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

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 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:

School Number:

Plan Year(s):

Date Submitted to Board:

Principal Signature: _____   **Date:** _____

Board Chair Signature: _____   **Date:** _____

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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 on file
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*)

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

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

 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?)*

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

*****NOTE (5/2)-Need to write interventionist into plan-Students will work in small groups based in student needs. Interventionist will work with small group

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**
Reading				
All 58.6	60.6	Implement American	Quarterly data reviews	American Reading

Asian 72.2	75.7	Reading Company in grades k-2.	using District Data Protocol	Company (ARC)
Black 21.5	26.6			
Latinx 25.8 (Hispanic in ESSA Goals)	30.7	Implement Reading Research to Practice in 3rd grade		Ongoing Coaching/PD led by ARC Coach
Multiracial	N/A (11)			Partnership with Wake-UTD and UNC
White 79.6	82.8			
English Learner	N/A (23)			
Students with Disabilities 6.5	12.5	Implement Science Literacy in grades 3rd-5th		Duke Energy Grant
		Parent reading challenge		AVID
Math				
All 61.9	67.3	Ready/I-Ready in K-2	Quarterly data reviews using District Data Protocol	I-Ready Math Workshop
Asian 77.8	81.3			
Black 23.1	29.8	Flexible grouping K-5 to provide differentiation and collaborative teaching, including highly gifted services		Learning Labs
Latinx 43.8 (Hispanic in ESSA Goals)	49.8			
Multiracial	N/A (11			
White 84.1	88.8			
English Learner	N/A (24)			
Students with Disabilities 19.6	27.2	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		

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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**
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

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**
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	Quarterly Review	

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		as well as language support strategies. EL teachers will meet with classroom teachers to identify appropriate classroom modifications for ELL students. EL teachers will support a push-in model 70% of the day to support student learning.		

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

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		check in		

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**
34.3%- Differentiated Professional Development	44%- Differentiated Professional Development	Provide Survey to determine staff need Offer PD based on survey	August 2018 Quarterly	Wednesday PD Time Tuesday PD Time Project Advance
56.1%- Teacher influence in decision making	61%- Teacher influence in decision making	Development decision-making guidelines and implement	January 2019 June 2019	
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.	Identify staff needs and develop system to support. Provide quarterly staff check in.	Quarterly	
73.5% of staff feel concerns are addressed	80% of staff feel concerns are addressed			

Goal Area 3 Organizational Effectiveness

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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	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.

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School Improvement Decision/Date	Plan for eliminating unnecessary and redundant reporting requirements.
October 2018	- utilizing email for professional communication when appropriate, - eliminating redundant requests for reports, and - fully utilizing existing data and processes as much as possible to complete required reports.

Reference GC115C-105.27