100	100%	100%	1	100%	100%	
Multi	100	100%	100%	0	100%	100%	
LEP	26%	44%	60%	4.4	24%	16%	
EC	29%	36%	36%	3.4	43%	21%	

Math								
<b>Kindergarten</b>	BOY Quanty Discrimination(QD)	MOY QD	EOY QD	BOY Missing # MN	MOY MN	EOY MN	DPI Summative	
Total	76%	61%	69%	77%	61%	71%	68	
White	92%	74%	92%	94%	82%	95%	95	
African American	71%	60%	43%	71%	60%	43%	57	
Hispanic	62%	46%	53%	65%	42%	53%	47	
Asian	100	100	100	0	100	100%	100	
Multi	100%	88%	88%	100%	75%	100%	88	
LEP	0%	0%	30%	0%	0%	43%	26	
EC	0	0	100	0	0	100	0	

<b>First Grade</b>	BOY MCOMP	MOY MCOMP	EOY MCOMP	DPI Summative
Total	74%	76%	82%	72%
White	90%	94%	96%	94%
African American	71%	33%	63%	38%
Hispanic	60%	64%	72%	60%
Asian	NA	NA	NA	NA
Multi	100%	100%	100%	50%
LEP	41%	58%	68%	54%
EC	33%	100%	60%	100%

<b>Second Grade</b>	BOY I-READY	MOY i-READY	EOY I-READY	BOY MCOMP	MOY MCOMP	EOY MCOMP	DPI Summative
Total	39%	41%	79%	77%	76%	52%	51
White	61%	63%	86%	87%	89%	82%	75
African American	0%	0%	100%	86%	57%	50%	25
Hispanic	20%	22%	69%	64%	64%	35%	40
Asian	100%	100%	100%	100%	100%	58%	0
Multi	67%	67%	71%	100%	100%	82%	29
LEP	0%	0%	59%	45%	22%	50%	30
EC	20%	25%	60%	80%	25%	35%	20

<b>Third</b>	BOY MCAP	MOY MCAP	EOY MCAP	BOY MCOMP	MOY MCOMP	EOY MCOMP	Q2 Benchmark	2019 EOG
Total	66%	53%	60%	68%	59%	82%	68%	
White	88%	78%	88%	90%	78%	95%	90%	
African American	60%	60%	60%	40%	60%	60%	60%	
Hispanic	48%	28%	36%	50%	40%	72%	48%	
Asian	100%	100%	100%	100%	100%	100%	100%	
Multi	67%	100%	80%	100%	100%	100%	100%	
LEP	36%	17%	29%	55%	25%	54%	25%	

EC	38%	25%	13%	50%	25%	50%	38%	
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<b>Fourth</b>	BOY MCAP	MOY MCAP	EOY MCAP	BOY MCOMP	MOY MCOMP	EOY MCOMP	Q1 Benchm ark	Q2 Benchm ark	2019 EOG
Total	55%	62%	75%	63%	62%	74%	70%	71%	
White	78%	84%	97%	78%	90%	90%	94%	97%	
African America n	100%	50%	100%	100%	50%	50%	0%	50%	
Hispanic	35%	41%	55%	50%	39%	63%	50%	49%	
Asian	0%	100%	100%	100%	100%	100%	100%	100%	
Multi	100%	100%	100%	50%	67%	67%	100%	100%	
LEP	24%	30%	50%	48%	33%	58%	38%	43%	
EC	22%	25%	25%	44%	38%	63%	56%	50%	

<b>Fifth</b>	BOY MCAP	MOY MCAP	EOY MCAP	BOY MCOMP	MOY MCOMP	EOY MCOMP	Q1 Benchm ark	Q2 Benchm ark	2019 EOG
Total	50%	80%	70%	85%	80%	81%	77%	74%	
White	78%	95%	98%	98%	93%	98%	98%	95%	
African America n	50%	50%	50%	100	100%	50%	50%	50%	
Hispanic	25%	68%	47%	74%	68%	68%	58%	55%	
Asian	100%	50%	100%	100	50%	100%	100%	100%	
Multi	60%	100%	80%	100%	100%	100%	100%	100%	
LEP	4%	52%	28%	65%	56%	56%	48%	44%	
EC	7%	43%	29%	64%	64%	50%	57%	43%	



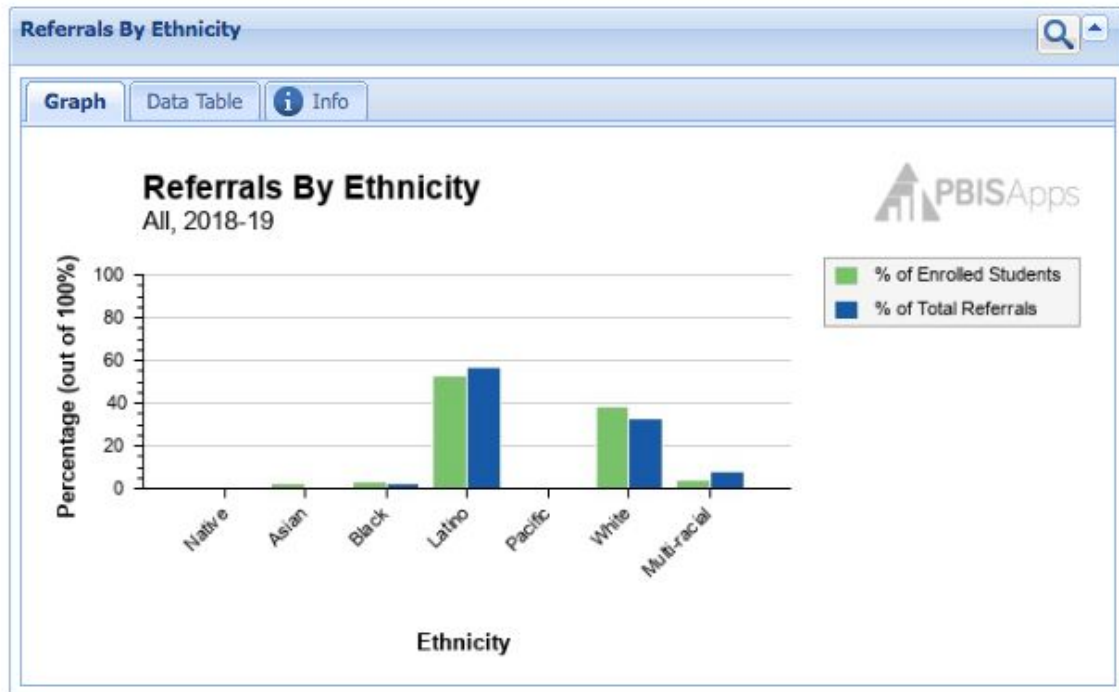
<b>Fifth</b>	Science 2016	Science 2017	Science 2018	Science 2019
Total	48%	74. %	80. %	75. %
White	82%	100. %	94. %	98. %
African American	100%	0. %	100. %	50. %
Hispanic	28%	50. %	59. %	55. %
Asian	100%	100. %	100. %	100. %
Multi	0%	100. %	100. %	100. %
LEP	0%	0. %	33. %	40. %
EC	0%	0. %	100. %	21. %

LEP Growth/Exit Rates	Expectation	16-17 Growth Data	17-18 Data%	18-19 Data%
Growth Rate	0.5	78.0	53%	54%
Exit Rate	unsure	109.0	3%	3%

STAMP Assessment for Spanish Language Proficiency	Grade 5 1617	Grade 5 1718	Grade 5 1819	Expected Score	
Listening	95%	100%	78%	6	*Criteria changed
Speaking	50%	86%	74%	4	
Reading	65%	96%	88%	5	*Criteria changed
Writing	85%	88%	87%	4	

## SOCIAL EMOTIONAL LEARNING

SRSS	BOY	MOY	EOY
Red	7%	4%	6%
Yellow	22%	16%	20%
Green	71%	80%	74%



Discipline Referrals	% of students	2018 % of Referrals	2019 % of students	2019 % of Referrals
White	40	39	40	32.4
Black	4	3	4	2.7
Hispanic	50	58	50	56.8
Asian	2	0	2	0
Multi Racial	4	0	4	8.1
	2016	2017	2018	2019
Total Referrals	77	61	54	37

Chronic Absenteeism	15-16	16-17	Target for 17-18	18-19 Actual
N of School	503.00	586.00	607.00	616.00

# of kids with more than 15 days	24.00	48.00	43.00	54.00
% of populations	4.77	8.19	7.08	9.09